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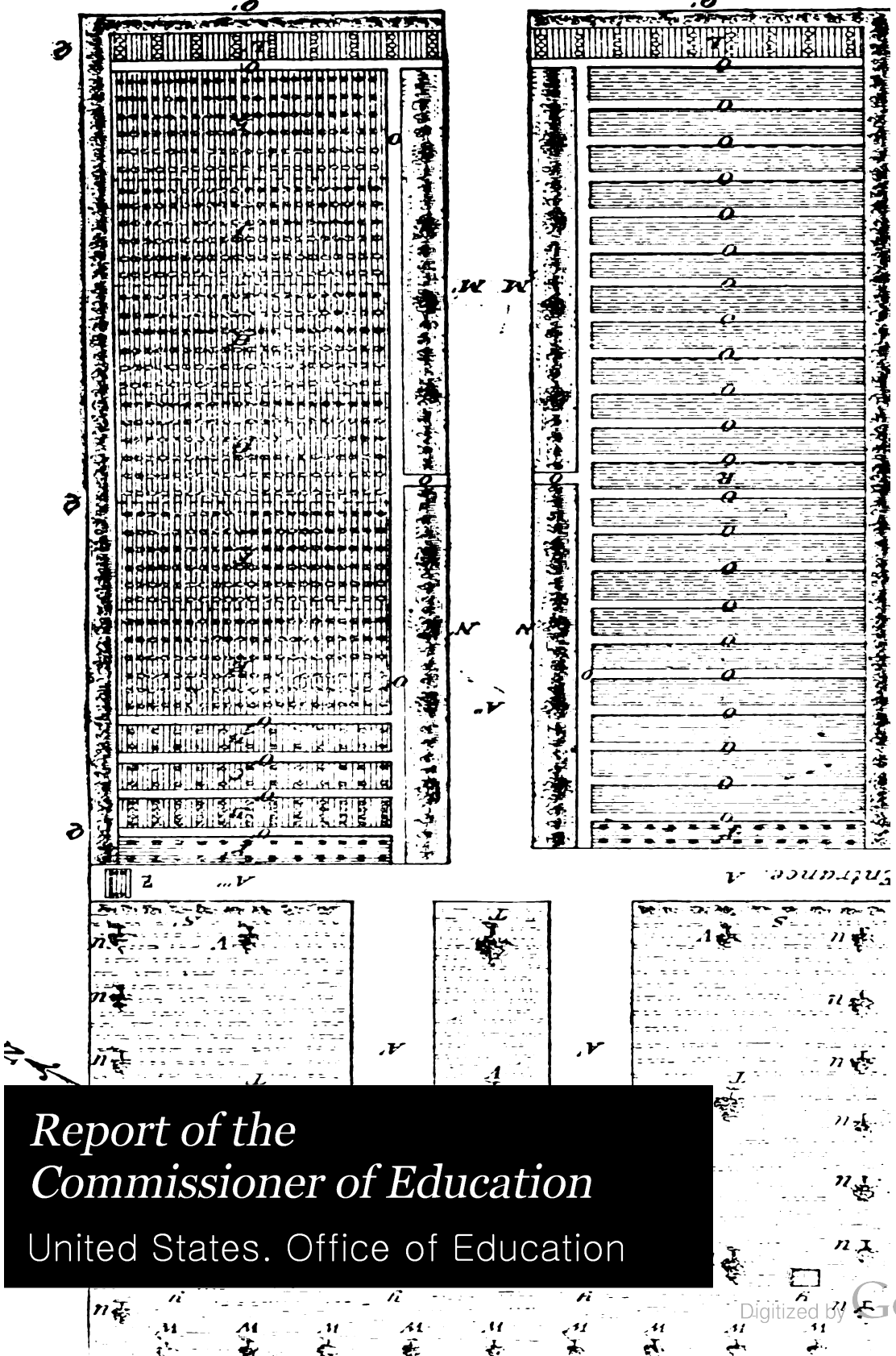

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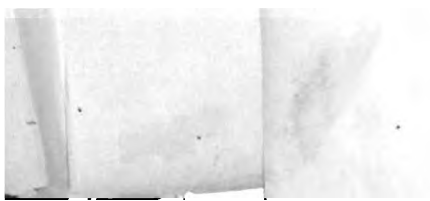

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COMMISSIONER OF EDUCATION

FOR

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CONTENTS OF VOLUME 2.

PART II.

CHAPTER XXV.—CHILD STUDY IN THE UNITED STATES.

Page.

Origin of the movement 1281
Contents of children's minds on entering school 1282
Motor ability 1291
The boyhood of great men 1294
Societies for child study 1299
Memory in school children 1304
Peculiar and exceptional children 1318
Imitation in children 1333
Moral education 1339
Bibliography of child study 1350

CHAPTER XXVI.—REPORT OF THE COMMITTEE OF TWELVE OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA.

Preliminary statements 1391
Value of the modern languages in secondary education 1393
A critical review of methods of teaching 1396
Method as related to the preparation of teachers 1403
Modern languages in the primary grades; the extension of the high school course 1405
Proposal of three national grades of preparatory instruction in the modern languages 1408
The elementary course in German 1409
The intermediate course in German 1419
The advanced course in German 1420
The courses in French 1421
Specimen examination papers for admission to college 1425

CHAPTER XXVII.—UNIVERSITY TYPES AND IDEALS.

Activity in respect to higher education 1435
Dr. E. Levasseur's response to the toast, "American Universities" 1436
The University of Chicago, by Dr. Henry Moisseau 1443
University education, by Dr. Michael Foster 1447
The University of Turin, by M. Haguenin 1452

CHAPTER XXVIII.—STATE SUPERVISION OF DEGREE-CONFERRING INSTITUTIONS 1461

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Page.

CHAPTER XXIX.—REPORT ON SCHOOL STATISTICS, MADE BY A COMMITTEE OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION 1477

CHAPTER XXX.—MEDICAL INSPECTION OF SCHOOLS 1489

CHAPTER XXXI.—BIBLE STUDY IN AMERICAN COLLEGES 1513

CHAPTER XXXII.—THE BIBLE IN THE PUBLIC SCHOOLS AND STATE UNIVERSITIES 1539

CHAPTER XXXIII.—METHODS OF INSTRUCTION IN AGRICULTURE.

The school gardens at the Buscombe British School 1575
An experimental farm for young people, by Prof. W. C. Latta 1578
The study of the foliage leaf, by Prof. Stanley Coulter 1582
How a candle burns, by George W. Cavanaugh 1588
Teacher's leaflet on four apple twigs 1592
The care of domestic animals 1598
The moisture of the soil, and its conservation 1601
Progress of extension work; report of work done under the Nixon law of 1897 of the State of New York 1610
Instruction in agriculture in the rural schools of France 1614
Instruction in agriculture in Prussia 1621

CHAPTER XXXIV.—CONSULAR REPORTS.

Gardeners' schools in Russia 1623
School gardens in Russia 1632
Educational institutions and methods in Corea 1639
Leipsic Commercial University 1644
Weaving schools in Germany 1646
Education in Russia 1647
School for the merchant marine in Russia 1648
Supplementary education in Saxony 1653
German studies of malarial disease 1654
Practice of professions in Japan 1656

CHAPTER XXXV.—LEGAL PROVISIONS OF THE VARIOUS STATES RELATING TO TEACHERS' EXAMINATIONS AND CERTIFICATES 1659

CHAPTER XXXVI.—CURRENT QUESTIONS.

Coeducation 1693
Higher commercial education in Europe 1694
Compulsory attendance 1695
Conveyance of children to school; corporal punishment 1701
Foreigners in universities of Europe 1702
Salaries of superintendents and teachers 1704
Sunday school statistics for the United States and British American Provinces 1708
Supplementary and industrial education in Germany 1710
Teachers' pensions and mutual aid societies 1710

CHAPTER XXXVII.—MISCELLANEOUS EDUCATIONAL TOPICS.

Athletic gymnastics, by A. Mosso, professor in the University of Turin 1715
Artificial production of nitrates for agricultural purposes, from address by Sir William Crookes 1721
The use of pictures in public libraries, by Samuel Swett Green 1725

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Page.

CHAPTER XXXVIII.—THE TRANS-MISSISSIPPI AND INTERNATIONAL EXPOSITION, HELD IN OMAHA, NEBR., 1898 1733

CHAPTER XXXIX.—LIST OF FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION 1741

CHAPTER XL.—REPORT ON EDUCATION IN ALASKA 1753

CHAPTER XLI.—EIGHTH ANNUAL REPORT OF THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

Introduction 1773
Purchasing station in Siberia 1776
Relief of whalers imprisoned in ice near Point Barrow 1779
Commission to Lapland 1787

PART III.

CHAPTER XLII.—INSTITUTIONS FOR HIGHER EDUCATION.

General statement 1797
New home of Columbia University 1797
College dormitories 1798
New courses of study 1799
Statistical review 1801
Summary of statistics of universities and colleges for men and for both sexes 1816
Summary of statistics of colleges for women 1834
Summary of statistics of schools of technology 1842
Statistics of universities and colleges 1848
Statistics of colleges for women 1888
Statistics of schools of technology 1898

CHAPTER XLIII.—PROFESSIONAL SCHOOLS.

Statistical review 1903
Statistics of schools of—
Theology 1922
Law 1930
Medicine 1936
Dentistry 1948
Pharmacy 1952
Veterinary medicine 1956
Nurse training 1957

CHAPTER XLIV.—AGRICULTURAL AND MECHANICAL COLLEGES.

New buildings and changes in the course or in the methods of instruction 1969
Statistical tables 1986

CHAPTER XLV.—STATISTICS OF NORMAL SCHOOLS.

Review of the statistics 1991
Summary of statistics of public normal schools 1994
Summary of statistics of private normal schools 2002
Colleges and universities reporting students in teachers' training courses 2011
Detailed statistics of normal schools 2018

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CHAPTER XLVI.—STATISTICS OF SECONDARY SCHOOLS.

Page.
Summary of the statistics 2043
Statistics of public high schools 2096
Statistics of private high schools, endowed academies, seminaries, and other private secondary schools 2254

CHAPTER XLVII.—CITY SCHOOL SYSTEMS.

Summary of statistics of cities containing over 8,000 inhabitants 2337
Statistics of population and school attendance in cities 2356
Statistics of supervising officers, teachers, property, etc., of city schools 2370
Statistics of receipts of city schools 2383
Expenditures of city schools 2396
Statistics of evening schools 2407
School statistics of cities and villages containing between 4,000 and 8,000 inhabitants 2410

CHAPTER XLVIII.—MANUAL AND INDUSTRIAL TRAINING.

Review of the statistics 2419
Cities in which manual training was taught 2420
Summary of manual and industrial schools 2422
Industrial schools for Indian children 2427
Statistics of branches taught 2428

CHAPTER XLIX.—COMMERCIAL EDUCATION.

Higher commercial education 2441
In public high schools 2447
Statistics of commercial and business schools 2455

CHAPTER L.—EDUCATION OF THE COLORED RACE.

Secondary and higher education 2479
Classification of colored students 2482
Schools for the education of the colored race 2497

CHAPTER LI.—SCHOOLS FOR THE DEFECTIVE CLASSES.

Summary of statistics of schools for the blind 2511
Summary of statistics of institutions for the deaf 2518
Summary of statistics of schools for the feeble-minded 2525

CHAPTER LII.—REFORM SCHOOLS.

Summary of statistics of reform schools 2530

CHAPTER LIII.—PUBLIC AND PRIVATE KINDERGARTENS.

Public kindergartens 2538
Private kindergartens 2538
Combined statistics of public and private kindergartens 2542
Public kindergartens in cities of over 8,000 inhabitants 2551

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CHAPTER LIV.—NECROLOGY OF 1897.

Page.
American 2581
English 2605
Other foreign 2608

CHAPTER LV.—STATISTICS OF ELEMENTARY EDUCATION IN FOREIGN COUNTRIES.

Tables 2612

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CHAPTER XXV.

CHILD STUDY IN THE UNITED STATES.[1]

Child study has a special advantage from the standpoint of utility as well as from that of science; it not only requires rigid investigation, but whatever defect or abnormality may be found in a child is much more easily eliminated or modified than in the case of the adult.

It is often difficult to trace the origin of any movement. Although the initiatory impulse to child study was from the Continent of Europe, yet more perhaps has been done in America in the study of children than in all the rest of the world. It is therefore true that child study owes its development to our own country. Many movements are inaugurated which afterwards languish, either on account of prematureness or from want of insight into their relation to the environment at the time; those who develop and make them useful to civilization receive from society the credit.

There were few scientific observations of child life in America previous to 1880. At about this time Dr. G. Stanley Hall began investigations on this line, and continued his inquiries up to the present time. It is due to him that child study in this country has developed and become of general interest.

In the case of teachers, Dr. Hall's purpose has been gradually to concentrate all psychology, philosophy, and ethics about child study. This is in accordance with the tendencies of evolution in all fields of investigation, and its purpose is to aid in placing educational methods on a more scientific basis. In the words of Dr. Hall himself, the child-study movement is slowly doing a work "for studies of the mind not unlike that which Darwin did for the methods of nature study, or that embryology has done for anatomy, viz, cross sectioning the old methods of analysis and classification of the powers and activities of the adult consciousness by bringing in a genetic method, based not upon abstraction, like Spencer's, but on a copious collection of carefully made and critically sifted objective data."

No endeavor is here made to mention the large number of those who, under the inspiration of Dr. Hall, have contributed to this movement.

We have endeavored to give some of the results of the investigations in brief, others as illustrations of work and method and others in detail, and often in the words of the report. We have selected rather

[1] By Arthur MacDonald, specialist in the Bureau.

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those reports which gave dat
clusions were based. It wou
sions as to the value of ma
study, for the subject is in i
person who could tell in adv
valuable and what may not.

In giving the results of the
cal order.

CONTENTS OF CHILDI

Under the direction of Dr. G. St
ers questioned three children at a
straint was used, and, as several l
rests were often required. Abou
teachers made returns from three

The tables which follow show t
admitting of categorical answers
quently, J. M. Greenwood, schoo
children of the lowest primary cl
centages are printed in the last tw

The first (Boston) table is base
Children of Irish and American p
all examined did not know their
were five, 25 per cent were six, 1
years old.

In the second table only colum
representative questions out of 4
answering questions relating to
thunder, rainbow; in knowledge
of the cube, sphere, and pyramid.

Boys seem to be more ignorant
where knowledge is wont to be as

Column 6 shows the advantage
to this kind of knowledge.

From the tables it may be infer

I. That there is very little of p
to assume at the beginning of sch

II. The best preparation paren
is to make them acquainted with
of the country, and send them to

III. Any teacher on starting w
children's minds carefully, to ma

IV. The most common concepts
in teaching would be, for exampl

For 86 per cent of the questio
ranks higher than that of the cit
city life seems unnatural. The
and so is liable to superficiality
knows more of human nature.

About three-fourths of all the
and many described it as round l

Wrong things were specified m
things, and also in much greater
break windows, get drunk, etc.,
comb the hair, to get butter on t

[1] Ped. S

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TABLE 1.

Name of the object of conception.	Per cent of children ignorant of it.[a]		
	In Boston.	In Kansas City.	
		White.	Colored.
Beehive	80	59.4	66
Crow	77	47.3	59
Bluebird	72.5	.....	.....
Ant	65.5	21.5	19.1
Squirrel	63	15	4.2
Snail	62	.....	.....
Robin	60.5	30.6	10.6
Sparrow	57.5	.....	.....
Sheep	54	3.5	.....
Bee	52	7.27	4.2
Frog	50	2.7	.....
Pig	47.5	1.7	.....
Chicken	33.5	.5	.....
Worm	22	.5	.....
Butterfly	20.5	.5	.....
Hen	19	.1	.....
Cow	18.5	5.2	.....
Growing wheat	92.5	23.4	66
Elm tree	91.5	52.4	89.8
Poplar tree	89	.....	.....
Willow	89	.....	.....
Growing oats	87.5	.....	.....
Oak tree	87	92.2	58.6
Pine	87	65.6	87.2
Maple	83	31.2	80.8
Growing moss	81.5	30.7	42.5
Growing strawberries	78.5	26.5	1.1
Growing clover	74	.....	.....
Growing beans	71.5	.....	.....
Growing blueberries	67.5	.....	.....
Growing blackberries	66	.....	.....
Growing corn	65.5	.....	.....
Chestnut tree	64	.....	.....
Planted a seed	63	.....	.....
Peaches on a tree	61	.....	.....
Growing potatoes	61	.....	.....
Growing buttercups	55.5	.....	.....
Growing rose	54	.....	.....
Growing grapes	53	.....	.....
Growing dandelion	52	.....	.....
Growing cherries	46	.....	.....
Growing pears	32	.....	.....
Growing apples	21	.....	.....
Where are the child's ribs	90.5	13.6	6.4
Where are the child's lungs	81	26	44.6
Where is the child's heart	80	18.5	18.1
Where is the child's wrist	70.5	3	.....
Where are ankles	65.5	14.1	.....
Where is waist	52.5	14	4.2
Where are hips	45	14	4.2
Where are knuckles	36	2.9	8.5
Where are elbows	25	1.5	.....
Knows right and left hand	21.5	1	10.2
Knows cheek	18	.5	.....
Knows forehead	15	.5	.....
Knows throat	13.5	1.1	.....
Knows knee	7	1.6	.....
Knows stomach	6	27.2	45.9
Dew	78	39.1	70.2
What season it is	75.5	31.8	56.1
Seen hail	73	13.6	18.1
Seen rainbow	65	10.3	2.1
Seen sunrise	56.5	16.6	.....
Seen sunset	53.5	19.5	.....
Seen clouds	35	7.3	.....
Seen stars	14	3	.....
Seen moon	7	26	53
Conception of an island	87.5	.....	.....
Conception of a beach	55.5	.....	.....
Conception of woods	53.5	.....	.....
Conception of river	48	.....	.....
Conception of pond	40	.....	.....
Conception of hill	28	.....	.....
Conception of brook	15	.....	.....

[a] The Boston children were mainly from 4 to 8 years of age; in Kansas City they were of the lowest primary class.

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TABLE 1—Continued.

Name of the object of conception.	Per cent of children ignorant of it.		
	In Boston.	In Kansas City.	
		White.	Colored.
Conception of triangle	92	.....	.....
Conception of square	56	.....	.....
Conception of circle	35	.....	.....
The number five	28.5	.....	.....
The number four	17	.....	.....
The number three	8	.....	.....
Seen watchmaker at work	68	30.1	49.7
Seen file	65	20.8	36.1
Seen plow	64.5	13.9	8.5
Seen spade	62	7.3	15
Seen hoe	61	5	10.6
Seen bricklayer at work	44.5	10.1	2.1
Seen shoemaker at work	25	8.7	.....
Seen ax	12	.....	.....
Knows green by name	15	.....	.....
Knows blue by name	14	.....	.....
Knows yellow by name	13.5	.....	.....
Knows red by name	9	.....	.....
That leathern things come from animals	93.4	50.8	72.3
Maxim or proverb	91.5	.....	.....
Origin of cotton things	90	35.7	15
What flour is made of	89	34.7	57.4
Ability to knit	88	.....	.....
What bricks are made of	81.1	33.1	53
Shape of the world	70.3	46	47
Origin of woolen things	69	55	44
Never attended kindergarten	67.5	.....	.....
Never been in bathing	64.5	13.4	.....
Can tell no rudiment of a story	58	23.6	12.7
Not know wooden things are from trees	55	19.3	6.4
Origin of butter	50.5	6.7	.....
Origin of meat (from animals)	48	8.3	12.7
Can not sew	47.5	23.4	.....
Can not strike a given musical tone	40	.....	.....
Can not beat time regularly	39	.....	.....
Have never saved cents at home	36	8.2	12.7
Have never been in the country	35.5	13.1	19
Can repeat no verse	28	20	42.5
Source of milk	20.5	4	.....

TABLE 2.—(*Boston children*).

Name of the object of conception.	Per cent of ignorance in 150 girls.	Per cent of ignorance in 150 boys.	Per cent of ignorance in 50 Irish children.	Per cent of ignorance in 50 American children.	Per cent of ignorance in 64 kindergarten children.
Beehive	81	75	86	70	61
Ant	59	60	74	38	26
Squirrel	69	50	66	42	43
Snail	69	73	92	72	62
Robin	69	44	64	36	29
Sheep	67	47	62	40	40
Bee	46	32	52	32	26
Frog	53	38	54	35	35
Pig	45	27	38	26	22
Chicken	35	21	32	16	22
Worm	21	17	26	16	0
Butterfly	14	16	26	8	9
Hen	15	14	18	2	14
Cow	18	12	20	6	10
Growing clover	59	68	84	42	29
Growing corn	58	50	60	68	32
Growing potatoes	55	54	62	44	34
Growing buttercup	50	51	66	40	31
Growing rose	48	48	60	42	33
Growing dandelion	44	42	62	34	31
Growing apples	16	16	18	12	5
Ribs	88	92	98	82	68
Ankles	58	52	62	40	38

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TABLE 2.—(*Boston children*)—Continued.

Name of the object of conception.	Per cent of ignorance in 150 girls.	Per cent of ignorance in 150 boys.	Per cent of ignorance in 50 Irish children.	Per cent of ignorance in 50 American children.	Per cent of ignorance in 64 kindergarten children.
Waist	53	52	64	32	36
Hips	50	47	72	31	24
Knuckles	27	27	34	12	23
Elbow	19	32	36	16	12
Right from left hand	20	8	14	20	4
Wrist	21	34	44	9	19
Cheek	10	12	14	14	4
Forehead	10	11	12	10	7
Throat	10	18	14	16	14
Knee	4	5	2	10	2
Dew	64	63	92	52	57
What season it is	59	50	68	48	41
Hail	75	61	84	52	53
Rainbow	59	61	70	38	38
Sunrise	71	53	70	36	53
Sunset	47	49	52	32	29
Star	15	10	12	4	7
Island	74	78	84	64	55
Beach	82	49	60	34	32
Woods	46	36	46	32	27
River	38	44	62	12	13
Pond	31	34	42	24	28
Hill	23	22	30	12	19
The number 5	26	16	22	24	12
The number 4	15	10	16	14	7
The number 3	7	6	12	8	0

CHILDREN'S DRAWINGS.

Professor Barnes, of Leland Stanford Junior University, believes that through a child's drawings[1] we can learn something of the way the child thinks and feels.

In order that the drawings should have some common element for comparison, a little poem was selected from Der Struwel-Peter, and was called "Hans Guck-in-die-Luft." The following is the English translation:

STORY OF JOHNNY LOOK-IN-THE-AIR.

As he trudged along to school,
It was always Johnny's rule
To be looking at the sky
And the clouds that floated by;
But what just before him lay,
In his way,
Johnny never thought about;
So that everyone cried out,
"Look at little Johnny there,
Little Johnny Look-in-the-Air."

Running just in Johnny's way,
Came a little dog one day;
Johnny's eyes were still astray
Up on high, in the sky,
And he never heard them cry,
"Johnny, mind, the dog is nigh!"
What happens now?
Bump!
Dump!
Down they fell, with such a thump
Dog and Johnny in a lump!
They almost broke their bones,
So hard they tumbled on the stones.

[1] Ped. Seminary, December, 1893.

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Once wi
Johnny
Johnny
Which w
Oh! Wh
Johnny v
Going in
This was
So he str
To the ri
Where th
And the w
And the fi
Stared to s

One step m
Headlong i
The three l
Wagg'd the
There lay J
With his ni
But, as they
Two strong
And with st
Hook'd poor
Oh! You sh
When they
He was in a
Dripping wet
Wet all over,
Clothes and a
Johnny never
What it is to
And the fishe
Are coming b
Up they came
To enjoy the f
Each popped o
And to tease p
"Silly little Jo
You have lost
Look at them l
His writing bo

The children were given paper and
ages, the teacher read this poem to them
pictures from the story, and it was read
sation and no other directions were gi
minutes to an hour. Results were sent i
6 to 16 were about equally represented.
the country. Distinct pictures were dra

Three important scenes stood out above
dog, approaching the river, and the rescu
was Johnny meeting the dog.

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over,
river;
ows trying
ing.

t, round sun

out.
k!

and steep,
;

so.

to tell!
y fell.
dismay
swam away
face,
ig case;
ng by,
ard him cry;
wo strong men
t again.
een him shiver
from the river.
it,
a fright!
ere.
face and hair;
get
t.
wo, three,
n, you see;
ment after,
laughter.
little head,
bunny, said,
look,
writing book!"
ng, and do you see
ifting far to sea!

cils, and after writing their names and
Then they were told to draw one or more
them once more. There was no conver-
n. The drawing occupied from fifteen
rom 6,393 children. Different ages from
many papers came from the city as from
to the number of 15,218.
ll the rest. They were: Approaching the
scene. The most frequent picture drawn

Table 3 illustrates these points:

TABLE 3.—*Showing how many children out of 1,000 of each age drew the different scenes.*

Scene and sex.	6 years.	7 years.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	14 years.	15 years.	16 years.	Over 16 years.
Going to school:												
Boys	84	118	92	82	172	110	165	165	151	116	172	145
Girls	152	174	156	218	172	174	170	208	185	196	109	132
Meeting dog:												
Boys	344	360	588	565	585	645	674	669	731	657	702	623
Girls	384	514	425	607	497	577	588	325	672	699	588	558
Falling over dog:												
Boys	104	154	172	170	230	345	364	406	417	489	496	391
Girls	70	100	134	222	176	214	268	312	329	413	414	367
Approaching river:												
Boys	214	242	262	272	315	326	350	372	451	394	453	580
Girls	128	177	211	355	262	374	381	410	469	524	414	238
Falling into river:												
Boys	97	39	92	127	125	145	204	218	150	175	248	188
Girls	24	55	54	109	130	156	141	189	143	201	87	147
Floating in river:												
Boys	227	220	224	190	215	229	263	187	301	255	270	190
Girls	176	244	179	294	147	197	163	221	269	280	361	235
Being rescued:												
Boys	344	352	422	360	432	491	534	506	520	518	496	496
Girls	225	366	304	383	302	330	388	400	363	413	392	338
Dripping on bank:												
Boys	45	66	115	200	177	189	274	294	275	328	313	145
Girls	134	144	92	196	134	169	194	267	182	270	336	323
Going home:												
Boys	7	4	6	10	25	10	14	5	8	7	21	14
Girls	6	18	6	8	8	36	9	13	3	5	9	12
Added scenes:												
Boys	143	83	44	60	57	56	36	11	8	7	43	87
Girls	164	111	150	42	96	78	48	20	31	42	21	64

The following conclusions, according to Professor Barnes, would seem to be borne out by the study on these pictures:

1. Drawing is for the young child a language, a means of expressing ideas.
2. Children naturally adopt symbols and conventional forms to express what they want to say.
3. The courage to express ideas through drawing increases in California children until they are 13 or 14 years old and then steadily decreases.
4. The child thinks in small units; his intellectual processes are fragmentary and broken.
5. Children like to draw large, distinct figures, expressed with few lines.
6. Children draw full faces until they are 9 years old, and after that profiles.
7. In drawing figures children are most interested in the head; hence they draw single figures facing their left.
8. A child uses color naturally for decorative effect; for the drawings he prefers strong black or white.
9. Children select the dramatic points in a story well, and their pictures are naturally full of movement.
10. In a story a child is most attracted by the scene just preceding the catastrophe.
11. The humane instinct in children is far stronger than the destructive instinct.
12. There is very little difference between the drawings made by the boys and those made by the girls.

THE HEARING OF CHILDREN.

In Table 4 Oscar Chrisman,[1] of Clark University, shows the results of various investigations as to the hearing of school children. In Von Gossler's line, 8, in this table, under "defective hearing," the 2.18 per cent refers to the higher schools

[1] Ped. Seminary, December, 1893.

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and the 1.8 per cent to the lower schools. Zhermunski gives results for both whispering obtained in the ordinary way and results from the use of Politzer's acoumeter. W. stands for whispering and P. for Politzer's acoumeter. It is difficult to tell how to classify defective hearing. Schmiegelow makes three classes; he gives (I) for those hearing the ticking of a watch at a distance less than 2 meters, and (II) for those hearing between 2 and 4 meters. The parentheses around the watch distances indicate that though the watch was used the results were given in whispering.

The normal reach of hearing is the distance at which all children are counted as having defective hearing.

TABLE 4.

No.	Name.	Place.	Date.	Number of pupils examined.	Normal reach of hearing.			Defective hearing.	
					Whisper.	Politzer's acoumeter.	Watch.	Number.	Per cent.
					Meters.	*Meters.*	*Meters.*		
1	Reichard	Riga	1878	1,055			*a* 20 (?)	285	22.275
2	Sexton	New York	1881	570	*b* 12			76	13.33
3	Weil	Stuttgart	1882	5,905	15			1,855	31.22
4	Worrell	Terre Haute	1883	491	*b* 15			125	25.49
5	Gellé	Paris	1883	1,400	8		1.25		20 to 25
6	Moure	Bordeaux	1884	3,588	15			616	17.15
7	Bezold	Munich	1885	1,918	8			495	25.8
8	Von Gossler	Prussia	1885						2.18 1.80
9	Lunin	St. Petersburg	1888	281	16			55	19.5
10	Zhermunski	do	1888	W. 1,897 P. 1,680	16	12		W. 317 P. 222	W. 16.7 P. 13.17
11	Barr	Glasgow	1889	600				166	27.66
12	Schmiegelow	Copenhagen	1889	581	4		*c* 150	I. 35 II. 261 296	I. 6.02 II. 44.9 50.9

a Inches. *b* Feet. *c* Centimeters.

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1883, page 344.—Deafness among school children. J. P. Worsell (Worrell). Review.

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[1] The Archives of Otology and Zeitschrift für Ohrenheilkunde are the same, being published simultaneously in America and Germany. The articles of each are translated for the other. The publication has been as follows:

Archives of Ophthalmology and Otology, 1–7, 1869–78.

Separated into—

Archives of Ophthalmology, vol. 1, 1879.

Archives of Otology, vol. 1, 1879.

Archiv für Augenheilkunde und Ohrenheilkunde, 1–7, 1869–78.

Separated into—

Archiv für Augenheilkunde, vol. 1, 1879.

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Children's Rights as Seen by Themselves.

In order to obtain without prejudice the ideas of children as to their own rights, Margaret E. Schallenberger,[1] of Leland Stanford Junior University, sent out a syllabus to some hundreds of teachers in California. The teachers wrote stories upon the blackboard and the children answered any questions involved, finished incomplete stories, etc. They wrote their opinions as language exercises, having no idea of the use to be made of them. Three thousand papers were sent in. The following is the story:

"Jennie had a beautiful new box of paints; and in the afternoon, while her mother was gone, she painted all the chairs in the parlor, so as to make them look nice for her mother. When her mother came home, Jennie ran to meet her, and said, 'Oh, Mamma, come and see how pretty I have made the parlor;' but her mamma took her paints away and sent her to bed. If you had been her mother, what would you have done or said to Jennie?"

The results from the answers (given below the double rule in the table) were reduced to the number per 1,000 for the whole number examined in each case.

Table 5.

[Raised to standard of 1,000.]

	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Age	6 years.		7 years.		8 years.		9 years.		10 years.		11 years.	
Whole number examined	43	32	61	56	112	117	172	151	221	199	515	167
Ignorant	23	0	49	0	74	77	110	52	112	90	161	76
Explained	0	0	0	18	16	17	23	40	77	65	129	53
Don't do it again	23	91	82	89	49	34	41	59	65	70	81	41
Made to promise	0	0	0	18	8	0	6	7	9	0	37	0
Threatened	0	0	0	0	25	17	0	20	26	35	37	35
Scolded	46	45	115	53	100	119	226	73	168	75	161	148
Clean chairs	23	45	16	125	41	68	29	46	95	115	110	112
Confined	93	0	98	107	180	94	139	79	108	75	115	89
Lose meal	70	0	82	71	90	94	128	145	120	140	97	118
Lose paints	232	136	147	125	189	238	203	251	194	290	313	307
Sent to bed	488	273	391	427	418	383	377	429	400	455	340	372
Whipped	512	590	452	409	385	451	452	541	323	480	285	478
Punished	0	0	16	18	41	17	23	33	9	20	46	18
Peculiar punishments	23	91	49	53	16	34	35	40	9	20	64	30

[1] Ped. Seminary, October, 1894.

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TABLE 5—Continued.

	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.
Age	12 years.		13 years.		14 years.		15 years.		16 years.	
Whole number examined	201	180	210	160	178	167	154	109	153	135
Ignorant	230	92	287	161	240	230	384	270	358	393
Explained	142	39	262	118	286	153	403	270	494	326
Don't do it again	103	28	75	50	84	130	64	81	78	96
Made to promise	15	0	28	0	17	24	26	9	26	30
Threatened	25	14	42	59	22	65	58	27	46	67
Scolded	152	60	85	143	106	146	122	90	111	59
Clean chairs	137	70	108	167	134	130	109	153	130	96
Confined	98	46	94	56	90	47	64	27	46	7
Lose meal	103	49	71	124	62	71	45	108	38	30
Lose paints	358	238	376	403	246	266	282	261	247	165
Sent to bed	338	210	249	247	263	189	154	207	267	148
Whipped	279	214	235	372	129	242	70	135	52	133
Punished	25	11	5	19	6	12	19	45	33	15
Peculiar punishments	44	46	61	62	68	53	38	72	33	30

Some of the most striking results are the reasons given for punishing Jennie; one is for the sake of revenge, another is to prevent a repetition of the act, and a third is for the purpose of reforming Jennie.

Of 2,000 children six years of age some would explain to Jennie why it was wrong to paint the parlor chairs. The young children think of the results of an action; if it is bad, punishment should follow. But the older children consider the motive that led to the action. The boys show much less mercy than the girls. Out of 1,000 girls six years of age 512 would whip Jennie; out of the same number of boys, 590 would whip her. At sixteen 52 girls and 133 boys would whip her.

Threats and forced promises made very little impression. At six years of age out of 2,000 none would threaten; at twelve years, 39; at fifteen years, 85. Threats probably appeal to children so little on account of their indefiniteness as to time.

MOTOR ABILITY.

The following preliminary study of motor ability was made by J. A. Hancock,[1] of Clark University. The purpose of this study was to find (1) what movements children can make best; (2) to learn something more definite of the relative ability of children and adults, and of the relation between development and decline of motor ability, and (3) to find simple tests for incipient nervous diseases.

In order to carry this study out, the following series of suggestions and questions were used as tests. Two or three pupils were taken at a time.

FIRST SERIES.

1. Ask the child to stand with feet close together and hands at sides. Is there any swaying of the body? Try same with eyes closed. What difference?
2. Have him walk across the room backward with eyes closed. (Keep near him to prevent falling.) Is there any dragging of either foot, walking with feet wide apart, or turning to right or left?
3. Have him try to sit still a half minute exactly. Note all the movements he makes in the effort. Does he hold his breath?
4. Ask him to close his eyes and hold his hands out horizontally with the fingers spread. Is there tremor or twitching of the fingers? Which ones and in what directions? Is it slight or distinct?

[1] Ped. Seminary, October, 1894.

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5. Hold your hands above your head out of sight and with palms front. Ask him to do the same. Does he raise them to the same height? Hold them symmetrically? Are the fingers or thumbs spread apart on either hand? Which? Which hand sinks first on a half minute's trial? Hold up your own hands but a moment.
6. Place him 10 feet away. Toss back and forth ten times a ball as large as a tennis ball. How and where does he throw it? How many times does he catch it?
7. Ask the boys to lie down on their backs, if they are willing. How do they get up? Have they difficulty?
8. Ask for the pronunciation of these letters and words and note errors: r, l, s, t, k, d, f, n, v, y, go, which, thin, the, long, show.
9. What signs of mental fatigue have you noticed in him in school work? Has he made any involuntary movements during these tests?
10. Please add any comments or suggestions that may occur to you.

SECOND SERIES.

1. Does the child dress himself? Button his clothing, and fasten hooks and eyes?
2. Can he tie the ends of a string together? In what kind of a knot?
3. Can he thread a needle? How small a one! In which hand does he hold it?
4. Can he interlace slats? Interlace four and six before him. See patterns 1 and 2. Does he even copy the pattern?
5. Can he wind thread on a spool? How does he do it?
6. Can he spin a top made of half a spool or of a button mold? Can he snap a marble?
7. Can he hop on each foot? Stand on tiptoes or heels? Touch his knees or shoes while standing?
8. Place before him pattern number three; give him squares of paper or square blocks; ask him to imitate it. Then show him number four. Does he shift the outer blocks of number three to make the other figure, or does he build anew from the beginning? The patterns may be shown him drawn full size on paper or made of the blocks. If he fails, divide each pattern vertically in the middle; try him and note results.
9. Count and beat time, double, treble, and quadruple. Can he do it? Rapidly?
10. Does he swing his arms or sway his body when walking? Can he march, keeping step as you count time or play for him? Can he run and keep time? Does he, when marching, move the head, eyes, mouth, or tongue?
11. Pat the top of your head and at the same time move the other hand in a circle on the breast. Can he imitate you?
12. Rest your forearms on the table, the hands in an easy position, with the fingers curved and the lower parts of the palms and the tips of the fingers touching the surface of the table. Begin tapping, letting the movements proceed rapidly from the little fingers to the thumbs. Ask him to imitate you. Notice the movements he actually makes. Are they with the hand and arm moving together from the elbow; the whole hand moving from the wrists; all of the fingers moving in unison from the knuckles; or with index fingers alternating with the other three? Reverse the tapping, beginning with the thumbs. Can he imitate you any better? Just what does he do?
13. Can he drive a nail, or hit it squarely after several trials when started for him?
14. Can he roll a hoop? Skate? Turn a somersault, or walk on his hands? (The boy, of course).
15. What movement seems to you the most difficult for children to learn?

The ages of the children tested were five, six, and seven; all were in the first year of school work. An apparatus known as an ataxeograph was employed to study the ability of children to keep quiet.

As the position of the body requires a coordination of a large number of the largest muscles, a test would show something of the control of these muscles. The child stood with feet close together and hands at sides. The child was asked to keep his attention on a distant object, and try to stand still for a minute. The amount of movement was measured; then the child rested for half a minute, and the test was repeated with eyes closed, and the amount of movement or swaying measured. The amount of movement is much greater for children than for men. The rectangles that would just contain the tracings of the instrument in the anterior-posterior and lateral directions were measured and are given in the following tables:

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d out of sight and with palms front. Ask him
o the same height? Hold them symmetrically?
t on either hand? Which? Which hand sinks
up your own hands but a moment.
ack and forth ten times a ball as large as a ten-
ow it? How many times does he catch it?
r backs, if they are willing. How do they get

se letters and words and note errors: r, l, s, t,
ong, show.
e you noticed in him in school work? Has he
ing these tests?
gestions that may occur to you.

OND SERIES.

utton his clothing, and fasten hooks and eyes?
gether? In what kind of a knot?
nall a one! In which hand does he hold it?
four and six before him. See patterns 1 and 2.

How does he do it?
a spool or of a button mold? Can he snap a

l on tiptoes or heels? Touch his knees or

three; give him squares of paper or square
show him number four. Does he shift the
the other figure, or does he build anew from
shown him drawn full size on paper or made
h pattern vertically in the middle; try him

le, and quadruple. Can he do it? Rapidly?
is body when walking? Can he march, keep-
him? Can he run and keep time? Does he,
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he same time move the other hand in a circle

ne hands in an easy position, with the fingers
ms and the tips of the fingers touching the
etting the movements proceed rapidly from
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s; all of the fingers moving in unison from
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Can he imitate you any better? Just what

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en the child rested for half a minute, and
and the amount of movement or swaying
much greater for children than for men.
ne tracings of the instrument in the anterior-
sured and are given in the following tables:

TABLE 6.

Number of persons.	Age in years.	Swaying or movement.			
		Eyes open.		Eyes closed.	
		Anterior-posterior.	Lateral direction.	Anterior-posterior.	Lateral direction.
		Cm.	*Cm.*	*Cm.*	*Cm.*
35 boys	5	5.8000	5.2228	6.6810	5.7675
22 girls	5	5.7773	4.9500	5.5400	5.0954
47 boys	6	5.1148	4.2660	5.6957	5.1637
18 girls	6	5.0611	3.7277	5.6000	4.3333
23 boys	7	4.9608	4.2434	6.0086	5.4521
13 girls	7	3.9538	3.2769	4.8230	3.7615

In studying the movements, we see from Table 6 above that 110 were steadier with the eyes open than with them shut; 48 with eyes closed. As the child was shorter he would sway less than the man.

With eyes open, there was an increase of control in each year. The girls were steadier than the boys.

In order to study the steadiness of shoulder and finger, Jastrow's automatograph[1] was employed.

The averages for both men and children were as follows:

TABLE 7.

Number of persons.	Age in years.	Eyes open.		Eyes closed.	
		Perpendicular movement.	Lateral movement.	Perpendicular movement.	Lateral movement.
		Cm.	*Cm.*	*Cm.*	*Cm.*
25 men	.....	.242	.752	.156	1.460
18 boys	5	.816	3.400	1.027	4.916
15 girls	5	.833	3.940	.780	4.706
34 boys	6	1.191	4.258	.805	5.058
12 girls	6	.423	3.883	1.825	4.166
14 boys	7	.500	3.750	.428	5.207
10 girls	7	.410	3.580	.480	3.550

The seventh table shows the relative difference of control in child and man to be greater.

TABLE 8.

Number of persons.	Age in years.	Eyes open.		Eyes closed.	
		Vertical movement.	Lateral movement.	Vertical movement.	Lateral movement.
		Cm.	*Cm.*	*Cm.*	*Cm.*
The men	.....	0.0975	0.0911	0.085	0.110
17 boys	5	.985	.532	.794	.680
14 girls	5	.580	.337	.714	.453
32 boys	6	.396	.378	.689	.534
12 girls	6	.394	.319	.535	.395
13 boys	7	.419	.282	.693	.442
8 girls	7	.300	.356	.312	.365

Table 8 above gives the results in testing the control of the entire arm by the tremograph. This instrument multiplies the movement four times; the results are reduced accordingly, and show the same general relations as in the other table.

[1] See paragraph in section on "Instruments of precision," p. 1163.

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If reckoning is made in terms of the swayings of men and children are as fol

T

	0 centimeter.	1 centimeter.	2 centimeters.	3 centimeters.	
150 men	1	20	37	48	
Children ...	9	16	1	11	

The following table will shew the ra

T

	0.1 centimeter.	0.2 centimeter.	0.3 centimeter.
25 men	0	2	3
34 5-yearold boys	1	0	0

	2.5 centimeters.	3 centimeters.
25 men	0	0
34 5-year old boys	7	4

THE BOYHO

By a careful study of the early year service might be done teachers by in the schoolroom and in gaining some i more value than the study of defecti easier than inferiority.

As there should be a careful study defectives, so there should be knowle great talent.

The great men studied are modern turies, except Newton, Swift, and Vo

PHYSICAL CHAR

From a study of the following tabl at the time of birth of the great-m mothers is 37.78 years for the forme of parents in the prime of physical li

The beauty of the mothers is often hereditary physical basis for talent

[1] Ped. Sem

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Explanation of Table 11.

The names are arranged according to the order of birth. The date of the first edition of the biography and the date when written in case of autobiography are given. Under "family data" are given, in column 1, first the time exact (Ex.) or approximate (Ap.) of the time between the birth of the great man and the previous child or marriage, and second, the average time between the birth of the children of the same family. Column 2 shows the number for which there are data, and upon which the second set of figures in column 1 is based. Column 3 shows first the number of living children, or those who are old enough to have any influence upon the great man, and second, the number born to the parents of the great man, but does not include half-brothers or half-sisters; these are indicated by X. Y. means "young;" O. S. means "only son;" Y. S. "youngest son." Column 4 shows the age of the father and of the mother at the time of birth of the great man. Under "Education," "Home" refers to education by father, mother, or some one of the family; "Private" to instruction by a private teacher at home or in the house of the instructor.

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TABLE 11.

No.	Dates.	Name.	Occupation.	Authority.	Date.	Family data.				Education.
						1	2	3	4	
						Yrs. Mos.			*Years.*	
1	1642–1727	Newton	Scientist	Dan Brewster	1833			X.	36	Day school, academy, Cambridge.
								I-I.		
2	1667–1745	Swift	Author	Autobiography	1727	Ap. 1 0	2	O. S.		Kilkenny School, University of Dublin.
				John Forster	1876	Ap. 1 0		2–2		
3	1694–1778	Voltaire	Author	John Morley	1872	Ap. 5 0	4	4–4	45–33	Home by abbés, Louis le Grand.
				Jas. Parton	1881	Ex. 2 10				
4	1703–1758	Edwards	Philosopher	Alex. V. G. Allen	1889		5	O. S.	34–31	Home, private, Yale.
				Jared Sparks	1837	Ex. 1 9.5		5–11		
5	1706–1790	Franklin	Statesman and scientist.	Autobiography	1771	Ex. 2 1	10	Y. S.	48–38. 5	Grammar school, 1 year; writing school, 1 year; self-educated.
						Ex. 2 2.4		8–10		
6	1709–1784	Johnson	Author	Lieut.-Col. Grant	1887	Ex. 3 3	2	1–1	53–40	Private, two grammar schools, Oxford.
				Boswell	1791	Ex. 3 0		1–2		
				W. Irving	1855	Ex. 1 11	6	X.	38–25	Country school, Mr. Williams's School, self-educated.
7	1732–1799	Washington	Statesman and general.	Jared Sparks	1855	Ex. 1 6.5		1–6		
				Muirhead	1859			1–2	37–33	Self-educated, common schools.
					1859			4–5		
								1–1	30–27	Private, Westminster, Oxford.

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20	1771–1832	Scott	Novelist	Autobiography Lockhart	1808 1830	Ex. 2 8 Ex. 1 4.5	9	3–5 10–12	42	Home, Dame, grammar school, Edinburgh.
21	1771–1848	Stephenson	Engineer	Smiles	1858	Ex. 2 3 Ex. 2 6	6	2–6		Self-educated.
22	1782–1852	Webster	Statesman	Autobiography Geo. T. Curtis	1829 1870	Ex. 1 9 Ex. 1 10.2	4	Y. S. 4–5	43–42	Country school, Phillips Exeter, private preparatory, Darmouth.
23	1782–1852	Froebel	Teacher	Autobiography	1827			5–5		Girls' school, private, Jena.
24	1788–1824	Byron	Poet	Th. Moore	1868	Ap. 2 6 Ap. 2 6	1	1–1	37	Day school, private, grammar school.
25	1788–1856	Hamilton, Wm	Philosopher	Memoirs by John Veitch	1869	Ap. 1 10 Ex. 1 6	4	1–2 3–4	30	Home, grammar school, Edinburgh University, Oxford.
26	1792–1822	Shelley	Poet	Prof. Dowden H. S. Galt Wm. Sharp	1888 1887	Ex. 0 10 Ex. 2 0	7	O. S. 1–7 1–1	39.5	Private school, Academy, Eton, Oxford.
27	1793–1873	Macready	Actor	Autobiography				5–8		Elementary school, Rugby.
28	1795–1842	Arnold, Th	Teacher	Memoirs by Stanley	1845			Y. S. 7–		Home, Winchester, Oxford.
29	1795–1871	Dumas, Alex	Dramatist	Fitzgerald	1873			O. S. 2–2	40–Y.	Home, private, apprentice.
30	1803–1882	Emerson	Author and philosopher.	Cabot Holmes	1887 1885	1 9.8 Ex. 1 9.7	8	2–5 3–8	34–38½	Grammar school, Latin school, Harvard.
31	1806–1873	Mill	Philosopher	Autobiography	1873	Ex. 11		1–9	33–24	Home, by father.
32	1807–1882	Garibaldi	General	do	1859	F. sailor. Ap. 3 0 Ex. 6 8	2	2–4 2–5	41–31	Private, self-educated.
33	1807–1882	Longfellow	Poet	Samuel Longfellow F. H. Underwood	1886 1882			2–8	31–29	Public school, private academy, Bowdoin.
34	1809–1865	Lincoln	Statesman	Nicholay and Hay Herndon	1890 1888	Ex. 2 0 Ex. 1 4	2	O. S. 2–2 2–3	31–26	Country school, 1 year; self-educated.
35	1809–1892	Tennyson	Poet	Arthur Waugh	1893	Ap. 1 0		3–12	30–29	Public grammar school, private, home, Cambridge.
36	1809–1882	Darwin	Scientist	Autobiography	1876	Ex. 2 9	5	Y. S. 6–6	43–44	Day school, grammar school, Edinburgh, Cambridge.
37	1809–1849	Poe	Poet	Woodbury	1885	1 10 1 7	3	1–1 2–3	30–30	Private school, England; preparatory school, University of Pennsylvania.
38	1811–1872	Greeley	Editor	Autobiography	1868	1 4 Ex. 1 5	4	1–5 3–7	30–27	Country school and printing office.
39	1812–1870	Dickens	Novelist	Robert Laughton John Forster	1883 18—	Ap. 1 6 2 0	8	2–6 2–8	26	Home, Giles Academy, private.
40	1813–1887	Beecher	Preacher	Lyman Abbott	1883			Ex. 8 9	37–37	Private school, Boston Latin School, preparatory school, Amhurst College.
41	1815	Bismarck	Statesman	Charles Lowe	1886	2 3	4	Y. S. 2–3 4–6	44–25	Boarding school, gymnasium, Göttingen University, Berlin University.
42	1819–1880	George Eliot	Author	J. W. Cross	1885	Ap. 2 6 Ex. 2 3	2	3–3	46	Girls' school, home, Miss Latham's School, Miss Wallington's School, Miss Franklin's School.

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TABLE 11—Continued.

No.	Dates.	Name.	Occupation.	Authority.	Date.	Family data. 1	2	3	4	Education.
						Yrs. Mos.			*Years.*	
43	1819–1891	Lowell	Author	Charles E. Norton Charles Underwood	1894 1882	Ex. 2 4.5	5	6-6	37	Private school, Harvard.
44	1819	Ruskin	do	Autobiography J. M. Mather	1874 1883			1-1		At home, traveling, Oxford.
45	1819–1875	Kingsley	Author and preacher	Mrs. Kingsley H. C. Ewart	1876 1889			O. S.	37	Private, home, preparatory school, Cambridge.
46	1822	Hale, E. E	do	Autobiography	1887	Ex. 1 7 Ex. 1 10.5	11	4-7 4-11	38	Dame School, public school, Boston Latin, Harvard.
47	1825	Tolstoï	Historian	Autobiographical Sir Grant Duff	1893			4-5		By priests, Saint Nicholas, Issay Seminary.
48	1848–1887	Jefferies	Writer	Autobiographical P. A. Graham	1891			O. S. 1-4 2-5		Printing office, self-educated.
49	1848	Edison	Inventor	Denslow and Parker J. B. McClure	1887 1879			3-3	42.5–37	By mother, public school, two months; self-educated.
50	1859	William II	Statesman	Poultney Bigelow	1892	Ex. 1 0 Ex. 2 4.5	6	1-6	27–18	Public gymnasium, Bonn University.

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AVERAGE NUMBER OF CHILDREN.

The average number of children in the family is 6+. This includes all the children born to the parents of the great man, but no half brothers or sisters. The time between the birth of the previous child of the marriage and the great man child is 22.87 months for 26 cases, while the average time between children of the family is 25.36 months for 33 cases. These latter facts seem to illustrate the biological law of judicious use of a function.

POSITION IN THE FAMILY.

By birth, 11 are "only sons" and 16 are youngest sons. The position by birth can be shown by a line, A being the first child, B the middle child, C the youngest child, E the older half, and F the younger half, of the family, as follows:

9	15	4	5	8
A	E	B	F	C

Practically the 50 lived in this position:

19	13	2	5	11
A	E	B	F	C

From these results it will be seen that by birth the chances of greatness are as 24 is to 13 and practically as 32 to 16—that is, as 2 to 1 in favor of a child of the older half of the family. This confirms Galton's opinion.

PHYSICAL HEALTH.

Some biographers seem to have a tendency to contrast mental greatness with physical weakness. This may be due to the persistent idea that the body is inversely as the mind. But ill health is not a condition of greatness.

GENERAL STATEMENTS.

In regard to place of living in childhood, a large number resided in the country.

The influence of poverty on great men is well known.

Great men have strong memories in the lines of their interests, although they may be very absent-minded generally speaking.

A careful study would probably show that in boyhood great men had more imagination than the average child. The popular idea that the great man owes his success to his mother's influence upon his education has at least many exceptions. The men given in the table above did owe much of their education to some one person, but often the mother's place was supplied by that of an aunt or other relative.

It is well known how unreliable are the estimates of the early childhood of great men, but at present there is a more scientific spirit in biographical writing, which, it is hoped, will counteract the usual tendency to exaggeration.

BARNARD CLUB SCHOOL OF CHILD STUDY.

The following syllabus for observations of children by the Barnard Club School of Child Study, of Providence, R. I., is given.

The syllabus contains "suggestions for the study of children from the second to the sixth year of school."

SYLLABUS 2.

Introduction.

This simple outline for child study has been prepared with the hope that it may aid primary teachers in coming into closer personal relation with their pupils, and that by the systematic study of a few children they may come to a better knowledge of child life and child nature.

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Great delicacy and tact are required, however, in attempting this work, for the child studied must not suspect that he is the object of observation, and whenever direct questions are asked he should feel that they are prompted by friendly interest and not by curiosity.

It is recommended that only a few typical children in each class be studied in detail, but many points may easily be learned with regard to all the children. Walks through the school district will reveal much about their environment. Calls at the homes of the children under special study will bring out still more, while many points may be gained through oral or written exercises, which may be so planned as to come legitimately in the time devoted to language or natural science.

This work should not be taken up simply as an interesting psychological study, but rather approached reverently, remembering that the object sought is a deeper insight into the life and thought of the little child who has been "set in our midst."

BESSIE M. SCHOLFIELD.
RHODA A. ESTEN.

FEBRUARY, 1896.

Name of observer.
Observation. Begun. Ended.
Name of child.
Date of birth.

I. Character of environment.
  1. Parents.
    Nationality.
    Occupation.
    Culture.
  2. Home.
    Location.
    Hygienic conditions.
    Æsthetic influences.
    Religious or moral influences.
  3. Companions.
    Brothers.
    Sisters.
    Playmates.
  4. Playground.
    Street.
    Yard.
    Garden.
    Woods.
    Fields.
  5. Possessions.
    Pets.
    Playthings. Which most prized? Why?
    Books. Which most prized? Why?
    Collections.
  6. Occupation out of school.
    Has the child any regular work to perform?
    What form of play is most enjoyed?

II. Physical characteristics.
  1. Physique: Slight or sturdy, feeble or strong.
  2. Color: Of hair; of eyes; of skin (pale or rosy, sallow or clear).
  3. Health: Excellent, good, poor, fluctuating.
  4. Bodily defects: Deformed or maimed.
  5. Sense defects.
    a. Sight.
    b. Hearing.
  6. Motor ability. Control of body.
    a. Voluntary movements. Direct or aimless, graceful or awkward, quiet or noisy, quick or slow.
    b. Automatic. Unconscious acts accompanying study or recreation.

III. Characteristics of temperament and disposition.
  Excitable or calm.
  Energetic or sluggish.
  Confiding or reticent.
  Sensitive or indifferent.
  Hopeful or sad.
  Yielding or stubborn.
  Timid or courageous.
  Generous or selfish.

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IV. Mental characteristics.

1. Perception.
   Color. } Quick or slow, accurate or inaccurate.
   Form.
   Number.
   Pitch.
   Rythm.
   Location.
2. Memory.
   Events.
      Distinct or indistinct.
      Accurate or modified by imagination.
   Verbal. Accurate or inaccurate.
3. Imagination.
   Feeble or active.
   Creative or imitative, as shown in play, picture making to stories.
4. Feelings.
   Affections. For people; for animals.
   Fears.
5. Will.
   Power of attention.
   Self-control.
   Impulsive or thoughtful, reflective.
   Power of choice. Prompt or vacillating.
   Obstinate, resolute, or changeable in purpose.
6. Power of observation.
   Accurate or inaccurate.
7. Expression.
   Does the child express his whole thought or only a fragment of it?
   Vocabulary. Large or small.
   Rich or scanty in imagery.
   Is the child predominantly thoughtful, imaginative, emotional, active, or are all three characteristics well balanced?
8. Manners and morals.
   Obedient or disobedient.
   Tidy or untidy.
   Careful or careless.
   Persistent or easily discouraged.
   Polite or rude.
   Truthful or untruthful.
   Humane or cruel.

THE IOWA SOCIETY FOR CHILD STUDY.

Henry Sabin,[1] late State superintendent of public instruction of the State of Iowa, says in a paper to the teachers of that State:

The supreme object of the child's education is the child himself. Books, teachers, courses of study, methods, are but means to an end, and that end is to put the child in complete possession of all his powers, to fit him for the work of life. The new study of practical psychology is intended to acquaint the teacher with the nature of the child. The science is yet in its infancy, but many of the greatest educational minds in the country are working along the lines indicated in this circular.

The first topic investigated by this society was on "eye-mindedness" and "ear-mindedness." It was desired to learn the impressions made upon the ear and eye. Those who remember chiefly through the impressions upon the sense of hearing are called "ear-minded;" of sight, "eye-minded."

EYE-MINDEDNESS AND EAR-MINDEDNESS.

The following is the plan of investigation:

In this line of investigation the comparative value of recollection through impressions made upon the ear and eye is sought. Persons who recall chiefly through impressions made upon the sense of hearing are called ear-minded; those who recall chiefly through impressions made upon the sense of sight are called eye-minded; for example, in spelling, some recall the letters in a word by their sounds, others flash the letters before them in the "mind's eye," and read them as from the printed page. It is thought that the latter, the eye-minded, are the best spellers, and if these investigations point to the same conclusion, steps may be taken to develop eye-mindedness in the poor spellers.

[1] Child Study, April 15, 1895, page 2.

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Three sets of tests are to be made: Auditory, visual, and audo-visual. For each test prepare ten series of letters, each series containing ten letters, arranged disconnectedly, after the following manner:

1. l, d, n, r, v, g, b, h, s, m.
2. g, x, k, p, t, a, o, q, j, z, etc.

Provide pupils with pencil and paper. Have pupils place at head of sheet name of city, grade, name of pupil, age, nationality.

I. *Auditory test.*—Pronounce slowly, about one letter a second, and distinctly the first series, ten letters, and then give command to write. Pupils must not be permitted to begin to write until the command is given, and they must write without hesitation all the letters they can, and then stop. Then pronounce the next series in the same way, and so on till the pupils have written the ten series.

II. *Visual test.*—Take the second set and write the first series on the blackboard as promptly as possible and in full view of each pupil; then erase quickly and give the command to write. Pupils write under same limitations as in auditory test. Proceed in same manner with the remaining nine series.

III. *Audo-visual test.*—Take the third set and write on the blackboard, as in the visual test; then have pupils pronounce first series in concert. Erase, and then give command to write. Pupils write under same limitations as in visual test. Proceed in same manner with the remaining nine series.

Write these three tests on the same sheet, using both sides of sheet, if necessary. If there be objections to giving pupils' names, numbers may be used, but designate the sex of the pupils. Place the average standing, or teacher's estimate, in spelling of each pupil, at the top of his paper after these tests have been made. Mark it: "Spelling, —— per cent."

The Illinois Society for Child Study.

The following is a plan for the study of child's motives, suggested by the Illinois Society for child study:

Preconceptions and theories of the observer should not be permitted to manifest themselves to the observed, and thus influence and modify the observations recorded.

Plan for the study of child's motives

Name of the child. Age in years and months.
Nativity of father. Nativity of mother.
Occupation of father. Of mother.
Occupation of other members of family.
In what does the child take most interest at the present time?
(*a*) In what stories or books?
(*b*) In what games or entertainments?
(*c*) In what occupations?
What is the child's idea of an adult occupation for himself when grown? Reason for choice?
What experience has thus far afforded the child his greatest pleasure or joy in life?
What life experience has occasioned the greatest pain to the child?
Is the child a member of any school at present? Grade? If left wholly to his own choice would the child attend school? What seems to be the child's true motive for his choice?
Do the mere possibilities of extended social life, comradeship, furnish a leading interest in the child's school attendance?
Is there any portion of his school duties which he performs from a sense of the intrinsic charm in the thing done?
What study interests the child most? What is the real motive prompting this interest?
Name in order of relative interest other subjects of the course? (*a*), (*b*), (*c*). What seems the child's real motive why he pursues these subjects?
What portion of his school duties seem least attractive to the child, and why?
Is the child in good general health? What serious sickness, if any, has the child experienced?
Does the child's physical development appear to be normal? State any apparent defects. Are these the result of (*a*) Heredity? (*b*) Out of school environment? (*c*) Faulty school provisions? Does the child's mental development appear to be normal? State any apparent defects. Are these the results of (*d*) Heredity? (*e*) Faulty out of school environment? (*f*) Injurious school methods, etc.?
Observer.
Address.
Date.

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litory, visual, and audo-visual. For each
ries containing ten letters, arranged dis-

, b, h, s, m.
, o, q, j, z, etc.
Have pupils place at head of sheet name
ality.
ut one letter a second, and distinctly the
mand to write. Pupils must not be per-
d is given, and they must write without
stop. Then pronounce the next series in
re written the ten series.
write the first series on the blackboard as
ch pupil; then erase quickly and give the
me limitations as in auditory test. Pro-
ine series.
t and write on the blackboard, as in the
st series in concert. Erase, and then give
me limitations as in visual test. Proceed
eries.
t, using both sides of sheet, if necessary.
nes, numbers may be used, but designate
tanding, or teacher's estimate, in spelling
er these tests have been made. Mark it:

FOR CHILD STUDY.

child's motives, suggested by the Illinois

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nce and modify the observations recorded.

OF CHILD'S MOTIVES

nths.

t at the present time?

?

pation for himself when grown? Reason

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edity? (*b*) Out of school environment?
hild's mental development appear to be
e these the results of (*d*) Heredity? (*e*)
jurious school methods, etc.?

CHILDREN'S INTEREST.

In investigations on children's interests Professor Barnes concludes (1) that children are impressed to a very small extent by the visible aspect of things; (2) that their chief interest is in the use of things; (3) that their ideas possess only light abstract characteristics. Edward R. Shaw,[1] of the school of pedagogy, New York University, considers these conclusions as significant since they are at variance with the general practice of teachers in schoolroom work; for to appeal to primary children, in order to get them interested, we must start with the use of objects and gradually lead out from what things can do and what they are made of, to their structure, form, color, etc. In the present investigation by Dr. Shaw the data were gathered from children of a large city. The list of words used was given to children in classes from the second to the sixth school year, inclusive, and was placed before them in the following manner: Each child was directed to write his name, age, and grade at the top of the paper. As each word of the list was spoken and immediately written on the blackboard, the child was to write down as rapidly as possible whatever came into his mind. The work upon one word was completed before the next word was given out. No comments, questions, or suggestions were allowed, so that the pupil might be as unbiased as possible. The object was to see what associations arose in children's minds when the names of the objects in the list were presented.

The list of heads given in the table consists of ten used by Professor Barnes and eight additional ones.

Dr. Shaw collated 59,223 attributes (see Table 12) from 600 pupils, 50 girls and 50 boys of each year of age from 8 years to 13, inclusive. The idea of "use" in Barnes's returns stands 50 per cent as compared to 12 per cent in Shaw's returns. Shaw makes of special importance the difference found in the younger child's interest as compared with the more advanced pupil. The younger child's interest is self-centered—that is, for particular and individual action, as opposed to the older child's recognition of general or universal use. The terms "use," "used," "useful," "good for," "valuable," etc., are frequent with advanced pupils but rare with the younger ones. Barnes's results are almost the exact opposite; yet both investigations point to the conclusion that children's interests lie largely in what an object is good for, or what it can do.

TABLE 12.—*Showing proportion of different attributes by returns from 50 boys and 50 girls of each age from 8 to 13, inclusive.*

[The numbers denote the number of attributes.]

Rank.	8 years.	9 years.	10 years.	11 years.	12 years.	13 years.	Totals.	Grand total.
1. Action:								
Boys	931	1,001	1,202	1,619	1,403	1,285	7,531	
Girls	672	646	868	971	1,060	1,117	5,334	
								12,865
2. Quality:								
Boys	354	392	486	858	958	902	3,952	
Girls	306	322	652	879	1,102	1,272	4,533	
								8,485
3. Use:								
Boys	272	271	611	686	738	1,052	3,630	
Girls	195	251	347	733	787	1,022	3,335	
								6,965
4. Structure:								
Boys	415	270	611	472	499	577	2,544	
Girls	480	312	307	450	474	682	2,705	
								5,249
5. Substance:								
Boys	127	145	332	446	516	677	2,243	
Girls	190	270	282	424	686	767	2,619	
								4,862

[1] Child Study Monthly, July-August, 1896.

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TABLE 12.—*Showing proportion of different att of each age from 8 to 15,* i

Rank.	8 years.	9 years.	10 y
6. Sentence making:			
Boys	473	568	
Girls	538	248	
7. Place:			
Boys	170	171	
Girls	149	137	
8. Possession:			
Boys	251	265	
Girls	300	286	
9. Color:			
Boys	48	51	
Girls	140	103	
10. Quantity or number:			
Boys	154	119	
Girls	208	101	
11. Larger term:			
Boys	32	34	
Girls	22	63	
12. Associated object:			
Boys	111	78	
Girls	107	72	
13. Smaller class:			
Boys	12	45	
Girls	11	47	
14. Like or dislike:			
Boys	60	49	
Girls	62	52	
15. Time or occasion:			
Boys	14	26	
Girls	39	32	
16. Form:			
Boys	21	29	
Girls	68	61	
17. Similar object:			
Boys	8	12	
Girls	4	6	
Unclassified:			
Boys	21	40	
Girls	42	21	
Total	7,007	6,596	

Total number of attributes, boys .....
Total number of attributes, girls .....

MEMORY IN S

Experiments[1] were made by John C memory of children at different periods to their senses and sympathies at differe written by Dr. Hall, was used. The res

This table gives the number of time the different grades. The first six colu based upon 100 papers, 50 from boys words and is divided into 152 parts. It were distinct facts or ideas. The stor would take three minutes to read it; should write all they could remember o

Table 13 shows the memory for the and grade of pupil.

[1] The Pedagogical S

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TABLE 13.

The story.	Third grade.	Fifth grade.	Seventh grade.	Ninth grade.	Second year, high school.	Fourth year, high school.	Seventh grade (self-reading).	University.	Miss Aiken's school.	Average for first six columns.
James	85	76	90	91	93	93	92	75	93	88
Mack,	27	56	80	81	93	83	92	85	93	71
ten years old,	20	20	28	58	68	69	50	50	57	43
a farmer's son,	17	28	40	54	55	55	70	60	52	41
dreamed	70	85	89	87	84	84	87	65	100	83
that his father	79	90	92	85	94	78	92	85	93	86
and mother	89	97	95	93	93	91	94	90	100	93
died	92	97	90	96	95	93	98	95	100	95
very poor,	19	22	25	30	28	40	40	30	47	27
and left him nothing	76	96	93	98	87	88	86	80	100	90
but 37 cents,	85	78	93	89	89	85	76	75	87	78
a loaf of bread,	73	93	96	95	99	97	96	90	100	89
and a Bible.	64	78	94	94	95	93	96	90	100	83
The day after the funeral	29	36	50	57	50	48	58	45	43	45
he had	13	37	38	23	31	30	46	25	47	28
to take these,	6	15	21	29	28	27	14	25	20	21
leave	21	34	40	36	35	30	62	45	27	32
his home	18	24	32	29	26	24	54	50	23	27
and his school,	13	15	16	15	17	20	38	15	10	16
and go out alone	21	43	48	42	68	48	36	35	53	46
into the wide world.	26	55	57	62	68	60	46	45	67	52
It was Sunday,	10	10	23	33	32	32	16	20	30	23
and a lame,	10	15	12	21	29	24	10	15	33	18
crooked,	10	10	23	29	31	39	20	35	47	23
little	3	3	5	9	13	15	12	35	37	7
old	41	66	84	74	85	59	74	80	90	67
woman,	58	81	90	91	95	92	94	90	93	84
with a red	20	20	24	40	37	43	34	40	63	30
shawl	23	21	24	45	35	46	34	30	57	32
on her head, said,	14	18	19	34	21	29	18	15	37	22
"Please give me your Bible.'	44	73	87	81	85	79	88	65	71	77
He did.	41	70	90	88	90	89	84	70	80	76
Soon he met	21	39	56	44	62	39	48	45	50	43
three	21	34	39	38	42	26	30	30	37	34
boys	33	72	78	73	66	59	78	35	70	63
who looked	22	52	58	61	59	46	72	7	70	49
so hungrily	22	54	68	83	77	66	72	50	77	61
at his bread	9	35	33	30	53	30	40	25	50	31
(so) that	1	16	18	20	27	24	20	25	33	15
he gave it.	49	78	89	93	90	89	82	80	100	74
Then came	0	3	1	1	3	0	0	0	7	1
a ragged	10	5	18	27	23	18	6	10	23	16
black	8	12	12	26	22	24	14	15	17	17
beggar,	20	42	44	50	57	67	44	60	57	48
with a stub	1	3	3	18	14	14	10	10	17	8
pipe,	5	4	7	21	21	15	10	25	20	12
one	6	20	34	29	39	27	18	15	20	27
leg,	7	24	38	34	43	33	22	40	37	31
and a crutch,	10	18	32	30	20	31	20	25	23	23
and into his hat	23	40	37	36	36	34	32	30	70	34
James	4	5	16	15	5	9	0	15	30	9
dropped	10	27	28	21	29	21	28	15	50	20
all	8	19	17	27	32	27	14	10	43	21
his money.	45	80	92	86	90	89	82	70	90	90
To a blind	10	24	34	33	27	26	16	20	43	25
schoolmate,	11	21	26	36	43	36	18	40	53	28
with no cap,	19	31	43	44	46	37	58	35	50	36
James	1	4	8	10	7	4	0	5	7	5
gave his.	13	44	62	70	70	66	66	65	80	55
To a half-	8	26	37	27	18	18	14	10	47	22
naked,	10	28	36	27	23	29	16	10	53	23
sickly	0	0	5	3	5	2	12	0	7	2
fiddler	3	17	25	28	27	17	48	15	23	19
boy,	17	41	48	37	36	30	46	30	50	35
with a lean	2	10	17	26	24	18	20	15	37	15
monkey,	5	19	29	38	29	23	40	20	50	24
he gave	21	50	79	76	77	78	64	80	97	62
his coat	23	48	76	75	75	79	58	75	87	62
and pants.	19	60	73	71	74	75	54	70	80	62
At night,	7	21	33	28	29	32	28	25	23	26
in a wood,	44	80	89	96	90	91	86	100	93	82
he found	29	48	62	78	80	82	58	75	73	63
a lost	6	18	10	11	8	7	8	5	13	10
baby,	57	88	100	99	99	96	86	95	100	90
naked,	18	50	64	64	68	57	48	70	77	53
crying;	15	23	25	26	26	18	30	30	13	21
and as it was dark	4	8	13	24	25	30	10	15	37	17
took off	28	49	68	58	63	57	34	65	90	55

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TABLE 13—Continued.

The story.	Third grade.	Fifth grade.	Seventh grade.	Ninth grade.	Second year, high school.	Fourth year, high school.	Seventh grade (self-reading).	University.	Miss Aiken's school.	Average for first six columns.
his last	27	57	78	75	81	71	62	80	80	64
garment	30	74	83	77	93	73	64	80	87	70
to wrap around it.	40	62	81	83	79	77	60	75	93	70
Made a	28	58	72	77	65	64	56	50	71	60
big	1	2	3	11	4	16	3	5	13	5
bed	30	66	73	77	68	63	58	55	80	62
of oak	11	37	37	50	40	45	30	15	50	37
leaves,	33	62	79	84	76	76	68	70	90	68
crept in	26	51	67	72	76	64	40	75	90	59
with the baby	22	42	45	49	48	40	24	40	57	41
and hugged it	18	35	53	60	78	63	32	65	87	51
to keep it warm.	14	41	63	75	81	65	32	60	80	54
Then, as he lay	1	3	4	11	11	9	2	5	17	6
looking up	9	22	31	33	44	34	20	40	60	30
into the sky,	7	17	26	24	44	26	18	30	50	24
he said,	4	25	43	36	36	28	18	35	53	28
"Dear	3	16	18	23	35	30	16	25	50	22
God,	13	30	51	46	56	43	32	45	70	37
what can I do	12	27	52	53	49	46	32	50	70	41
more?"	4	22	50	45	58	43	28	50	70	38
It was just the perfect	0	0	0	(3)	11	2	0	0	13	2
hush	0	0	0	16	25	22	0	25	20	11
of midnight,	0	3	18	16	30	25	4	35	23	15
save	0	0	10	12	20	16	0	25	23	9
the hoot of an owl	4	3	12	15	21	15	6	35	17	6
and the distant	1	2	5	5	7	5	0	5	10	4
bark of a dog.	7	3	8	7	12	8	4	15	20	7
Just then	0	6	4	14	11	8	0	10	13	7
the moon	12	22	22	38	43	42	24	60	43	31
peeped out	11	20	21	31	31	33	18	55	43	26
behind	2	11	13	27	22	25	8	25	27	17
a pinkish	3	15	13	22	29	31	10	0	57	18
cloud	10	25	29	49	47	47	22	50	67	33
and right under it	0	3	3	12	14	12	4	55	30	7
appeared	1	3	7	15	41	31	4	15	30	17
an angel	12	44	54	62	58	56	46	60	60	51
child	0	3	1	2	13	13	0	30	17	5
which he thought	17	38	41	49	51	56	52	60	70	41
was his dead	4	20	28	29	36	51	26	55	67	25
sister	16	43	55	50	70	73	54	65	80	52
Mabel's	7	25	33	34	56	53	28	25	53	34
face	5	15	26	31	35	43	24	30	33	28
smiling.	2	6	3	5	9	8	10	0	17	5
There seemed	0	1	0	1	4	2	0	0	3	1
a sweet	0	1	0	5	3	6	0	0	10	2
perfume,	0	3	2	9	9	6	0	5	20	4
an hand	2	13	15	20	21	14	8	25	27	14
touched	8	18	19	27	28	24	20	25	37	21
his head	7	15	12	18	20	20	18	20	27	21
and a gentle	0	1	0	5	1	3	0	0	0	1
voice	4	9	10	27	25	33	10	35	40	18
from the cloud said	1	2	3	4	9	9	4	5	10	4
"This is the Christ	12	28	42	59	57	76	36	85	77	45
child."	11	20	39	51	48	72	30	85	77	40
James	0	4	15	20	21	26	4	35	23	14
awoke.	19	62	77	84	88	90	56	90	67	70
It was Christmas	31	56	62	69	74	74	72	60	80	61
morning,	19	37	57	64	51	77	48	60	90	50
and by his bed	2	29	32	51	63	70	22	60	80	40
Santa Claus	33	36	52	57	40	48	50	50	67	44
had put	21	25	34	46	35	39	38	40	57	33
a silver dollar,	22	56	72	76	76	74	52	60	83	63
a box of candy,	29	31	55	46	42	40	48	20	43	40
a bottle	10	18	21	19	26	32	28	25	30	21
of cologne,	8	9	13	16	26	31	26	20	27	19
a music box,	7	27	21	24	34	21	16	20	30	22
a loaf	9	14	13	13	30	25	16	20	20	25
of frosted cake,	19	42	50	57	66	54	36	45	77	47
a fur	1	8	20	33	35	33	2	20	43	23
tippet	4	14	31	40	42	38	12	35	50	28
and a gilt Bible	26	51	68	62	67	67	52	55	93	55
full	0	3	6	12	16	21	0	0	37	10
of colored	7	6	17	20	26	24	10	10	43	16
pictures.	8	12	20	22	26	28	14	10	47	18
Total for whole story.....	2,655	4,693	6,005	6,408	6,871	6,493	5,122	6,048	7,812	5,526

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Ninth grade.	Second year, high school.	Fourth year, high school.	Seventh grade (self-reading).	University.	Miss Aiken's school.	Average for first six columns.
75	81	71	92	80	80	84
77	93	73	94	80	87	70
82	79	77	60	75	93	70
77	65	64	58	50	71	60
11	4	16	3	5	13	5
77	68	63	58	55	80	62
59	40	45	30	15	50	37
84	76	76	68	70	90	68
72	76	64	40	75	90	59
49	48	40	26	40	57	41
69	78	63	32	65	87	51
75	81	65	32	60	80	54
11	11	9	2	5	17	6
33	44	34	20	40	60	30
24	44	26	18	30	50	24
36	36	28	18	35	53	28
23	35	30	16	25	50	22
46	56	43	32	45	70	37
53	49	46	32	50	70	41
45	58	42	20	50	70	38
(3)	11	2	0	0	13	2
16	25	22	0	25	20	11
16	30	25	4	35	23	15
12	20	16	0	25	23	9
15	21	15	6	35	17	6
5	7	5	0	5	10	4
7	12	8	4	15	20	7
14	11	8	0	10	13	7
38	43	42	24	60	43	31
31	31	23	18	55	43	26
27	22	25	8	25	27	17
22	29	31	10	0	57	18
40	47	47	22	50	67	33
12	14	12	4	55	30	7
15	41	31	4	15	30	17
62	58	56	46	60	60	51
2	13	13	0	30	17	5
49	51	56	52	60	70	41
29	36	51	26	55	67	25
59	70	73	54	65	80	52
34	56	53	28	25	53	34
31	35	43	24	30	33	26
5	9	8	10	0	17	5
1	4	2	0	0	3	1
5	3	6	0	0	10	2
9	9	6	0	5	20	4
20	21	14	8	25	27	14
27	28	24	20	25	37	21
18	20	20	18	20	27	21
5	1	3	0	0	0	1
27	25	33	10	35	40	18
4	9	9	4	5	10	4
59	57	76	36	85	77	45
51	48	72	30	85	77	40
20	21	26	4	35	23	14
84	88	90	56	90	67	70
69	74	74	72	60	80	61
64	51	77	48	60	90	50
51	63	70	22	60	80	40
57	40	48	50	50	67	44
46	35	39	38	40	57	33
76	76	74	52	60	83	63
46	42	40	48	20	43	40
19	26	32	28	25	30	21
16	26	31	26	20	27	19
24	34	21	16	20	30	22
13	30	25	16	20	20	25
57	66	54	36	45	77	47
33	35	33	2	20	43	23
40	42	38	12	35	50	28
62	67	67	52	55	93	55
12	16	21	0	0	37	10
20	26	24	10	10	43	16
22	26	28	14	10	47	18
6,408	6,871	6,493	5,122	6,048	7,812	5,526

One of the facts brought out was the early age at which children reach their maximum memory power. The boys in the second year of the high school remembered 43 per cent, which was the highest for boys.

To study the strength of memory as a function of the place of the words in the story it was divided into three equal parts, and the total number of words remembered in each part by the different grades calculated; the results are shown in the first three lines of Table 14, below. The story was again divided into eight equal parts and the total number of terms remembered in each of these parts by the different grades calculated. The results are given in the lower part of Table 14; the last vertical column of figures gives the average per cent of terms remembered in each part of the story by all grades. The line of figures at the bottom of the table shows the per cent of the whole story remembered by the grades under which the numbers are written. A considerable number remembered the first part of the story quite well, but very little in the latter part, showing the influence of fatigue. The high per cents for Miss Aiken's school may be due to special training.

TABLE 14.

Part.	Third grade.		Fifth grade.		Seventh grade.		Ninth grade.		Second year, high school.		Fourth year, high school.		Seventh grade (self-reading).		Miss Aiken's school.	University.	Average per cent remembered by all grades.
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.			
I	731	708	1,042	1,014	1,293	1,208	1,282	1,328	1,412	1,296	1,851	1,187	1,202	1,166	1,425	1,134	46
II	407	375	855	824	1,197	1,050	1,149	1,195	1,242	1,194	1,194	973	814	898	1,461	1,035	38
III	258	186	510	418	730	527	861	693	939	788	1,048	740	596	446	1,020	855	27
I	432	414	511	526	625	599	625	617	665	595	643	589	614	656	642	562	61
II	236	213	394	355	503	425	495	473	546	502	517	404	534	380	556	397	45
III	118	130	241	232	304	295	303	364	343	324	309	311	256	248	391	273	29
IV	173	131	332	343	455	423	428	462	443	428	428	383	356	426	505	397	40
V	168	178	376	344	500	439	501	515	520	519	518	405	334	292	647	448	44
VI	52	50	135	104	229	152	267	212	324	270	324	187	130	134	318	283	21
VII	63	33	169	96	214	131	256	199	272	255	348	240	202	136	344	292	21
VIII	155	120	279	257	400	321	437	374	480	385	506	380	288	240	538	350	36
Per cent remembered by grades.	18	17	32	30	43	37	44	42	47	43	47	38	36	33	52	39½	37

The following table shows what appeals most and what least to memory. It gives the number of pupils who remember the terms mentioned:

TABLE 15.

	Third grade.		Fifth grade.		Seventh grade.		Ninth grade.		Second year, high school.		Fourth year, high school.		Seventh grade (self-reading).		University.	Miss Aiken's school.
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.		
															Per ct.	*Per ct.*
James	44	41	41	35	45	45	47	44	48	45	45	48	44	48	75	93
Mack	11	16	28	28	42	38	43	38	46	47	42	47	46	46	85	93
dreamed	34	36	46	39	46	43	43	44	41	43	45	39	48	48	65	10
that his father	41	38	44	46	46	46	41	44	46	48	40	38	48	44	85	93
and mother	45	44	49	48	48	47	47	48	47	46	48	43	48	46	90	100
died	47	45	49	48	49	50	49	47	47	48	48	45	50	48	95	100
and left him	40	36	50	46	45	48	49	49	46	41	43	45	42	44	80	100
37 cents	16	19	38	40	46	47	43	46	45	44	42	43	38	38	75	87
a loaf bread	37	36	48	45	48	48	47	48	49	50	47	50	50	46	90	100

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TABLE 15—Continued.

	Third grade.		Fifth grade.		Seventh grade.		Ninth grade.		Second year, high school.		Fourth year, high school.		Seventh grade (self-reading).		University.	Miss Aiken's school.
	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.		
															Per ct.	*Per ct.*
and a Bible.	35	29	42	36	49	45	48	46	50	45	46	47	50	46	90	100
woman	31	27	45	36	48	42	47	44	49	46	47	45	48	46	90	93
"Please give me your Bible."	26	18	39	34	47	40	42	39	44	41	41	38	48	49	65	71
He did.	22	19	37	33	47	43	46	42	49	41	43	46	44	40	70	80
he gave it. (bread.)	23	26	38	40	47	42	45	48	46	44	44	45	44	38	80	100
his money.	24	21	40	40	47	45	45	41	45	45	45	44	38	44	70	90
baby	31	26	43	45	50	50	49	50	50	49	50	46	42	44	95	100
very poor	9	10	16	6	15	10	15	15	17	11	24	16	22	18	30	47
crying	9	6	11	12	13	12	15	11	14	12	12	6	10	20	30	13
It was Christmas	18	13	32	24	33	29	35	34	38	36	36	38	36	36	60	80
Santa Claus	18	15	14	22	23	29	34	23	21	19	25	23	36	14	50	67
box of candy	16	13	17	14	26	29	21	25	24	18	24	16	32	16	20	43
James (dropped)	2	2	2	3	9	7	6	9	3	2	6	3	....	....	15	30
lost	3	3	8	10	2	8	4	7	6	2	3	4	6	2	5	13
the hoot of an owl	3	1	2	1	8	4	8	7	14	7	11	4	6	....	5	10
bark of a dog,	2	5	2	1	6	2	4	3	8	4	5	3	4	....	15	20
smiling.	2	....	3	3	3	....	1	4	4	5	5	3	4	6	.....	17
Then came	....	....	2	1	....	1	....	1	3	....	....	....	....	....	.....	7
James (gave his cap).	1	....	3	1	5	3	2	8	4	3	....	4	....	....	5	7
sickly	....	....	....	....	3	2	....	3	1	4	2	....	4	8	.....	7
Then as he lay	....	1	2	1	3	1	6	5	6	5	4	5	....	2	5	17
It was just the perfect	....	....	....	....	....	....	2	1	9	2	1	1	....	....	.....	13
and the distant	....	1	2	....	3	2	3	2	4	3	5	....	....	....	5	10
There seemed	....	....	1	....	....	....	....	1	3	1	....	2	....	....	.....	3
a sweet	....	....	....	1	....	....	3	2	1	2	4	2	....	....	.....	10
perfume	....	....	2	1	1	1	6	3	4	5	4	2	....	....	5	20
and a gentle	....	....	1	....	....	....	5	....	....	1	2	1	....	....	.....	.....
from the cloud	1	....	1	1	1	2	3	1	2	7	5	4	2	2	5	10
37 cents	16	19	38	40	46	47	43	46	45	44	42	43	38	37	75	87
	24	21	10	8	4	3	5	4	4	3	4	3	10	6	15	13
dropped	7	3	14	13	15	13	15	6	11	18	9	12	14	14	15	50
	17	18	26	26	31	29	30	35	33	28	32	30	16	16	45	20

Among other things it is interesting to notice that the four terms, "mother," "died," "and left him," and "baby," were the only terms remembered by 90 per cent. Table 15 is on basis of 50, but last two columns have 100 for basis. "Christmas," "Santa Claus," and "box of candy," though near end of story, are remembered very well. "37 cents" and "dropped" have each two rows of figures; one gives number who remembered, the other the number who substituted synonym.

CONCLUSIONS.

For a story like the one employed, and under the conditions described above, the maximum memory power is reached at a relatively early age. The boys in the third grade remembered only 17 per cent of the story. In the ninth grade they remembered 42 per cent, and in the high school about 40 per cent. From this it seems that memory power for the boys culminates about the beginning of the high-school period. The girls made a rapid increase from 18 per cent in the third grade to 43 per cent in the seventh grade and 47 per cent in the high school.

The office of a term in the sentence, and the number of like terms employed determined how well a given term was remembered. It may be said that sentences as wholes were remembered inversely in proportion to their length and the number of nonessentials contained. Of the sixteen terms remembered by 75 per cent, eleven are in the first three sentences, and not one in the last half of the story, Table 13. About two-thirds of the forty-one terms remembered by 50 per cent are in the first half of the story. The decline of memory for the successive parts of the story is shown by the per cents for the three-part division of the story, Table 14. They are, successively, 46, 38, and 27. A four-part division would give 52, 34, 32, and 28. Much of the falling off is doubtless due to fatigue, but some of it is due to changes in subject-matter, as can be seen in Table 13, where sudden variations are found in the amount remembered. A decline in memory from the first to the last of the story was found in all grades, but the rate of decline was not the same in all.

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The growth of memory is more rapid in the case of girls than boys, and here the figures suggest a coincidence with the general law, that the rapid development incident to puberty occurs earlier in girls than in boys. No other appreciable difference between the memory of boys and that of girls is apparent, except that the girls remembered 4 per cent more of the story than the boys, and the girls in higher grades showed a better retaining power for the latter part of the story.

It is surprising how few remembered some terms in a sentence, while other terms in the same sentence were remembered by a large number. There seemed to be marked similarity of apperception in all the different grades; for any term remembered by a large or small number in one grade was remembered by approximately the same number in every other grade. No part of the story nor any term other than those elsewhere mentioned made a noticeable appeal to any grade which did not in like manner appeal to all the other grades.

Drawings by First-Grade Pupils.

Frank S. Bogardus[1] remarks that drawings by first-grade pupils may be made the index of the childrens' mental characteristics.

He used drawing as a test of perceptive imagination and memory in a class of 18 pupils, from five to seven years of age, in the primary department of a normal training school. The class had been in school seven months. The method of testing was as follows:

1. *In perception.*—The object was placed before the child, and after making any kind of examination of it he wished he drew it, the object remaining before him.
2. *In memory.*—The object was placed before the children as a class. The examiner called their attention to certain characteristics, so as to be sure that they all had the same material to remember, and then removed the object and had it drawn as remembered.
3. *In imagination.*—The child was told to make up a story about a boy and a dog or any familiar animal, and then to make a picture of it.

In no instance did two children draw at the same table.

The grading was done in the following manner:

1. *In perception.*—The examiner counted up the number of different elements found in each set of drawings, and, taking that as the standard, compared each individual drawing with it, making the number of different elements or the amount of detail the decisive factor.
2. *In memory.*—The method of grading was essentially the same as in perception, except that the number of elements pointed out by the examiner was taken as the standard.
3. *In imagination.*—The greatest number of different elements found in any one drawing was used as the standard.

In this way statistics more or less truly indicative of the comparative powers of the children in perception, memory, and imagination were secured.

From the study of these statistics the following facts were noticed:

1. In thirteen of the eighteen cases there seemed to be a distinct relationship between the grades in perception, memory, and imagination, the greatest variation in any one case being a difference of 12 per cent between perception and imagination.
2. The highest average made by any one pupil was 82 per cent, the lowest 38 per cent.

The average of the whole class on perception was 59⅔ per cent; on memory, 59⅓ per cent, and in imagination 60 per cent.

4. The various averages of the individuals afforded a means by which they were ranked. The opinions of the teachers of these children agreed with the order in which they were ranked in all but three or four cases out of the eighteen.

Now comes the question of the application of these statistics to the needs of the individual child. Suppose that the drawing examiner finds that James has an average in perception of 15 per cent. He apprises the science teacher of that fact, and she immediately understands the cause of his poor work and sets about correcting it; or the examiner finds that Mary has a low average in memory. He notifies Mary's arithmetic and reading teachers, and they see that what Mary needs is drill in grasping and holding ideas. If John's imaginative powers are found to be less than the average of his class, his reading teacher must pay particular attention to securing an instantaneous response with a mental picture to an external suggestion.

In short, the system serves to establish the standard of the mental powers of the class, to detect the exact place of each child's development that is exaggerated or minimized, and in that way suggests a particular way in which each child must be treated according to his individuality.

[1] Transactions of the Illinois Society for Child Study, 1896.

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TABLE 16.—*Showing the results of the term'*
drawings t

Claire	
Clyde	
Edith	
Elmer	
Henrietta	
Leverett	
Mary	
Raymond	
Stephen	
Thurman	
Claude	
Earl	
Effie	
Fred	
Ralph	
Thornton	
Walter	
Mildred	
Average	

THE SUGGESTIBI

Suggestibility may be regarded as a n
study of suggestibility of children Mau

[1] Ped. Seminar
aims to show some of the results of psy
rect methods, and also to indicate in th
the motor expression of a mental state
section of the inquiry is given a record
classification of 4,335 cases of personal e
parents, and in a third section some inf

ILLUSIONS

In testing for illusion of perfume, t
some distilled water, and faintly perf
hands of the teacher, while another w
to the desk and see whether the card w
to give judgment until asked.

After a moment the pupils were aske
why children liked flowers, etc. The
could tell if the odor of any flower we
were next placed on the teacher's tabl
told the pupils he was about to make
that he could smell perfume, he shoul
then made in two or three places in
spray that was suggested to them.

Table 17, which follows, shows the
and GC, at the head of the columns st
sure," "no perfume," and "given car

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TABLE 17.

Grade.	Perfume.						No perfume.		
	S.	S.	F.	F.	N. S.	N. S.	O.	O.	G. C.
		Per ct.		*Per ct.*		*Per ct.*		*Per ct.*	
I	93	98	.....	.....	.....	.....	2	2	1
II	62	95	.....	.....	.....	.....	3	5	1
III	55	83	.....	.....	.....	.....	11	17	1
IV	55	63	11	13	.....	.....	19	23	4
V	20	50	8	20	.....	.....	12	30	2
VI	19	27	7	9	10	14	35	50	3
VII	4	13	.....	.....	.....	.....	27	87	1
VIII	.....	.....	.....	.....	23	67	11	33	2
High	.....	.....	25	47	.....	.....	28	53	4
Total	308	51	.....	33	.....	.....	148	.....	19

Average per cent of illusion, 73.

The results given show higher percentages of illusion in older pupils in the case of individual tests.

ILLUSIONS OF TASTE.

In the tests for illusions of taste, salt, sugar, and quinine were used. The results are given in Table 18.

TABLE 18.

Grade.	Number of pupils.	Very sweet.	Little sweet.	Total sweet.	Did not taste sweet.	Error.	Total did not taste sweet.	Did not try.
				Per cent.			*Per cent.*	
I	94	70	16	98	.....	.....	.....	2
II	70	47	16	90	4	.....	6	3
III	64	24	33	89	7	.....	11	.....
IV	87	18	47	74	3	17	23	2
Total	315	165	112	88	.....	31	10	7

Individual tests were made for illusions of taste, motion, heat, and cold touch. In Table 19, below, letter R means that an illusion was produced in the description of the five preceding divisions; O, indicates "no illusion;" RR, very marked illusion; J, jerked hand from table; S, scratched hand; "soda," tastes like soda; Il. O. S., illusion without stimulation; T, illusion after stimulation; W, illusion of heat waves. In the results under "Motion," the leaders mark cases in which the camel[1] was brought to move parallel with the line of vision as well as at right angles to that line.

TABLE 19.

Subject.	Sex.	Sweet.	Salt.	Bitter.	Motion.	Heat.	Cold.	Il. O. S.	Il. T.	Waves.
W—n	M.	R.	O.	R.	R.	RR.	R.	O.	O.	O.
S—n	F.	R.	O.	R.	R.	R.	R.	O.	RR.	O.
L—r	M.	O.	R.	R.	R.	R.	R.	O.	O.	R.
A—s	F.	R.	R.	R.	R.	R.	R.	O.	R.	R.
C—n	F.	R.	R.	R.	R.	RR.	R.	O.	R.	R.
T—o	M.	R.	R.	R.	O.	R.	O.	O.	R.	R.
S—n	M.	R.	R.	R.	O.	R.	R.	O.	R.	R.
S—r	M.	R.	R.	R.	OO.	R.	R.	R.	R.	R.
F—x	M.	R.	R.	R.	R.	R.	R.	R.	R.	R.
S—e	M.	R.	R.	R.	R.	O.	R.	O.	R.	R.
O—d	M.	O.	R.	R.	OO.	RJ.	R.	R.	R.	R.
G—n	F.	R.	O.	R.	R.	O.	R.	O.	RR.	R.
F—e	F.	R.	R.	O.	R.	R.	R.	RS.	R.	R.
I	M.	O.	R.	R.	.....	RR.	RR.	R.	R.	R.
II	F.	O.	R.	O.	.....	RR.	RR.	R.	O.	R.
III	M.	R.	R.	O.	.....	R.	R.	O.	R.	R.
IV	F.	R.	R.	Soda.	.....	R.	R.	O.	R.	R.
V	M.	R.	O.	R.	.....	R.	R.	O.	R.	R.
VI	F.	R.	R.	R.	.....	R.	R.	O.	R.	R.
VII	F.	R.	R.	R.	.....	R.	R.	O.	RS.	.....
VIII	M.	R.	R.	R.	.....	RR.	RR.	R.	RR.	.....

[1] Mentioned in the experiment.

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INFERENCES AND APPLICATIONS.

The aim of this study, as a whole, has been to present data bearing on the suggestibility of normal children. A careful study of the records seems to indicate, according to Dr. Small, that in healthy children suggestibility is—

1. A universal condition.
2. High in degree.
3. Largely within the control of any one who knows the working of the child mind.

No thoughtful educator can fail to make from the same records a multitude of inferences related to every department of instruction. Among these inferences, some of the more important are:

1. The necessity of removing from the public schools stutterers, emotional prodigals, and nervous defectives.
2. The need of care that the teaching force is large enough to prevent teachers from breaking down because of overwork.
3. The prominence of the motor element in learning and the importance of calling it into play in teaching.
4. Ground for urging a fuller and higher use of the dramatic instinct in the class room.

If it should seem at first that giving play to the impulse for dramatic action is likely to make pupils stagy and artificial, it will be remembered that the danger lies in too little freedom for dramatic expression. The amateur only is stagy; the actor who knows the stage reflects from the footlights nothing but perfect human naturalness.

Of course it is necessary to guard against the dangerous element in plays of the circus group; this is easily done by learning the actual source of the danger and diverting the attention to something safe that will cause the same flow of spirits and awaken a sense of power and superiority. One of the best ways for securing this result would be to induce boys and girls to invent new games calling for suppleness, strength, skill, and competition, to supplement those now in use and the courses in manual and industrial training.

5. A possible use of the social instinct as it crops out in school fads to awaken interest in studies like history, literature, and science.
6. The danger in leaving children too much alone, and the necessity of closer companionship with children on the part of parents and teachers.
7. In suggestion as children use it, a hint at the natural method of child discipline.
8. The strong influence of the attitude of the teacher upon the tastes and ideals of the pupil.
9. That although a bright teacher may interest pupils in a study, large sympathies, personal interest in the pupil, and ability to appreciate the good in him, are necessary to awaken purpose and develop strong character.

A Study of Dolls.

It may be asked, What is the real source of the many instincts that are expressed in doll play, its form among savage races, whether it is related to idolatry, and, if so, how? The study of dolls by A. C. Ellis and G. Stanley Hall calls attention to the importance of a neglected but rich field of investigation.

The following questionaire was circulated by Miss S. E. Wiltse among some 800 teachers and parents:

The data desired are juvenile feelings, acts, or thoughts toward any object which represents a baby or a child.

1. Describe your dolls and get children to do the same—whether of wax, rags, paper, pasteboard, rubber china, wood, stone, etc.—and give instances where clothespins, nails, bottles, vegetables, sticks, flowers, keys, button hooks, etc., have been regarded as dolls in any respect or in any degree.
2. Feeding: What foods, liquid or solid, and how are they given? Describe imaginary foods, dishes, spoons, and other utensils. Is there any regularity or system in feeding, and are hunger, starvation, food preferences, or growth imagined?
3. Medicines, diseases: What diseases, pains, symptoms, are imagined? How is sympathy shown? What drugs are given? How, and with what conceptions? Imaginary doll doctors, their visits and functions. Surgical operations, etc.
4. What constitutes the death of a doll? Funeral services, and burial of dolls. When lost or crushed do children assume a future life for the doll, and does this assuage their grief?
5. Give details of psychic acts and qualities ascribed to dolls, and show how real, how treated, etc., are their feelings of cold, fatigue, anger, pain, jealousy, love,

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hate, goodness and badness, modesty, tidiness, etc. Is any individuality or moral or other characters consistently and persistently ascribed to dolls?

6. Dolls' names: Are they of real persons; and if so, is there any resemblance, real or fancied?

7. Accessories and furnishings, toilet articles, clothes, beds, tables, and dishes, trunks, fashion and its changes, toys for the doll, etc: How far in fact are these carried, and how far should they be? What dangers, if any, here?

8. Doll families, and the relationship of the members; doll schools, doll parties, balls, entertainments, weddings.

9. Doll discipline, hygiene, and regimen: What toilet and what rewards and punishments are usual, and what moral qualities are aimed at?

10. Dolls' sleep: How are they put to sleep? What are the favorite lullabies, and does the doll's sleep keep the children good and quiet?

11. Dress: What is the influence of dolls upon the children? Can taste in dress, tidiness, thoroughness in making their clothes, or other moral qualities be cultivated? How does the material of which the doll is made and the degree of lifelike perfection react on the child? Is there regularity and persistency in the care of dolls? Is imagination best stimulated by rude dolls, which can be more freely and roughly used? Are children better morally, religiously, socially, or better prepared for parenthood and domestic life by them? How can the educational value of dolls be better brought out?

The above points are intended to be merely suggestive, and are, of course, far more comprehensive than any returns are expected to be.

Read this syllabus and write down with accuracy any facts which memory or observation may suggest, carefully specifying age, sex, and nationality.

Or, if practical, question children, or, if in a normal school, let teachers take this syllabus as a lesson on the blackboard in the psychology of childhood, and each record memory or observation.

Returns addressed as below will be carefully edited, credited, printed.

G. STANLEY HALL.

CLARK UNIVERSITY,
Worcester, Mass., November, 1894.

The returns from the above questionaire were of various degrees of merit. Ninety-four boys are reported on; the rest are girls. The majority of all were written by young girls and women, between 14 and 24.

Mr. A. C. Ellis issued the following supplementary syllabus:

"Will each person receiving this kindly answer, briefly, on this paper and return it to the address below? State age and sex."

1. Did you ever play with dolls? 2. Did you especially enjoy it? 3. About what age did you begin and stop? (Age in figures.) 4. Did you ever play with paper dolls? 5. At what age did you begin and stop? 6. Did paper dolls dull your interest for other dolls? 7. Did you ever play with anything else as a doll, such as a cat, pillow, vegetable, stick, clothespin, etc., either dressed or without dress? 8. Did you enjoy this as much as your real dolls? 9. Had you plenty of child companions? 10. Did you prefer playing with dolls alone or with other children? 11. Did you prefer old and well-used or new dolls? 12. Between the ages of 1 and 6 did you prefer large or small dolls? 13. From 1 to 5 did you prefer your doll to be, and be dressed, as a baby, child, or adult? 14. Between 5 and 10 did you prefer baby, child, or adult? 15. Between 10 and 15 did you prefer baby, child, or adult? 16. Did your love of dolls grow out of love for a real baby? 17. When you stopped playing dolls was it because your love was transferred to a real baby? 18. Why did you stop playing dolls? 19. Describe your favorite doll, or any other, if you had no favorite. 20. How did you chiefly punish dolls when you were under 6? 21. How when older? 22. At what age did you first play that dolls died? 23. Did you ever try to feed dolls? 24. Did you ever think your dolls were hungry? 25. Did you ever think your dolls were sick? 26. Did you ever think your dolls were cold, tired, hungry, good, bad, jealous, loving you, hating anyone? 27. Which of the following ways of playing with dolls were your favorites: (1) Dressing and washing or sewing for dolls; (2) feeding; (3) nursing; (4) funerals or burials; (5) doll parties, weddings, or schools; (6) punishing; (7) putting to sleep; (8) making imaginary companions of your dolls to talk with and tell your secrets, or to build air castles with? 28. Do you know a mother now very fond of her children who was not fond of dolls as a girl? 29. Do you know of a woman who was very fond of dolls, but is not now very fond of children?

A. CASWELL ELLIS.

CLARK UNIVERSITY,
Worcester, Mass., June 1, 1896.

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The results of the first syllabus abo
between the ages of 3 and 12, 191 pre
dolls, 141 rag dolls, 116 bisque dolls, 83

Doll substitutes illustrate animistic
lows were treated as dolls by 39 childre

In reply to the supplementary questic
a doll, 41 clothespins, 26 sticks, etc. O

The following psychic qualities are a
their recurrence, the figures indicatin
jealous, 46; bad, 45; angry, 38; naught

Out of 579 answers to the supplement
ing results: 230 children thought thei
that they could love, etc.

We must refer the reader to the origin
feeding; sleep; sickness; death, funera
pline; hygiene and toilet; dolls' familie

The educational value of dolls is very
be studied, if we are to understand the

In the table which follows, the figures
questions as they are numbered in the syl
the upper figure designates the affirmati
For example, of the 12 kindergarten boy
dolls and 1 had not.

TA

	1	2	3	4	5	6
12 boys below 6, kindergarten practice school, Boston	11 / 1	9 / 3	4 / 5	9 / 3	4 /	5 / 3
12 girls below 6, Boston practice school	11 / 1	11 / 1	..... /	11 / 1	.... /	3 / 7
44 boys below 6, Worcester	35 / 9	23 / 8	2.8 / 4.5	22 / 14	3.3 / 4.3	7 / 14
48 girls below 6, Worcester	48 / ..	46 / 2	2.6 /	37 / 11	3.11 /	8 / 24
50 girls, 6 to 12, Worcester	50 / ..	50 / ..	..... /	45 / 2	.... /	7 / 38
50 boys, 6 to 12, Worcester	42 / 8	27 / 13	..... /	30 / 14	.... /	12 / 18
50 girls, 6 to 12, Boston primary school	49 / 1	46 / 3	..... /	43 / 4	.... /	7 / 38
50 boys, 6 to 12, Boston primary school	34 / 10	32 / 4	..... /	22 / 14	.... /	5 / 13
97 high-school girls, Worcester	97 / ..	80 / 17	..... /	89 / 8	.... /	31 / 40
5 blind boys, average age 5.2	3 / 2	3 / 2	..... / 10	1 / 4	.... /	.... / 4
4 blind girls, average age 6.3	4 / ..	4 / ..	1 / 14	3 / 1	.... /	.... / 3
45 feeble-minded girls	45 / ..	42 / 3	3.6	23 / 18	.... / 11	3 / 10
16 foreign girls	16 / ..	15 / 1	2.7 / 9.5	9 / 6	5.5 / 8.2	2 / 5
10 foreign boys	10 / ..	8 / 2	2.9 / 6	6 / 4	4.6 / 7.8	... / 5
37 eighth-grade grammar boys	27 / 10	24 / 9	4.9 / 7	29 / 9	2.11 / 7	26 / 6
11 boys, 17 to 19, average Horace Mann School for Deaf and Dumb	6 / 5	4 / 7	3 / 5.2	4 / 2	4.6 / 7	1 / 3
38 girls, average 13 to 19, Horace Mann School for Deaf and Dumb	38 / ..	36 / 2	3.4 / 12	28 / 11	4.1 / 12.9	7 / 19
Averages	528 / 47	465 / 77	3 / 8.1	+ 408 / 126	3.9 / 8.3	122 / 252

Under three is averaged the age of begin
former over the latter; thus for 44 Worceste
beginning doll play was two years and eigh

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was four years and five months. The same method is followed in column 5. For question 7 the upper number designates whether children played with anything else as if it were a doll. For question 10 the upper figure designates alone, the lower with others. For question 11 also the order of words in the syllabus is followed, the upper figure designating old, the lower new, and in question 12 the upper figure designates the preference for large and the lower small dolls. In 22 the minus sign means never played that dolls died, while the other figures designate the average age in years and months when death was played. In question 26 the upper figure designates the number of those who ascribed any one or more of the psychic qualities named in the question to doll, and the lower number designates the number of those who assigned none, leaving it to the supplementary table to show the relative frequency of each of the qualities.

From above table it appears that of average city-school children below six years, 82 per cent of boys and 98 per cent of girls have played dolls; between six and twelve years, 76 per cent of boys and 99 per cent of girls; of high-school girls, 100 per cent.

Those confessing that they ever specially enjoyed doll play are: Below six years, 77 per cent of boys, 95 per cent of girls; between six and twelve years, 78 per cent of boys, 97 per cent of girls; of high-school girls, 82 per cent.

Those ever having used substitutes are: Below six years, 15 per cent of boys, 48 per cent of girls; between six and twelve years, 35 per cent of boys, 68 per cent of girls; of high-school girls, 58 per cent. Thus girls appear to lead the boys in every grade. Nearly 50 per cent of the girls, and a little less of the boys, answering in all grades, said they loved the substitutes as much as real dolls.

Paper dolls had been used by 73 per cent of those below six years, by 80 per cent between six and twelve years, by 92 per cent of high-school girls. Interest in other dolls was thought dulled by paper dolls by 34 per cent of boys and 26 per cent of girls below six, 35 per cent of boys, and 15 per cent of girls between six and twelve, 44 per cent of high-school girls.

Of all kinds of children—blind, deaf, foreign, etc.—only 17 per cent speak of lack of child companionship, and 72 per cent prefer playing dolls in company; 38 per cent say that love of dolls grew out of love of real baby, and 13 per cent transferred their doll love to babies; 79 per cent had tried to feed dolls; 66 per cent have thought dolls hungry; 68 per cent have ascribed to dolls some of the psychic qualities mentioned; 67 per cent have thought them sick.

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première puissance militaire pour les solda

MEMORY TESTS ON WHITE AN

Mr. George R. Stetson made a study upon 5
Washington public schools. He recited to s
four simple verses, written for children by Eu
cult words, the children were required to re
repeating. Each child was afterwards aske
degree of proficiency in memory was noted.

I.

"Give me my bow," said R
"An arrow give to me,
And where 'tis shot, mark
For there my grave shall

"I once knew all the birds
And nested in our orchar
For every flower I had a n
My friends were woodch

"One night a tiny dewdro
Into the bosom of a rose
'Dear little one, I love the
Be ever here thy sweet r

"'My shepherd is the Lor
There is no want I know
His flock He leads in verd
Where tranquil waters

The 1,000 examined were of the fourth an
whites was 11 years; of the blacks, 12.57 y
their power of memory retention, exceedin
respondence was found between their men
recorded by the teachers; yet the memory
in studies more than did that of the whites
appeared to be inferior in intellect. In bo
signs and symbols used than of the things

CHILDREN'S ATTITUD

As a basis for the following study of Lo
university students were used.

The memories of ghosts are generally va
of this inquiry is to find how far childre
plays a conspicuous part in their lives, an
one is needed.

Table 22, which follows, shows the resu

TABI

Number of papers.....
Number of statements collated.....

[1] Studies in Educati

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I.—*Attitude of writer, 164.*

1. Formal statements concerning belief, 122.

Disbelieved	41	Believed, but questioned	9
Believed	35	Disbelieved, but questioned	9
Believed something else	21	Disbelieved, but feared	7

2. Formal statements concerning remembrance, 25.

No remembrance	17	Vague remembrance	8

3. Formal statements concerning importance, 17.

Not important in childhood	15	Important in childhood	2

II.—*Personal reaction aroused, 95.*

Was afraid	42	Was not afraid	5
Fascinated	17	Was afraid to tell	3
Feared something else	13	Enjoyed	2
Fear lingered	11	Wanted to run away	2

III.—*Sources of information, 110.*

1. Social, 77.

Children	26
Stories told	24
Servants	18
School	4
Games	3
Parents	2

2. Solitary, 33.

Stories read	22
Pictures	9
Imagination	2

IV.—*Educational influences exerted, 43.*

1. Disbelief taught, 41.

Parents	21
Miscellaneous	18
Teacher	2

2. Belief taught, 2.

Parents	2

V.—*Age, 44.*

1. Definite statements	18	2. Indefinite statements	26

VI.—*Conception of ghosts, 339.*

1. Appearance of, 158.

Clothed in white	50
Like human figure	19
Shadowy	17
Like dead persons	14
With long arms or hands	11
Like skeletons	8
Vague	7
With sepulchral voice	6
Without substance	5
Luminous	5
Black	4
Like animals	4
Like fairies or spirits	4
With lurid, hollow eyes	4

2. Power of ghosts, 82.

Catch, chase	26

2. Power of ghosts, 82—Continued.

Cause fright	20
Glide swiftly	15
Appear and disappear	9
Do all sorts of mysterious things	5
Foretell death	4
Injure	3

3. Time of appearance, 55.

In the dark and when alone	36
Night	14
Twilight	5

4. Places where they may be expected, 44.

Graveyards	19
Lonely places	9
Bedrooms and attics	8
Haunted house	8

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According to Louise Maitland, it is difficult to attach any real importance to the formal statements of the writers as to their belief or disbelief as children in ghosts.

The more or less vivid descriptions of fear in ninety-three cases are the most important features of the study.

In reply to the question, "Is there a stage in the development of children when they are prone to believe in and be frightened by debasing superstitions?" Miss Maitland finds:

First, that such a stage is clearly suggested; for while 58 did not believe or remember, 56 believed in ghosts or something similar, and 33 are doubtful as to what they did believe.

Of the 171 writers, 34 per cent presumably had no fear, since they either disbelieved in ghosts or had no fear of them. Of the 66 per cent remaining, 60 per cent mention fear, showing that fear almost universally accompanies the belief in ghosts.

One remedy is distinctly pointed out by the 41 writers who say that disbelief was taught to them. A study of the sources of information affords us another hint. Since we can not altogether prevent our children from hearing these superstitions from people who more or less believe in them, it would be a wise precaution to let them hear the truth at the same time. But more important perhaps than this is the suggestion contained in that part of these papers concerning a belief in other spirits, viz: That we may substitute harmless or even ennobling fancies in place of the baser sort.

Peculiar and Exceptional Children.

Dr. Bohannon, of Clark University, gives the results of reports from 1,045 peculiar or exceptional children—613 girls and 432 boys. These reports come from answers to the following syllabus:[1]

If you desire to receive the syllabi of this school year, to cooperate in collecting data, and to receive the final reports of the work, you are hereby respectfully invited:

First. To think over your own childhood and consider if you were a striking illustration of any of the following types; and if so, describe your case.

Second. Consider if you have any friends who would come into any of the classes below, and ask them to describe their own case.

Third. If you have children of your own, or if you are a teacher, if any of your pupils, past or present, are strikingly exceptional, describe them.

Fourth. If you are a college or normal instructor, explain very fully what is wanted, and ask each pupil to describe one or more such cases in a composition, essay, or a theme in psychology.

Fifth. State the salient points concerning any exceptional children you ever read of, whether fact or fiction, referring to the source if you can.

The following are types suggested to select from, but any others will be welcome:

1. *Physical.*—Exceptional beauty or ugliness; largeness or smallness; any bodily deformity; conspicuous scars or traumatic lesions; defects of sense or limb, as dimness of vision or slightly under normal hearing, weakness of spine, legs, or arms, etc.; exceptional strength, agility, clumsiness or deftness, or gifts of sense; any other marked physical peculiarity.

2. *Psychical.*—A child of exceptional courage or timidity; cleanliness or dirtiness; order or disorder; obedience or disobedience; truth telling or lying; cruelty or sympathy; selfishness or generosity; loquacity or silence; frankness or secretiveness; buoyancy or despondency; daintiness or gluttony; a blasé or otherwise spoiled child; a doubter, investigator, or critic; a buffoon; a restless, fickle scatter-brain or a tenacious child; an ugly and ill-tempered child; a careless, easy-going or a fastidious child; an inquisitive, imaginative, or poetic child; a teaser or hector; a nervous child; a querulent, whining child; a dignified and self-poised child, or one who acts habitually with abandon.

It is not a description of one or more of the above traits that is wanted, but an account of one or more individual cases where one trait or group of traits is so marked as to color the entire character of the child, to be known to all who see much of it, to therefore bear on the child's future career.

Note in each case, if you can, whether the trait is hereditary; in which parent, how far back can it be traced, and how marked was it in the ancestry? To this point the greatest importance is attached, and it should receive special attention.

Give, briefly, specific acts or instances of the manifestation of the trait.

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[1] The Pedagogical Seminary, Vol. IV, No. 1, October, 1896.

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State how each case has been treated at home and in school, and how you think it should be.

Always describe each case with the greatest conciseness and with the greatest fidelity to fact.

Always state age, sex, nationality, complexion, and temperament.

Always write on but one side of your paper.

Begin every new case on a new page.

Write at the head of the first page of each case one or more words designating the type, as a dirty child, a precocious child, etc.

There are 43 types of individuals of various ages represented in the answers, but nearly all are below the period of early manhood or womanhood.

In giving a statistical analysis of the results, the types were divided into three groups based on the worth to the individual of the various peculiarities—(1) the advantageous, (2) the neutral, and (3) the disadvantageous peculiarities.

In the advantageous peculiarities are found the tall, heavy, stout, strong, agile, deft, beautiful, clean, generous, sympathetic, buoyant, orderly, obedient, courageous, and those having keen sense powers.

In the neutral peculiarities are found the buffoons, frank, loquacious, imaginative, inquisitive, dignified, teasers, silent, and the dainty.

To the disadvantageous peculiarities belong the dirty, ill-tempered, small, timid, whining, disorderly, disobedient, cruel, gluttonous, selfish, those with sense defects, bodily weakness, ugly, nervous, deformed, spoiled, birth-marked, liars, clumsy.

From Table 23 it will be seen that the advantageous peculiarities are inherited more than twice as much (0.629) as the disadvantageous (0.281).

TABLE 23.

	Inherited.			From father.			From mother.			From both parents.			Not inherited.			No information.			Total number of each type.
	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	
Tall	7	12	19	1	2	3	3	1	4	2	5	7	....	....	....	....	1	1	20
Heavy	13	37	50	5	10	15	6	17	23	2	7	9	....	4	4	6	18	24	78
Stout	3	4	7	1	2	3	....	2	2	2	....	2	....	1	1	2	....	2	10
Strong	6	4	10	2	3	5	....	1	1	3	....	3	....	2	2	5	3	8	20
Agile	10	5	15	2	3	5	....	2	2	4	....	4	1	....	1	5	2	7	22
Deft	4	1	5	2	....	2	1	1	2	....	....	....	2	2	4	1	2	3	12
Keen senses and mental precocity.	5	5	10	2	2	4	4	....	4	....	....	....	1	3	4	4	4	8	22
Beauty	10	42	52	5	8	13	3	18	21	1	7	8	....	10	10	9	4	13	75
Clean	10	30	40	2	7	9	4	14	18	4	8	12	....	3	3	3	10	13	56
Generous	5	6	11	1	2	3	1	1	2	3	3	6	2	3	5	2	2	4	29
Sympathetic	8	12	20	....	3	3	5	6	11	3	3	6	....	....	....	4	9	13	33
Buoyant	2	3	5	2	2	4	....	....	....	....	1	1	2	1	3	1	1	2	10
Courageous	4	2	6	2	....	2	1	1	2	1	....	1	2	3	5	3	4	7	18
Orderly	4	12	16	1	2	3	1	6	7	2	5	7	1	2	3	3	1	4	23
Obedient	....	4	4	....	1	1	....	1	1	....	2	2	....	....	....	1	2	3	7
Total	91	179	270	28	47	75	29	71	100	27	41	68	11	34	45	49	63	112	427
Buffoons	4	1	5	3	....	3	1	....	1	....	....	....	....	1	1	5	....	5	11
Frank	2	4	6	....	....	....	2	....	2	2	....	2	....	....	....	2	1	3	9
Loquacious	6	7	13	2	5	7	5	....	5	....	....	....	....	....	....	4	6	10	23
Inquisitive	4	5	9	1	1	2	....	4	4	2	....	2	1	4	5	4	3	7	21
Dignified	2	4	6	1	2	3	....	....	....	1	1	2	1	2	3	1	3	4	13
Silent	2	9	11	1	7	8	....	2	2	1	....	1	1	4	5	2	5	7	23
Imaginative	1	....	1	....	1	1	....	....	....	....	....	....	2	5	7	2	1	3	11
Dainty	5	1	6	1	1	2	2	....	2	2	....	2	1	1	2	....	7	7	15
Total	26	31	57	9	17	26	10	6	16	8	1	9	6	17	23	20	26	46	126
Small	9	15	24	4	1	5	4	7	11	....	3	3	7	34	41	....	1	1	66
Deformed	4	4	8	1	....	1	1	2	3	....	....	....	22	17	39	11	4	15	62
Ugly	5	10	15	2	1	3	....	7	7	....	3	3	....	2	2	....	....	....	17
Nervous	2	4	6	1	....	1	1	4	5	....	....	....	2	6	8	3	11	14	28
Birthmarks	1	2	3	1	1	2	....	1	1	....	....	....	9	17	26	7	10	17	46
Clumsy	3	3	6	1	1	2	1	2	3	1	....	1	2	2	4	2	1	3	13
Bodily weakness	1	....	1	....	1	1	....	....	....	....	....	....	....	....	....	5	....	5	6
Mental, sense, and speech defect	4	4	8	2	1	3	1	2	3	....	....	....	11	8	19	2	5	7	34

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TABLE 23—Continued.

	Inherited.			From father.			From mother.			From both parents.			Not inherited.			No information.			Total number of each type.
	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	Boys.	Girls.	Both.	
Dirty	7	3	10	...	...	...	6	3	9	...	...	...	7	4	11	8	1	9	30
Temper	8	4	12	4	...	4	4	4	8	1	...	1	2	....	2	4	6	10	24
Timid	1	5	6	...	1	1	...	4	4	...	...	...	5	7	12	0	8	14	32
Whining	....	1	1	...	...	...	...	...	...	...	1	1	1	4	5	....	1	1	7
Disorderly	1	1	2	...	1	1	...	...	...	...	...	...	3	....	3	....	2	2	7
Disobedient	5	3	8	1	...	1	3	2	5	2	2	4	3	1	4	6	1	7	19
Cruel	4	....	4	3	...	3	...	....	...	...	...	...	10	2	12	0	2	8	24
Selfish	1	4	5	...	1	1	1	....	1	...	...	...	3	2	5	1	2	2	12
Gluttony	2	1	3	...	2	2	...	...	...	1	1	1	1	....	1	....	....	1	5
Spoiled	2	2	4	2	...	2	...	4	4	1	...	1	7	5	12	....	....	.....	16
Total	60	60	126	22	11	33	22	42	64	5	10	15	95	111	206	61	55	116	448
Total, three groups	177	276	453	59	75	134	61	119	180	40	52	92	112	162	274	130	144	274	1,001

	Inherited.	Not inherited.	No information.	Total.	Percentage which inherits.	Percentage which does not inherit.	Percentage of no information.	Number inheriting from father.	Number inheriting from mother.	Number inheriting from both parents.	Total.	Percentage from father.	Percentage from mother.	Percentage from both.
Group 1.														
Boys	91	11	49	151	.602	.074	.331	28	29	27	84	.184	.192	.178
Girls	179	34	63	278	.643	.122	.233	47	71	41	159	.160	.255	.147
Both	270	45	112	427	.629	.104	.265	75	100	68	243	.174	.233	.158
Group 2.														
Boys	26	6	20	52	.500	.115	.384	9	10	8	27	.172	.192	.153
Girls	31	17	26	74	.424	.219	.354	17	6	1	24	.232	.083	.013
Both	57	23	46	126	.456	.176	.368	26	16	9	51	.208	.128	.072
Group 3.														
Boys	60	95	61	215	.278	.437	.283	22	22	5	49	.102	.102	.023
Girls	66	111	55	232	.284	.478	.238	11	42	10	63	.047	.181	.043
Both	126	206	116	448	.281	.457	.258	33	64	15	112	.073	.142	.033
Totals of groups 1, 2, and 3.														
Boys	177	111	130	418	.423	.265	.311	59	61	40	160	.141	.145	.095
Girls	276	161	146	583	.473	.293	.250	75	119	52	246	.125	.204	.089
Both	453	272	276	1,001	.452	.271	.275	134	180	92	408	.133	.178	.091
Group 4. [a]														
Boys	64	4	27	95	.673	.042	.284	19	16	15	50	.200	.168	.147
Girls	110	20	36	166	.668	.120	.228	30	41	21	92	.180	.247	.125
Both	174	24	63	261	.666	.091	.241	49	57	36	142	.187	.218	.137
Group 5.														
Boys	24	53	28	105	.227	.504	.262	12	9	.....	21	.114	.085	.....
Girls	40	84	31	155	.258	.541	.200	5	23	7	35	.032	.141	.043
Both	64	137	59	260	.246	.526	.226	17	32	7	56	.065	.123	.027

[a] Groups 4 and 5 are obtained, as elsewhere mentioned, from groups 1 and 3 by omitting from 1 all but the large, the heavy, the tall, the strong, the agile, and the beautiful, and by omitting from 3 all but the ugly, the deformed, the nervous, the birth-marked, the small, the bodily weak, and those having sense or mental defects.

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YOUTHFUL DEGENERACY.

According to Professor Lancaster, degeneration is "a gradual change of the structure in which the organism becomes adapted to less varied and less complex conditions of life." In applying this term to man, Morel considers degeneration as a "morbid deviation from an original type."

In the following investigation of degeneracy, G. E. Dawson,[1] Fellow in Clark University, gives the results of an examination of 60 juvenile delinquents. There were two groups, comprising 26 boys with an average age of 16 years. They were selected by the authorities of the institution as specimens of the following classes of offenders: Thieves, incendiaries, assaulters, sexual offenders, and general incorrigibles.

In the following tables, 24, 25, 26, 27, and 28, are given the results of Dawson's investigation.

TABLE 24.—*Showing the vitality of 52 juvenile delinquents, compared with normal averages at same age.*

	Groups.	
	Boys.	Girls.
Number of cases	26	26
Average age	15	16
Height:		
Average ....centimeters..	150	150.6
Normal average (same age) *a* ....do....	159.9	150.7
Inferior to normal average by from 1 to 28 centimeters....per cent..	92	86
Same as normal average....do....	00	00
Superior to normal average by from 1 to 9 centimeters ....do....	8	14
Weight:		
Average ....kilograms..	44.33	51.79
Normal average (same age) *a* ....do....	50.26	51.24
Inferior to normal average by 1 to 22 kilograms....per cent..	84	37
Same as normal average....do....	4	4
Superior to normal average by 1 to 13 kilograms ....do....	12	59
Mean chest girth:		
Average chest girth ....centimeters..	74.8	73
Normal average (same age) *b* ....do....	76.56	78.85
Inferior to normal average by 1 to 15 centimeters ....per cent..	70	73
Same as normal average....do....	4	16
Superior to normal average by 1 to 15 centimeters....do....	26	11
Mean strength of grip:		
Average mean strength of grip....kilograms..	25.05	19.95
Normal average (same age)....do....	23.32	20.82
Inferior to normal average by 1.32 to 11.82 kilograms....per cent..	56	56
Same as normal average....do....	4	00
Superior to normal average by 1.18 to 15.18 kilograms....do....	40	44
Mean reaction to pain:		
Average ....kilograms..	5.89	4.94
Normal average (same age)....do....	9.62	6.58
Less sensitive than normal average ....per cent..	4	12
Same as normal average....do....	4	8
More sensitive than normal average....do....	92	80

a Bowditch's Tables of Boston children: Twenty-second Annual Report, State Board of Health, Massachusetts.

b Porter's Tables of St. Louis children: Transactions of the Academy of Science of St. Louis, Vol. VI, No. 12.

[1] Ped. Seminary, December, 1896.

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TABLE 25.—*Showing circumference of head and cephalic and facial indices, compared with normal standards.*

	Groups.	
	Boys.	Girls.
Number of cases	26	26
Average age	15	16
Circumference:		
Average horizontal circumference ..centimeters..	53.2	51.9
Normal average (same age) *a* ..do..	54.7	52.5
Smaller than normal average by 1.7 to 5.2 centimeters ..per cent..	64	40
Same as normal average ..do..	27	48
Larger than normal average by 1.3 to 4.3 centimeters ..do..	9	12
Cephalic index:		
Average index	80.01	81
Normal average (same age) *b*	80.01	79.72
Lower than normal average ..per cent..	50	27
Same as normal average ..do..	23	8
Higher than normal average ..do..	27	65
Dolichocephalic ..do..	8	60
Mesocephalic ..do..	42	32
Brachycephalic ..do..	50	68
Facial index:		
Average index	76.35	76.98
Normal average (same age) *b*	73.62	73.44
Lower than normal average by 1.17 to 11.27 per cent ..per cent..	24	8
Same as normal average ..do..	8	8
Higher than normal average by 1.19 to 9.18 per cent ..do..	68	84
Exceptionally narrow face (below 66) ..do..	8	4
Exceptionally broad face (above 77) ..do..	40	44

a Quetelet's Anthropometric Tables.
b Computed from Porter's Tables of Measurements of St. Louis children.

TABLE 26.—*Showing stigmata according to types of delinquency; also in comparison with normal standards. a*

	Theft.		Unchastity.		Assault.		Incendiarism.		General incorrigibility.		Totals for boys.	Totals for girls.	Per cent of delinquent boys having stigmata.	Per cent of normal men having stigmata.	Per cent of delinquent girls having stigmata.	Per cent of normal women having stigmata.
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.						
Number of observations	10	4	5	10	2	0	3	0	6	12	26	26	.....	.....	.....	.....
Plagiocephali	3	1	1	1	0	0	0	0	2	3	6	5	23.0	20.0	19.2	17.2
Platycephali	1	0	1	2	0	0	0	0	0	0	2	2	7.7	15.0	7.7	0.1
Scaphocephali	1	0	0	0	0	0	0	0	0	0	1	0	3.8	6.0	0.0	0.0
Hydrocephali	1	0	0	0	0	0	0	0	0	0	1	0	3.8	.....	0.0	.....
Asymmetrical face	3	1	1	6	0	0	2	0	2	4	8	11	30.8	6.0	42.3	0.1
Progunthous jaws	1	0	1	3	0	0	1	0	0	5	3	8	11.5	34.0	30.8	10.0
Large lower jaw	2	1	2	1	2	0	0	0	1	2	7	4	26.9	29.0	15.4	6.5
Precocious wrinkles	1	0	1	0	0	0	0	0	0	0	2	0	7.7	.....	0.0	.....
Bad eruptions	0	0	3	0	1	0	0	0	0	0	4	0	15.4	.....	0.0	.....
Large birthmarks	1	0	0	0	0	0	0	0	0	0	1	0	3.8	.....	0.0	.....
Asymmetrical ears	3	0	0	2	0	0	2	0	2	1	7	3	26.9	.....	11.5	.....
Protruding ears	4	0	3	0	0	0	0	0	2	0	9	0	34.6	.....	0.0	.....
Deformed palate	4	1	2	4	1	0	0	0	3	4	10	9	38.6	b19.0	31.6	b19.0
Asymmetrical arms	4	1	2	5	1	0	1	0	2	5	10	11	38.6	.....	42.3	.....
Web feet	0	0	0	0	0	0	0	0	1	0	1	0	3.8	.....	0.0	.....
"Pigeon-breast"	0	....	0	....	0	0	1	0	2	....	3	....	11.5	.....	.....	.....
Total stigmata	29	5	17	24	5	0	6	0	17	24	74	53	.....	.....	.....	.....
Number per child	2.9	1.2	3.4	2.4	2.5	0	2	0	2.8	2	29	2	.....	.....	.....	.....

a Lombroso: *L'Homme Criminel*, 2d French ed., p. 170.
b Clouston: *Neuroses of Development.*

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TABLE 27.—*Showing sensory and mental reactions, as compared with normal standards.*

	Groups.	
	Boys.	Girls.
Number of cases	26	26
Average age	15	16
SENSORY.		
Sight:		
Per cent defective among delinquent children	32	20
Per cent defective among normal children *a*	18	21
Hearing:		
Per cent defective among delinquent children	28	24
Per cent defective among normal children *b*	22.25	21.77
Touch:		
Average among delinquents ..... millimeters	2.4	2.3
Normal average *c* ..... do	2.2	2
Per cent having delicate touch, 1.5 or less	12	0
Same as normal average ..... per cent	32	44
Per cent having very dull touch, 3 or more	32	32
MENTAL.		
Attention:		
Delinquent average	78	80
Normal average *d*	*e* 100	100
Per cent superior to normal average	24	20
Per cent inferior to normal average	76	74
Memory:		
Delinquent average	99	91
Normal average *d*	100	100
Per cent superior to normal average	64	36
Per cent inferior to normal average	36	64
Association:		
Delinquent average	44	113
Normal average *d*	100	100
Per cent superior to normal average	17	56
Per cent inferior to normal average	83	44

a Dr. G. M. West's tests of Worcester school children.—Am. Journal of Psychology, Vol. IV. Ninth grade pupils are taken as the standard.
b Reichard. Summarized by Oscar Chrisman, Pedagogical Seminary, Vol. II.
c Marro, Lombroso, and others.
d From tests of Worcester school children, made by Dawson.
e In each case the average of normal children is taken as 100, and the delinquent average is reckoned upon that basis.

TABLE 28.—*Showing parentage, surroundings, etc.*

	Boys.	Girls.		Boys.	Girls.
PARENTAGE.			PARENTAGE—continued.		
Nationality:			Intemperate:		
Irish	14	1	Father	15	10
American	3	9	Mother	6	2
French Canadian	4	6	Both	5	2
Negro	.....	5	SURROUNDINGS.		
Swedes	.....	2			
Jews	1	1	Poor home	15	12
English	1	.....	No home	6	8
Scotch	1	.....	Belong to families in which there are delinquents	6	5
Russian	.....	1	Poor educational advantages	18	22
Unknown	2	1	Bad associates	26	25
Occupation:			HABITS, ETC.		
Laborers	16	12			
Peddlers	2	.....	No occupation (idle)	23	20
Clerk	1	1	Drink intoxicants of various kinds	4	3
Merchant	.....	1	Use tobacco, especially cigarettes	23	.....
None	3	6	Frequent houses of prostitution	.....	4
Unknown	4	6	Night walkers	.....	9
Religion:			Been under arrest before present confinement	17	6
Catholic	19	9			
Protestant	4	9			
Hebrew	1	1			
None	.....	3			
Unknown	2	4			

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INTERPRETATION OF DEGENERACY.

Dawson believes that the foregoing study of delinquent children has demonstrated a general deviation from the physically and intellectually normal type. A deviation from the morally normal type has, of course, under the circumstances, been assumed. The salient points of inferiority may be finally summarized as follows:

1. There was a tendency to shorter statures, lighter weight, diminished strength in the muscles of the hands, and greater sensitiveness to pain.
2. There was a tendency toward smaller heads, broader heads, and broader faces, the type being, in general, that of lower races or of the infantile period of our own race.
3. There were more physical anomalies than are found among normal persons, mainly in the direction of asymmetrical heads and faces, and deformed palates.
4. There were more defects in sight and hearing, and a greater dullness in the sense of touch, than are found among normal persons.
5. The intellectual reactions were, in general, inferior to the normal. More specifically this was the case in attention, memory, and association.

CONCLUSION.

In concluding, Dawson thinks that the degeneracy found in these delinquent children must be interpreted mainly as the result of two forces: (1) a degenerative process at work in the drunken stock from which the children are descended; and (2) bad surroundings which have developed the process already inherited. Dawson says: "Their parents have undergone modification in the direction of a less perfect physical structure and less highly developed physical powers. They have deviated, morbidly, from the type of their race and civilization."

THE FIRST FIVE HUNDRED DAYS OF A CHILD'S LIFE.[1]

The child whose history is here recorded was born of American parents while residing in Zurich, Switzerland. The father's ancestry is purely American, while the mother's is purely English. On the paternal side the families were agricultural, on the maternal mechanical. The grandparents were of good health. The parents are physically strong and of sanguine temperament; both had university education, and were teachers before and after marriage.

The child at birth was physically strong. His mother was his only nurse and constant companion. During the first sixteen months she was not absent from him more than half a dozen times during his waking hours. All the observations were made by his mother, Mrs. Winfield S. Hall. All the measurements were taken by his father, Dr. Winfield S. Hall.

Table 29 gives a list of twenty-five measurements. The observations were made at the end of each month during the first year.

TABLE 29.

Measurements.	Age in months.													
	1.	2	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	15.	18.
Weight.....kilograms..	3.95	4.52	5.0	5.40	5.90	6.48	7.5	8.30	9.15	10.0	10.4	10.5	11.1	11.2
Height.....centimeters..	51.5	56.0	60.5	64.3	65.3	67.1	69.3	70.0	72.0	72.7	73.5	74.5	77.5	83.0
Sitting.....do....	36 0	37.0	40.0	40.5	40.5	42.0	44.2	45.0	45.0	45.0	45.6	46.0	46.0	48.0
Knee.....do....	14.0	15.0	15.0	15.5	16.0	16.7	17.0	17.5	19.5	19.5	19.5	19.7	21.0	22.0
Girth:														
Head.....do....	38.5	39.9	40.4	41.5	42.7	43.3	14.1	45.0	45.5	46.4	47.3	47.5	48.3	49.0
Neck.....do....	19.7	20.5	20.5	21.6	22.1	22.4	23.0	23.0	23.0	23.5	24.0	24.0	24.2	24.5
Chest.....do....	35.7	36.6	37.8	39.5	43.0	43.0	45.0	47.0	47.0	47.5	48.0	49.3	49.3	51.3
Chest at ninth rib .....centimeters.	35.2	37.2	38.0	40.0	42.4	43.5	45.2	47.0	47.0	47.8	48 5	49.5	49.5	52.0
Abdomen .....do....	36.0	37.7	38.6	39.0	40.6	44.5	46.0	47.5	48.0	49.0	50.0	50.0	50.0	50.0
Hips.....do....	29.5	32.5	32.6	36.4	37.4	38.7	39.0	42.0	43.0	45.0	46.0	46.0	47.0	48.8
Upper arm .....do. ..	10.3	10.7	11.8	12.0	13.0	13.0	13.6	14.5	15.5	15.6	15.7	15.8	16.7	16.3
Elbow.....do....	10.0	10.9	11.0	11.0	11.6	12.7	13.0	13.2	14.0	14.0	14.0	14.3	15.0	14.5

[1] The Child Study Monthly, November, 1896.

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TABLE 29—Continued.

Measurements.	Age in months.													
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	15.	18.
Girth—Continued.														
Forearm .centimeters.	10.3	10.8	10.8	11.9	12.0	12.7	13.3	13.5	14.0	14.0	14.0	14.7	15.7	15.5
Wrist.....do....	7.5	7.9	7.9	8.3	9.0	9.5	9.7	9.7	9.8	9.9	10.0	10.8	11.5	11.0
Thigh.....do....	16.0	18.9	20.6	20.7	21.8	22.0	23.2	25.0	26.0	26.3	26.5	27.5	28.3	27.5
Knee.....do....	13.0	13.2	14.6	14.6	15.9	16.5	18.3	18.5	19.0	19.0	19.2	20.5	20.5	20.5
Calf.....do....	12.2	12.4	13.8	14.0	15.1	15.7	16.9	18.0	18.0	18.2	18.5	19.3	20.2	19.8
Ankle.....do....	9.0	9.4	9.8	10.0	11.2	11.4	12.1	12.3	12.5	12.8	13.2	13.3	13.7	13.9
Length:														
Head.....do....	13.0	13.5	13.7	13.9	15.2	16.0	16.0	16.0	16.2	16.2	16.3	16.5	17.0	17.2
Shoulder to elbow .....centimeters..	10.6	11.0	11.4	12.0	12.1	13.0	13.5	13.7	13.7	14.4	15.0	15.5	15.8	16.5
Elbow to tip....do....	14.0	15.3	15.4	16.0	17.0	17.3	17.5	17.8	19.0	19.0	19.0	19.3	21.0	21.4
Foot.....do....	8.1	8.6	8.6	9.0	9.1	9.5	10.2	10.3	10.4	10.4	10.5	11.2	11.7	12.6
Breadth:														
Head.....do....	10.0	11.0	11.3	11.5	11.7	12.5	12.5	13.0	13.3	13.3	13.3	13.3	13.3	13.3
Shoulders.....do....	12.5	13.5	14.5	15.0	17.2	17.7	19.0	19.5	19.5	20.0	20.4	20.4	20.5	20.7
Hips.....do....	10.5	11.5	11.5	12.5	13.0	13.5	14.0	15.0	16.0	16.0	16.0	16.0	16.0	16.0

TABLE 30.—*Data to use in a preliminary investigation of the question of changes in proportions of the body during infancy and early childhood.*

[Measurements in centimeters.]

Grouping of measurements.	Age in months.													
	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	15.	18.
WEIGHTS AND LENGTHS.														
Height:														
Standing	51.5	56.0	60.5	64.3	65.3	67.1	69.3	70.0	72.0	72.7	73.5	74.5	77.5	83.0
Sitting	36.0	37.0	40.0	40.5	40.5	42.0	44.2	45.0	45.0	45.0	45.6	46.0	46.0	48.0
Knee	14.0	15.0	15.0	15.5	16.0	16.7	17.0	17.5	19.5	19.5	19.5	19.7	21.0	22.0
Length:														
Shoulder to elbow	10.6	11.0	11.4	12.0	12.1	13.0	13.5	13.7	13.7	14.4	15.0	15.5	15.8	16.5
Elbow to tip	14.0	15.3	15.4	16.0	17.0	17.3	17.5	17.8	19.0	19.0	19.0	19.3	21.0	21.4
Foot	8.1	8.6	8.6	9.0	9.1	9.5	10.2	10.3	10.4	10.4	10.5	11.2	11.7	12.6
Total	134.2	142.9	159.9	157.3	160.0	165.6	171.7	174.3	179.6	181.0	183.1	186.2	193.0	203.6
Percentage series	100.0	106.5	112.5	117.2	119.2	123.4	128.0	130.0	133.7	134.9	136.5	138.7	143.8	151.4
BODY GIRTHS.														
Chest	35.7	36.6	37.8	39.5	43.0	43.0	45.0	47.0	47.0	47.5	48.0	49.3	49.3	51.3
Chest at ninth rib	35.2	37.2	38.0	40.0	42.4	43.5	45.2	47.0	47.0	47.8	48.5	49.5	49.5	52.0
Abdomen	36.0	37.7	38.6	39.0	40.6	44.5	46.0	47.5	48.0	49.0	50.0	50.0	50.0	50.0
Hips	29.5	32.6	32.6	36.4	37.4	38.7	39.0	42.0	43.0	45.0	46.0	46.0	47.0	48.8
Total	136.4	144.1	147.0	154.9	163.4	169.7	175.2	183.5	185.0	189.3	192.5	194.8	195.8	202.1
Percentage series	100.0	105.7	107.8	113.5	119.8	124.4	128.5	134.5	135.7	138.8	141.2	142.8	143.6	148.2
MUSCLE GIRTHS.														
Thigh	16.0	18.9	20.6	20.7	21.8	22.0	23.2	25.0	26.0	26.3	26.5	27.5	28.3	27.5
Calf	12.2	12.4	13.8	14.0	15.1	15.7	16.9	18.0	18.0	18.2	18.5	19.3	20.2	19.8
Upper arm	10.3	10.7	11.8	12.0	13.0	13.0	13.6	14.5	15.5	15.6	15.7	15.8	16.7	16.3
Forearm	10.3	10.8	10.8	11.9	12.0	12.7	13.3	13.5	14.0	14.0	14.0	14.7	15.7	15.5
Total	48.8	52.8	57.0	58.6	61.9	63.4	67.0	71.0	73.5	74.1	74.7	77.3	80.9	79.1
Percentage series	100.0	108.2	116.5	120.1	126.9	130.0	137.3	145.5	149.8	151.9	153.0	158.4	165.7	162.1
Height standing: Percentage series	100.0	108.7	117.5	124.1	126.8	130.2	134.6	136.0	139.8	141.2	142.7	144.7	150.5	161.2
Weight: Percentage series	100.0	114.7	126.6	136.7	149.3	173.2	191.6	210.1	231.6	253.1	263.2	266.1	281.0	281.0
Cube root of weight: Percentage series	100.0	104.7	108.2	111.0	114.3	120.1	124.1	128.1	132.3	136.3	138.1	138.6	141.1	141.1

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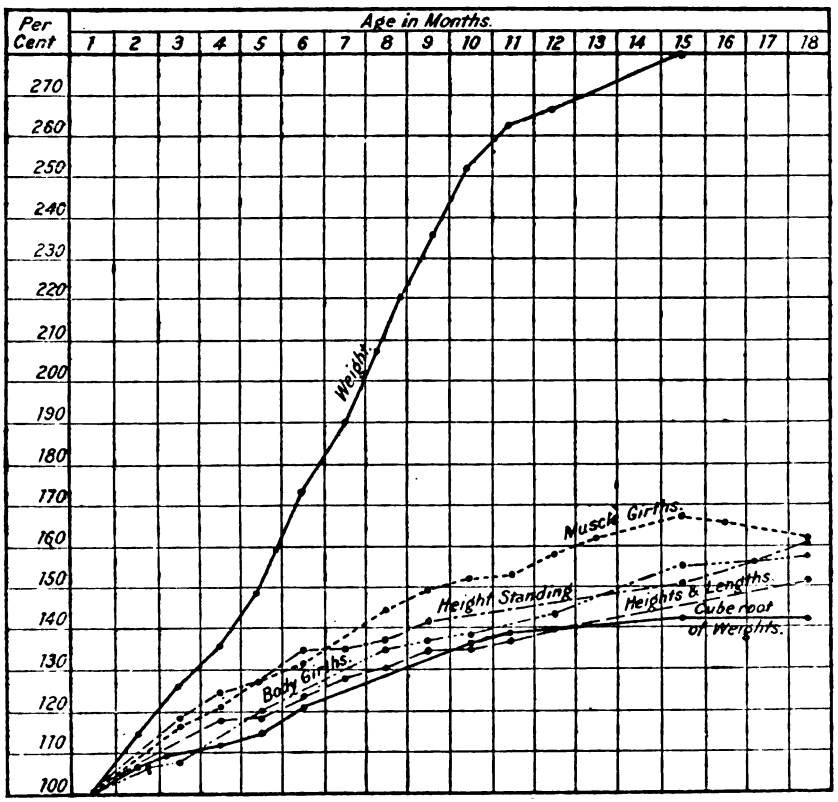
LAWS OF GROWTH.

1. The wave theory of growth, already demonstrated for children and youths of school age, is well illustrated in the course of any curve on the plate. The curve for muscle girths, for example, presents crests, at 3, 5, 8, and 15 months, and indicates periods of accelerated growth from the first to third month, fourth to fifth month, sixth to eighth month, and eleventh to fifteenth month; and periods of retarded growth, from third to fourth month, fifth to sixth month, eighth to eleventh month, and fifteenth to eighteenth month, or four periods of accelerated growth, followed by a like number of periods of retarded growth.

Showing course of increase in lengths, girths, and weights.



All the other curves show waves, though in a less marked degree than in the one just cited.

2. To test the relations of vertical to lateral dimensions—as cited above, under "a law of proportion of the human body"—is the principal purpose of this investigation.

Of the six curves traced, two represent vertical dimensions, heights and lengths, and heights standing; two represent lateral dimensions—body girths and muscle girths, while two represent mass—weight and cube root of weight. If the theory of the reciprocal relation of vertical and lateral dimensions is tenable, then we should expect: (1) That related curves will be parallel. (2) That in two reciprocal curves the periods of acceleration in one curve correspond with the periods of retardation in the other.

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Now, the curves representing height standing and heights and lengths are related curves, because both represent vertical dimensions. If one follows their course from the first to the eighteenth month, one will find that they are remarkably parallel, i. e., that a period of acceleration in one corresponds to a period of acceleration in the other.

Let us inspect the other pair of related curves which represent lateral dimensions, i. e., the curves of muscle girths and of body girths.

Attention has already been called to the fact that the crests of the muscle girth curves occur in the third, fifth, eighth, and fifteenth months. Inspection of the body girths curve shows that its crests occur in the second, fifth, eighth, and fifteenth months. The slight discrepancy is of less moment than the lack of parallelism between the curves between fifteenth and eighteenth months. One curve shows a marked retardation of the rate of increase of the muscle girths, while the other shows only a slight retardation of the rate of increase of body girths. But this difference is easily accounted for. Between the fifteenth and eighteenth months the child suffered from a moderately severe attack of whooping cough. There was no increase in weight during these three months, but there was considerable increase in height and lengths. This combination must be accompanied by a decrease in girths. Now, a decrease in girth of arm or leg would signify a consumption of reserve fat, while a decrease of chest and abdomen measurements might signify a decrease in the rate of growth, or even of the nutrition and efficiency of the vital organs lodged in the body cavities. One would expect that if the girths must decrease, the muscle girths would be first to suffer. The chart shows that such is the case, and the loss of weight through consumption of fat from arms and legs, was compensated by the increase in the length of arms and legs. We are more than justified in affirming the conclusion that related curves are parallel, or we may formulate the following laws of growth:

(*a*) The vertebral column and all of the long bones of the body are subjected to simultaneous accelerations and retardations of growth.

(*b*) The girths of the body and of the arms and legs are subjected to simultaneous acceleration and retardation of growth.

(*c*) The acceleration and retardation of growth are more sharply accentuated in the muscle girths than in the body girths.

Let us now examine the tenableness of the second *a priori* proposition, that "in two reciprocal curves the periods of acceleration in one curve correspond with the periods of retardation in the other." Any curve representing vertical dimensions is reciprocal to any curve representing lateral dimensions. One may make four combinations of reciprocal curves: (1) Muscle girth is reciprocal to height standing, and (2) to heights and lengths; (3) body girths is reciprocal to height standing, and (4) to heights and lengths. The proportion may be most concisely and effectually tested by tabulating the position of the crests of the waves of growth:

Location of crests of reciprocal curves.

	Months.							
Muscle girths	3		5		8		15	
Height standing		4		7		9		18
Body girths	2		5		8		15	
Heights and lengths		4		7		9		18

The scarcely noticeable crest at the twelfth month in height standing and in related curve, heights and lengths, may be omitted from the table, though its presence is rather confirmatory. This table, according to Hall, demonstrates beyond a reasonable doubt that in any pair of reciprocal curves the crests of one alternate in time with the crests of the other; or that the periods of accelerated growth in one

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dimension of the body alternate with periods of accelerated growth in the other dimensions. To the laws of growth formulated above we may add the following:

(*d*) When the vertebral column and all of the long bones of the body are undergoing an acceleration of their rate of growth, the body girths and muscle girths are undergoing a retardation of their rate of growth.

(*e*) Conversely, when the lateral dimensions of the body are undergoing an acceleration, the vertical dimension undergoes a retardation of its rate of growth.

But what is the relation of weight (rather the cube root of weight) to these linear dimensions? It is evident that the weight can not vary with the vertical dimension of a body when the lateral dimensions are varying at a rate different from that of the vertical dimension, though in the same direction. The weight of a body of varying dimensions varies as the product of the dimensions. In a graphic representation the curve of the cube root of the weight would be parallel to a curve representing the mean between reciprocal curves. If, for example, one traces a curve which is mean between muscle girths and height standing, this curve will represent the product of the lateral by the vertical dimensions. This curve presents a remarkable parallelism to the curve representing the cube root of the weight.

To the laws of growth formulated above we may add:

(*f*) The weight varies as the product of the vertical and lateral dimensions.

(*g*) The curve representing weight presents less marked waves than do the curves representing vertical or lateral dimensions.

SENSES.

The perception of light is the first step in the development of the sense of sight.

The perception of the light reflected from bright-colored objects is the second step in the development of sight.

The gradual development of the power of directing the eyes upon objects (fixation) indicates the course of the development of the visual perception of objects, because fixation of the eyes is, in all animals capable of binocular vision, accomplished by an associated coordination of the voluntary muscles which direct the eyes and of the involuntary ciliary muscles which cause the focussing of the rays of light upon the retina. The coordination just cited is inherent; there is therefore no reasonable doubt that the formation of a clear image of an object upon the retina is coincident with the convergence of the eyes upon the object. The physical perception of objects can not precede the formation of their image upon the retina—i. e. can not precede fixation of the eyes upon objects

The time when visual perception becomes relatively clear precedes the following of moving objects by the eyes, because this act is a voluntary one, and the child can not will to follow the motions of an object which it does not perceive.

Having established these two propositions, visual perception can not precede fixation; visual perception must precede the following of moving objects by the eyes, it remains only to establish the dates when these two things were observed, and we shall have the limits between which visual perceptions of objects developed.

Fixation is definitely observed first on the twenty-eighth day.

Voluntarily following a moving object was first noted on the thirty-second day.

Therefore, in this child, a clear visual perception of objects was established in the fifth week.

The differentiation and recognition of form begins earlier and develops much more rapidly than the differentiation and recognition of color.

Sensitiveness to vibrations of the air was manifested on the first day.

Differentiation of the character of sounds, whether agreeable or otherwise, precedes the recognition of sounds.

The attention is held much more closely when two senses are affected than when only one is affected.

EMOTIONS.

Fear and anger, the animal emotions, were very early exhibited.

Affection and sympathy, the higher emotions, were much later developed.

Compassion, one of the highest emotions, did not appear until near the close of the five hundred days.

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SES.

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Fear being in every case allayed or dispelled, came to be seldom exhibited.

Outbursts of anger, being in no case allowed to avail anything, were very infrequent.

Sympathy and affection, being always encouraged, grew rapidly and became habitual.

There is a striking correspondence, in order of events and coincidence of time, between observations in Preyer's child and this child, given in the following table:

TABLE 31.

Observations.	Baby Preyer.		Baby Hall.	
	Week.	Day.	Week.	Day.
The child sees his own image in the mirror	17	113	17	112
The child laughs at his image in the mirror	17	116	17	113
The child looks at an image and then turns to find the real object	24	.....	24	167
The child grasps at his image in the mirror	35	.....	34	235
The child looks at his image, then turns the mirror to find the child	57	.....	49	343
The child licks his image	61	.....	61	420
The child makes grimaces as he looks into the mirror	67	.....	62	428

INTELLECT.

In Baby Hall the powers of the intellect appeared in the following order: Attention (32), memory (34), volition (52), somatic consciousness (69), persistence (119), imitation (220), representative imitation (283), egoism proper (254), reason (287), active imagination (427).

Attention, memory, volition, and somatic consciousness, the powers which are shared by the lower animals, were first developed.

Persistence, imitation, egoism proper, and representative imagination, which are shared by the higher animals, were not developed.

Active imagination and reason, the essentially human powers, were last developed.

In the child's relations with the mirror he first simply looked at his reflection, as birds do. He next showed fear of it, as do many of the higher animals. He then grasped at it with his hands, as cats strike at reflections with the paw. Later he looked behind the glass to find the object, as cats and monkeys have been known to do. But on the four hundred and twentieth day he deliberately turned the glass at different angles to obtain required reflections, an intelligence not possessed by any animal other than man.

A definite idea of number, as far as two, had been developed by the sixty-ninth week.

CONCLUSIONS AS TO LANGUAGE.

The first language of the child was the primitive language of the species and consisted of sounds and signs. This language expressed elementary physical needs, and the lower order of psychical states—emotions. Every expression of this language would be perfectly understood by every adult member of the species.

The second language of the child—that of the first three months of articulate speech (two hundred and twenty-third day to three hundred and fourteenth day)—was an interjectional, onomatopoetic race-language. Of the vocabulary of this language, 83 per cent consisted of words having duplicated syllables, 33 per cent consisted of interjections, and 33 per cent of onomatopoetic words. With the exception of the word "kitty," acquired on the last day of the period, the whole vocabulary would probably be intelligible, when used by a child, to any adult member of the teutonic branch of the race.

The third language of the child was the vernacular language of the mother. The vowel sounds were introduced in the following order: i, ōō, ä, ĭ, ē, ŏ, ōō, ă, o, ā, á, ĕ, oi, ow, ū. The consonant sounds were introduced in the following order: b, p, t, k, sh, g, d, m, s, z, n, y, r, f, ch, l, ng, w, j. The consonant sounds not used were: v, th, (asp.), th (voc.), wh, and zh.

During the eighth, ninth, tenth, and eleventh months there were more vowels than consonants in use. During the twelfth and thirteenth months there were as many consonants as vowels in use. During the remaining time the consonants were more numerous than the vowels.

As to frequency of use in new syllables the vowels take the following order: ē, ĭ, ă, o, ū, ī, ōō, ä, á, ā, ĕ, ŏ, a, ōŏ, oi, ū.

As to frequency of use in new syllables the consonants take the following order: b, n, t, k, p, m, w, d, v, f, s, sh, h, g, ng, z, r, l, ch, j.

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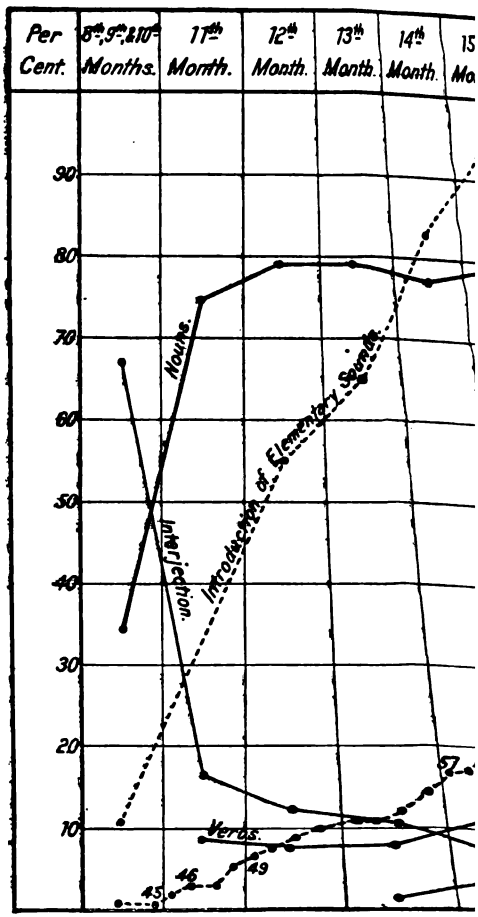
As to **frequency of use** as initial sounds the letters tak
p, t, f, d, m, h, n, g, y, s, sh, ü, ŭ, ch, ĭ, ŏ, ā, ē, r, ă, ĕ, j, ū.

Elementary sounds were acquired rapidly during the
and slowly during the remaining part of the period.

Words were acquired slowly during the eighth to fou
in the fifteenth, sixteenth, and **seventeenth months.**
this child's language has undergone alternating acc
The accelerations are graphically expressed in the way
sition. (See chart.)

Chart showing the acquisition of words and their



From the beginning of the **eleventh** m
nearly seven ($6\frac{9}{10}$) lunar **months. During**
curve of acquisition of **words. The sev**
as to fall one within each **lunar month.**

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TABLE 32.—*Showing the acquisition of words and their grammatical distribution.*

	Eighth, ninth, and tenth months.			Eleventh month.			Twelfth month.			Thirteenth month.		
	Words acquired.	Total to date.	Per cent.	Words acquired.	Total to date.	Per cent.	Words acquired.	Total to date.	Per cent.	Words acquired.	Total to date.	Per cent.
Vocabulary	3	3	100	9	12	100	12	24	100	14	38	100
Interjections	2	2	66	.....	2	16.6	1	3	12.5	1	4	10.5
Nouns	1	1	33	8	9	75	10	19	79.2	11	30	79
Verbs	.....	.....	.....	1	1	8.3	1	2	8.3	1	3	7.9
Adjectives	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	2.6
Adverbs	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Prepositions	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pronouns	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Conjunctions	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

	Fourteenth month.			Fifteenth month.			Sixteenth month.			Seventeenth month.		
	Words acquired.	Total to date.	Per cent.	Words acquired.	Total to date.	Per cent.	Words acquired.	Total to date.	Per cent.	Words acquired.	Total to date.	Per cent.
Vocabulary	20	58	100	48	106	100	93	199	100	33	232	100
Interjections	.....	4	6.9	.....	4	3.7	.....	4	2	1	5	2.2
Nouns	14	44	76	40	84	79.3	57	141	71	15	156	67.2
Verbs	3	6	10.3	2	8	7.5	29	38	14	9	37	16
Adjectives	2	3	5.1	4	7	6.7	10	17	8.5	3	20	8.6
Adverbs	1	1	1.7	2	3	2.8	2	5	2.5	.....	5	2.2
Prepositions	.....	.....	.....	.....	.....	.....	1	1	.5	4	5	2.2
Pronouns	.....	.....	.....	.....	.....	.....	2	2	1	1	3	1.3
Conjunctions	.....	.....	.....	.....	.....	.....	1	1	.5	.....	1	.4

CHILDREN'S PURPOSES.

In order to learn something of children's interests in plants, Katherine A. Chandler,[1] of Leland Stanford, jr., University, California, sent out the following test to several public schools: "John's father gave him a piece of ground for a garden, and said he might plant three plants. Guess what he planted. Why?"

The answers returned show clearly the children's motives in planting, and are considered from that standpoint. There were received from the boys 232 papers, and from the girls 260 papers, the authors all ranging in ages from 8 to 15 years. The papers came from both city and farming districts.

The papers were collected under two main heads, "materialistic" and "æsthetic" according to the children's purposes in planting. Materialistic included all food products; æsthetic included plants esteemed for their flowers. The term garden may have increased the "materialists" among the country children, suggesting spring preparation for vegetables.

The boys show a strongly increasing idea of the value of material things, 50 per cent at 8 years becoming 75 per cent at 15.

The girls show less interest in material things, 46 per cent at 8 years reaching 56 per cent at 15, due perhaps to the fact that boys are given to understand that they must earn their living, making them more on the lookout for the value of things.

Æsthetic purposes are just the reverse of materialistic. While 50 per cent of the boys at 8 plant for the sake of flowers, only 25 per cent at 15 express a desire for the beautiful. At all ages, the girls are stronger in admiring the æsthetic; 54 per cent at 8 years decreasing only to 44 per cent at 15.

[1] Child Study Monthly, September, 1897.

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TABLE

[The numbers indicate

	8 years.	9 yea
Food for persons:		
Boys	40	
Girls	60	
Food for animals:		
Boys	20	
Girls		
Sell vegetables, fruits, or flowers:		
Boys		
Girls	20	
Help parent:		
Boys		
Girls		
Give away:		
Boys		
Girls		
Miscellaneous:		
Boys	20	
Girls		

Under the six groupings in the al products; more of them than the gi

TABL

[Numbers indicate pe

	8 years.	9 yea
Liked flowers:		
Boys	40	2
Girls	20	2
Beauty:		
Boys		3
Girls		3
Fragrance:		
Boys	20	
Girls		2
Others liked them:		
Boys		
Girls		1
Give away:		
Boys		
Girls		1
Miscellaneous:		
Boys		
Girls	20	1

Under the six groupings of æsth greatest number of admirers. Color

TABL

[Numbers indicate per

	8 years.	9 year
Massing of altruistic elements:		
Boys	20	
Girls		3

Combining the "food for animals æsthetic group, we have Table 35, much stronger in the girls than the l

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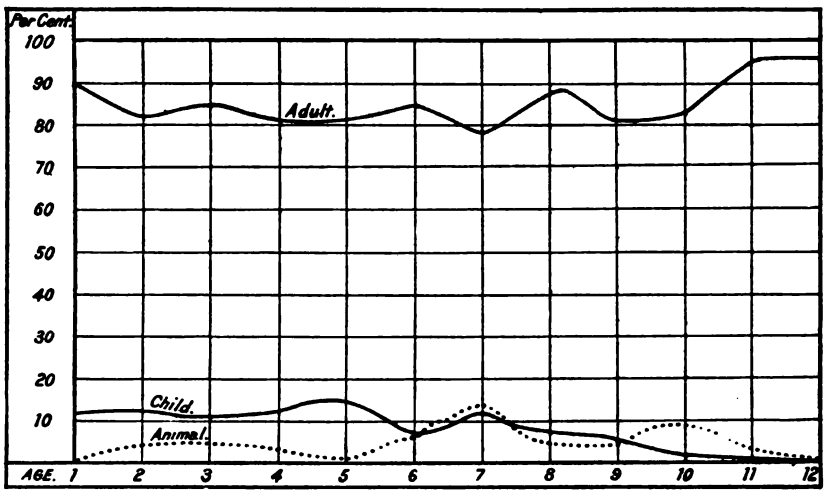
Imitation in Children.

By working over the results of E. H. Russell's book on imitation, Caroline Frear[1] gives results showing the trends and age tendencies in imitation by children. The following chart shows whom the child imitates:



There is a small per cent of imitation of things, as an engine. As will be seen, imitation of adults is much in excess of imitation of other children or animals. The imitation of adults increases with years. In another chart Miss Frear shows three kinds of imitative activity: Direct, playing, and imitation with an anxious purpose. Direct imitating is more immediate, is impulsive. Playing imitation is dramatic, like playing horse; it increases with age, while direct imitation decreases.

In another chart is shown with whom the child plays. The tendency to play with the adult is noteworthy during the first year, after which for two or three years he is satisfied to play with himself. Then this decreases, and play with other children increases rapidly as the social instinct develops. In other charts it is shown what children imitate, as action, speech, or sound. The preponderance of imitation of action over that of speech is shown in early years. Speech develops in connection with action.

Blushing.

The following data as to blushing are given by G. E. Partridge,[1] of Clark University. A syllabus sent out by Dr. Hall had, among other questions, these:

How do you know you are going to blush? Where is it first felt? Do you feel it in hands, arms, limbs, neck, chest?

Are there attendant tweaks, tingles, twinges, or other sensations elsewhere, or any reactions of pallor or chill?

Describe spontaneous flashes in any part of the body as when alone.

Teasing to make others blush.

Describe your own blushing habits and those of your friends.

The results upon which the study is based came from the State Normal School at Trenton, N. J.

Blushing is distinguished from flushing; blushing is use for the phenomenon as observed in others. There are 120 cases (36 males, 84 females) of blushing. The age is given in 60 cases: 2, six years; 2, nine; 4, ten; 5, eleven; 8, twelve; 2, thirteen; 2, fourteen; 11, fifteen; 8, sixteen; 7, seventeen; 8, eighteen; 3, nineteen.

[1]The Ped. Seminary, April, 1897.

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There appears to be no uniformity in manner of blushing; in some it appears in a small spot and spreads in all directions, or spreads upward only; in some downward, appearing on the neck last.

The causes of blushing were teasing (usually about the other sex), 32; told to blush, or not to, or told that they are blushing, 18; reciting, 13; spoken to, 8; looked at, 6; a certain name mentioned, 5; talking, 4; mistake, 4, etc.

The frequency in which the mention of a blush produces it is to be noted. The fear of being seen blushing increases it, hence one does not blush so readily in the dark.

Flushing was felt in 134 cases, all but four or five of which are of females ranging in age from 17 to 22 years.

The most important warnings and preliminary symptoms of a flush are: Tremors, a "feeling" near the waist; weak in the limbs; tremor which passes from the feet to the head; a feeling, swelling, pressure, trembling, warmth, a weight, beating in the chest, warm wave from feet upward; heart seems to stop, then beats more rapidly; quivering of the heart; blood rushes upward; hot glow all over; nervous flush or feeling; cold all over, then very warm; feel uncomfortable; dizzy; "quickening" of blood all over the body; tingling in toes and fingers; something rises in the throat; eyes smart; ringing in the ears; face prickles; pressure inside the head.

Symptoms most physical were self-consciousness; "feeling as if being looked at;" "feel foolish;" "confused;" "feel as if I were going to blush."

There is more in a blush than a mere hyperæmia of the surface; there is a disturbance of the vaso-motor functions and emotions.

In flushing, the feelings, flashes, and tremors pass upward, but in blushing the actual redness has no definite course of spreading. Paget, a distinguished gynecologist, in making notes for Darwin in regard to the extent of blushing, showed that actual redness is confined to face and neck, occasionally appearing in the hands.

As to diffused waves and flashes, an increased flow of blood to the brain is accompanied by arterial contraction in other parts of the body; then, as the blush subsides, there is a redistribution of blood in the surface of other parts of the body, with tingling, prickling, and often sweating.

In regard to reactions, chill is mentioned 27 times; prespiration, 8; weakness, 8; pallor, 7; headache, 3, etc.

Campbell thinks that nine-tenths of all blushes are from a feeling of shyness, and that they are unnatural and morbid. But an infant does not blush; he may turn red from anger or other causes. It is not until the age of 3 or 4 that children begin to blush; still, children much younger than 3 exhibit shyness. Most evidence seems to show that fear underlies most of blushing; the presence of the feeling of dread, the palpitation of the heart, the impulse to escape or to hide, and the shock tend to confirm this view.

Blushing increases at puberty; it is much more common among girls than boys; with women than men, and remains to a greater age in women, as Darwin has shown. Blushing seems to be a relic of ancestral sex fear.

A Study of Fears.

This study of fears, by President G. Stanley Hall,[1] is based upon the returns in answer to the following syllabus:

SYLLABUS.

1. Fears of celestial phenomena, as, e. g., of winds, storms, thunder and lightning, heavenly bodies, meteors, sky falling, cloud, mist, fog, and cloud forms; end of the world and attendant phenomena; night and darkness, eclipse; moon breaking; that the sun may not rise; peculiar sky colors, northern lights, excessive heat and cold, loss of orientation and points of compass.
2. Special inanimate objects, as fire and conflagration; water, drowning, and washing or being washed; punishment and its instruments, and things and places associated with it; falling and of high places; uncanny places, as caves, ravines, gorges,

[1] A study of fears, reprinted from the American Journal of Psychology, Vol. VIII, No. 2.

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forest gloom, high hills and solitude generally, and getting lost or shut up; guns and weapons; points, sharp edges, very narrow or wide open spaces; dirt on garments or skin, and contact generally; vehicles and riding.

3. Living things, self-moving things generally; big eyes, mouth, teeth; dog, cat, snakes, pigs, rats and mice, spiders, bugs and beetles, toads, etc.; sight of blood, robbers and burglars, strangers, society and bashfulness; fear of being laughed at, talked of, or being ridiculous; shyness of opposite sex; fear of fighting; cowardice, poltroonery, suspiciousness.

4. Disease, dying, death; loss of friends, position, fortune, beauty, or of health generally; heart disease, cancers, fits, consumption, starvation, fear of prevalent diseases, or of those read of.

5. Fears of the supernatural, e. g., ghosts, spirits, witches, fairies, dragons, or mythological monsters; dream fears, conscience fears, as of having committed unpardonable sins; punishments specially incurred or sent from heaven, loss of soul and next-world fears generally, fears of sin or impurity.

6. Describe any sudden experience you have felt or observed, and whether involving only distinct surprise or being intense enough to cause real shock, start, or astonishment, with details of cause, effects, and their permanence; terrors, without danger or cause other than an hereditary or a traumatic disposition to timidity.

7. In each case state order and age of fears, how long they lasted, how intense they were, what acts they prompted, and educational good or bad effects; was sleep affected? State specific symptoms, starting, paleness or sweat, urinations, rigidity, cramps, horripilations and "creepy, crawling" feelings, nausea, weakness, fainting, flight; causes, treatment, and cures.

This syllabus is drawn up by the undersigned, and is sent to you with the request that you will read it carefully item by item, and (1) jot down at once in the easiest form of notes whatever each paragraph or phrase recalls of your own childish fears; (2) that if you are a parent you will add to this any observations this paper may suggest or recall on your own children (it may aid you if you keep a "life book" or memoranda in any form about them); (3) that if you are a teacher, you will read this paper to your class, write it on the board, or give it to individual pupils (of upper grammar or high school grades) and ask them to write as an exercise in composition (setting apart an hour, or asking for out-of-school work) an account of their own early or present fears; (4) if you are a normal-school principal or teacher of psychology, you may connect it with the class work in the study of feelings or emotions; (5) if you are a principal or superintendent, you can assign the work to some teacher or advanced pupil to collect the data. All returns may be anonymous if preferred, but age, sex, and nationality must be stated in every case.

Returns may be sent direct to the undersigned, or, if preferred, may be studied by you, and will make the best of material for a lesson in psychology, for a discussion in a meeting of teachers or mothers, or an address, or an article for the press. When you are entirely done with the material thus gathered and used, send it to the undersigned.

G. STANLEY HALL.

The data for the first tabulation consisted of the records of the chief fears of 1,701 people, mostly under 23 years of age, gathered in different places, and 386 supplementary reports.

The 1,701 persons described 6,456 fears, which are grouped as follows, according to the objects feared:

TABLE 36.

Celestial phenomena.	
Thunder and lightning	603
High wind	143
Cyclones	67
Clouds and their forms	44
Meteors	34
Northern lights	25
Comets	18
Fog	16
Storms	14
Eclipses	14
Extreme hot weather	10
Extreme cold weather	8
Total	996
Darkness	432
Ghosts	203
Dream fears	109
Solitude	55
Total	799
Animals:	
Reptiles	483
Domestic animals	268
Wild animals	206
Insects	203
Rats and mice	196
Cats and dogs	79
Birds	51
Total	1,486

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TABLE

Fire	
Water	
Drowning	
Total	

It appears from Table 36 that thund
low; then strangers and darkness ver
etc.

Selecting from the returns the 1,10
fears of 500 girls on the 28 topics, w
effect of sex:

T

	Males.	
Thunder and lightning	155	
Persons	129	
Reptiles	123	
Darkness	130	
Death	74	
Domestic animals	57	
Rats and mice	13	
Insects	52	
Ghosts	44	
Wind	35	
End of world	11	
Water	62	
Robbers	32	
Mechanism	31	

It will be seen from the above table
and lightning, while the same numb
fear of the end of the world, rats and
boys; but boys excel girls only in fea
boys has 2.21 fears; each of the girls

From all the returns 516 boys, with
selected according to age as follows:

T

Age.	
0–4	
4–7	
7–11	
11–15	
15–18	
18–26	
Total	

There are 36 boys in Table 38, 4 yea
girls of the same age average 4.89 fea
girls 4.62 fears each.

The fears of the boys increase from
girls increase more steadily from 4 to

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The following fears show decline with advancing maturity in both sexes: Meteors, clouds, blood, end of world, being kidnaped, fairies, loss of orientation, shyness of strangers; but the following fears seem to increase: Thunder and lightning, reptiles, robbers, self-consciousness, machinery.

While many special fears decline and others increase with age, many infantile fears remain through life.

Class Punishment.

As a test of children's ideas of class punishment, the following story was given under direction of Caroline Frear[1] to 1,914 children: "One day the teacher left the room and while she was gone several children in the room began to make a noise. The teacher heard the noise as she was coming back, but did not know which children were out of order, and none of the class would tell her. So she kept the whole class after school. Was the punishment just or unjust, and why?" There were 968 boys and 946 girls ranging in age from 7 to 16 years. Each age for each sex was collected separately. The papers were collected under the headings "just" and "unjust", and subheadings for the reasons why just or unjust.

Eighty-two per cent of all the children considered the punishment just, 17 per cent unjust, and 1 per cent gave qualified answers.

The per cent of those regarding the punishment just decreases very slightly with age, as the following chart shows. The per cent of those regarding it unjust increases very slightly, but through all ages the proportion of those regarding it just exceeds the others very much.

The following figures show the age tendency in groupings:

	7 to 9 years.	10 to 12 years.	13 to 16 years.
	Per cent.	*Per cent.*	*Per cent.*
Just	88	83	79
Unjust	12	17	21

This may show tendencies, decreasing with age, on the part of children to accept as just their accustomed experience.

The per cents for the reasons under "just" are made out on the number of "just" papers, not on the whole number of papers, and the same is true for the reasons under "unjust."

Forty-seven of those who considered the punishment just gave as the reason that the class would not tell or ought to tell who the guilty were. The statement "ought to tell" increases with years.

The table which follows shows the relative appealing power, with the reasons given, for the justice of the punishment powers at different years. Age tendencies are noticeable.

Table 39.—*Reasons for justice of punishment.*

	7 to 9 years.	10 to 12 years.	13 to 16 years.
	Per cent.	*Per cent.*	*Per cent.*
Class wouldn't, or ought to, tell	39	50	50
Guilty should confess	2	4	7
Class was out of order	25	17	11
Teacher did not know	12	10	10
Sure way of punishing guilty	1	4	8
Prevent repetition	2	4	7
To find out the guilty	1	3	7
No reason	23	12	4

[1] Studies in Education, IX, March, 1897.

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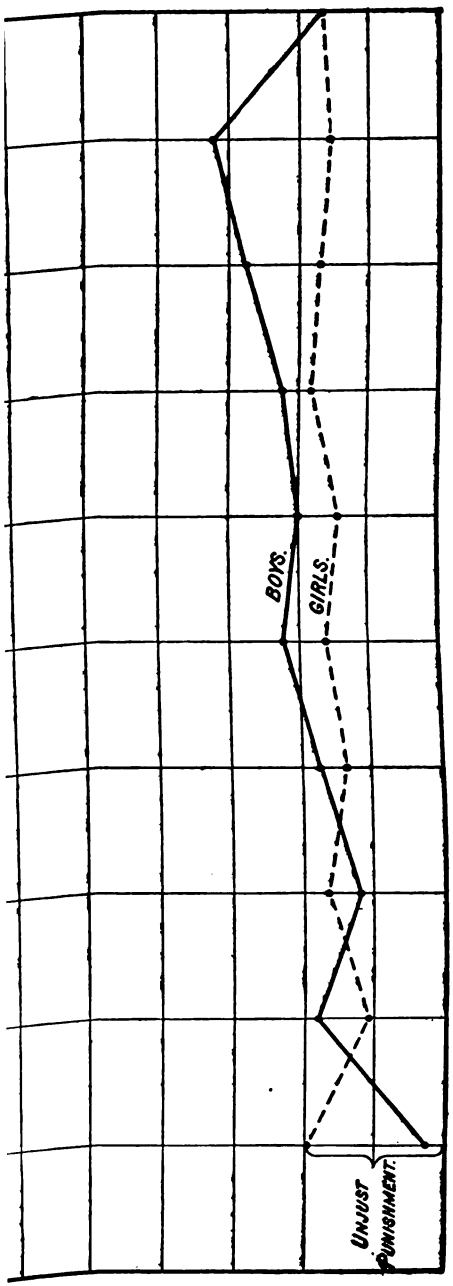

Following are the conclusions:

(*a*) Children accept in early years arbitrary punishment enforced by authority. They submit to such punishment less readily as age increases.

(*b*) Children have an increasing sense of their value as individuals, and increasingly demand the protection of their individual rights.

(*c*) At the same time they have an increasing sense of social responsibility in the honest exposure of guilt.

The above conclusions seem to justify the following pedagogical application: Class punishment should be used less with older than with younger children. Its use, even with younger children, is questionable, since a considerable number of these react strongly against it.

The following additional conclusions bear on the general subject of punishment, and confirm what other studies have already asserted:

In early years the sense of justice is based on feeling and on faith in authority. As age increases it is based on reason and understanding.

Young children regard punishment as a means of balancing accounts with the offense. Its purpose as a social protective measure—a preventive of further trouble—is understood better as age increases.

Moral Education.

In order to study moral education from the side of introspection, a syllabus of twelve sections was sent out by President G. Stanley Hall. The returns from this syllabus have been worked out and presented by J. R. Street,[1] fellow in Clark University. The replies to the first five sections were of such a nature that only general results are given.

QUESTIONS.

1. What punishments or rewards have you ever had that did you good or harm? State the case and its results.

Of the 183 persons reporting 104 give instances of punishment, 66 speak of being benefited and 38 as being injured by the punishment.

Conscience cases.

SEC. III. State a few conscience cases in yourself or others, describing the circumstances that helped or confused them.

The following cases were presented:

Studying on Sunday, 7; dancing, 4; working on Sunday, 3; reading fiction on Sunday, 3; card playing, 2; theater going, 2; Sunday excursions, 2; waltzing with young men, 2; plagiarism, 2; Christian activity, 1; Sunday traveling, 1; betting, 1; confession of misdeeds, 1; boating on Sunday, 1; party going, 1; alcoholic drinking, 1; attending social entertainments, 1.

There was nothing to show that conscience plays any great factor in life before the age of 9, and very little mention was made of it before 13. The cases, however, are altogether too few to make any generalized conclusion concerning the age at which conscience becomes a potent element in the individual, yet it may be premised that it does not reveal its existence at as early an age as many would believe. The writer knows a child in whom it was abnormally developed at the age of 3. Impulse governs most of the activities of early childhood.

Direct moral education.

SEC. IV. What has been the effect on yourself or others of direct moral inculcation, whether at home in the form of a plain talk, a good dressing down, or advice not sought, or preaching in and out of the pulpit, and school or college instruction in morals? What book, system, or idea in each have been morally helpful?

The returns are filled with such statements as "Preaching or advice unsought has never done me good; suggestion has."

* * * * * * *

The boys were almost unanimous in commending the effects of a good plain talk, and none had a word to say against a good dressing down. Many spoke very gratefully for having had punishment in due season. It does seem that there comes a period in the existence of many a youth when he conceives the idea that he is lord of creation and his future usefulness as a member of society depends upon the thorough eradication of this disease of his system by the faithful and energetic administration of birch tonic.

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[1] Ped. Seminary, July, 1897.

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Direct religious inculcation.

SEC. V. What has been the effect of direct religious inculcation and what changes of religious views have affected your moral conduct, your conscience, and sense of right? Have liberalizing theological opinions made you better or worse, and how?

Sixty-eight returns were received to this section.

* * * * * * *

Of those reporting, 50 say they were benefited by direct religious inculcation, 5 that they were injured, while 3 say they were affected in no way; 10 mentioned example with some precept.

Proper books seem to play an important function in religious education.

Very few mentioned liberalizing theological opinions (8), and they put an interpretation on these words that is not usual. The returns clearly point to the important duty of parents and friends to give proper religious instruction at a very early age.

Influence of teacher.

SEC. VI. Reflect which teacher or teachers from kindergarten to college, or professional school, or in Sunday school you have liked best and been influenced most by, and then try to state wherein the influence was felt. What qualities impressed you most, and how? i. e., account, if you can, for the exceptional influence of that particular teacher. Was it generally felt, or peculiar to you and your set? Was it connected with dress, manner, voice, good looks, religious activity or piety, bearing, learning, etc., and how did each salient quality affect you?

This question was answered by 23 boys and 160 girls. As few gave the exact time of the influence, no table can be prepared which might go to show the age at which the young are most susceptible to impressions from the teacher.

An endeavor has also been made to discover whether male teachers exert a greater influence over boys than do female teachers, and vice versa for the girls, but with the exception of the general impression one gets from the returns the attempt has not been fruitful.

From the showing of the table and the testimony of the writers it is safe to conclude that there is an unconscious educative force emanating from the teacher's personality, and so operating upon the pupil as to become a powerful formative agent in the development of his character.

Second. This force, being unconscious in its origin and in its attracting and transforming effect upon the plastic nature of the young, has its origin in what the teacher is rather than in what he says.

Third. It is a significant fact that 149 out of a possible 183 mention the manner of the teacher as exerting such an influence over their natures. It has been said of more than one man—as of the Earl of Chatham—that "everybody felt there was something finer in the man than anything he ever said." It is this very something in the teacher that will go down deeper than his words and either purify or befoul the springs of action in his pupils.

TABLE 40.

Point of influence (by 160 girls).	Sex of teacher.		Total.	Point of influence (by 23 boys).	Sex of teacher.		Total.
	Male.	Female.			Male.	Female.	
Manner	14	114	128	Manner	7	14	21
Religion	5	55	60	Personal interest	5	4	9
Precepts	16	33	49	Religious	0	8	8
Learning	12	41	53	Good looks	1	6	7
Voice	5	47	51	Learning	2	4	6
Life	9	35	44	Voice	0	6	6
Personal interest	3	39	42	Precepts	5	0	5
Good looks	5	33	38	Life	1	3	4
Dress	3	34	37	Love for truth	3	0	3
Love for study	4	17	21	Interest in teaching	1	2	3
Bearing	3	22	25	Patience and justice	1	2	3
Interest in teaching	2	14	16	Language	2	0	2
Language	4	10	14	Self-control	1	0	1
Patience and justice	4	10	14	Bearing	0	1	1
Self-control	2	9	11	Dress	0	0	0
Love for truth	0	3	3	Love for study	.....	.....	.....
Praise	1	3	4	Praise	.....	.....	.....
Conscientiousness	0	3	3	Conscientiousness	.....	.....	.....
Musical ability	0	2	2	Music	.....	.....	.....

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Fourth. It is worthy of note that what attracts the pupil is the externals. Voice, dress, good looks, manners, religious activity far overtop the deeper moral elements; but these would be of but little avail did not a teacher possess a personality whereby love, obedience, and respect may be inspired. Teacher's life and actions must harmonize. Example and precept are yokefellows, and children are intensely keen in observing any disparity between them. The teacher's personality determines his worth and moral influence. He who would rule the little child and mold him into pure, noble, useful manhood must himself be a model of virtue. How pertinent is the question, Is not a teacher born rather than made?

Fifth. The difference in the general character of the replies given by the boys from those of the girls suggests one of two things: Either the boys do not possess the power of introspection to the same degree as do girls, or else they seriously suffer by passing the period of early youth wholly under the influence of female teachers. As boys detest effeminate qualities in boys, there can not be in the female teacher as in the male the same inspiration and incitement to develop the manly virtues.

Sixth. Far more powerful than ethical handbooks is moral life.

Influence of companions.

SEC. VII. What playmates, intimate cronies, or friendships have you had that affected your moral nature for good or for bad? Describe concisely each such person physically and psychically. What temperament and what were the qualities that especially influenced you, and how? What is your own temperament?

* * * * * * *

Nearly 200 replies were given to this part of the questionnaire. They furnish some interesting material concerning the manner in which social environment operates.

The good results produced by companionship are: Kindness and sympathy, girls, 32—boys, 6; manners, 30—6; self-control, 20—5; Christian virtues, 20—4; religious influence, 22—1; disposition improved, 15—8; consideration of others, 19—4; sense of truth, 14—3; æsthetic tastes, 15—2; studiousness, 12—2; ambition, 10—2; judiciousness, 9—3; determination to overcome obstacles, 5—4; truer views of life, 6—1; greater love for parents, 3—0.

The evil effects were shown in: General conduct, 15—14; general morals, 20—6; untruthfulness, 15—4; evil thoughts, 12—5; boisterous and rough, 10—4; selfishness, 10—2; disobedient, 5—3; swearing, 4—4; neglectful of duty, 5—2; irreligious, 5—1; slang, 3—3; smoking, 0—4; temper, 2—1; neglectful of home, 2—0; love of dress, 2—0; sarcastic, 1—0; stealing, 1—0.

An interesting table was obtained which went to show that the age at which those external influences are most felt is from 10 to 15 years. The curve reaches its highest point at puberty. The potency of companionship for good or evil is further shown by the fact that only 10 returns refused to acknowledge themselves in any way indebted to their associates for good or evil. It is safe to conclude that social milieu is a moral factor second only to that of the home.

Only 6 girls were influenced by boy companions, 5 for good and 1 for evil. Three boys were affected by girls, 1 for good and 2 for evil. Two girls speak of being influenced for good by making some lads their companions and trying to reform them.

This practice can not be too severely condemned. The wail of many a broken-hearted wife and of social castaways is: "I thought I could reform him." Parents should never be so indiscreet as to permit their sons and daughters to undertake such doubtful tasks. The intense subtility and efficiency of suggestion has been fully shown by Mr. M. H. Small. (See Ped. Sem., Vol. IV, No. 2.)

An effort was made to discover the part played by temperament in these associations, but here the answers were too confused to admit of any satisfactory interpretation; 46 were attracted by persons of the opposite disposition, 43 by similar, 50 gave no clue, and 50 confused the matter.

Ethical relations with parents.

SEC. VIII. What were your ethical relations with your parents? What kind of personal influence emanated from your father and from your mother? What in their example and in their precepts affected you? Give incidents and details.

* * * * * * *

The ethical relations with parents, with two exceptions, were always described as of a pleasant and helpful nature. The intimacy existing between mother and child seemed to be more marked, even among the boys, than that between father and son, or daughter. This, however, is due chiefly to the external business relation of the father, which occupied his time and attention. The following tables show the manner and relation of the parental influence:

Fathers: Christian consistency, 31—0; hatred of falsehood, 22—4; generosity, 19—1; honesty, 15—4; kindness, 12—2; justice, 10—0; forgiving spirit, 9—0; hatred

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of gossip, 9—0; unselfishness, 7—0; Sal
2—3; perseverance, 4—0; patience, 4—
tastes, 3—0; self-respect, 3—0; decision
trol of temper, 2—0; gratitude, 2—0;
1—1; obedience, 0—2; skeptical ideas,

Mothers: Christian virtues, 70—6; un
18—2; sympathy, 18—0; the golden rule
affection, 12—1; hatred of falsehood,
dences, 10—1; æsthetic tastes, 11—0;
1—3; reverence and respect, 2—0; pro
swearing, 0—2; love for animals, 1—0;
0—1; Bible reading, 0—1; Sabbath obse

From these tables it is safe to conclud
moral influence of the parents due to
Nearly all the fundamental constituent
there is no just reason to doubt that th
as potent as that of the mother did he e
does the mother.

Second. Moral training is not the es
ethical people advocate, but is the unfo
particularly the emotions, and has its ro
pervade child life. Wordsworth truly s
The parent stands in such relation to th
deed germ and so nurture it that it will
character.

Third. Possessing as they do the ear,
parents have it within their power to de
may wish. Hence if they would but g
family, and would devote themselves a
as they do now to the ways of fashionabl
the solicitousness that they exercise in
problem of the moral regeneration of the

Adult

SEC. IX. Have other persons than the
you had special attractions or repulsions
the same or opposite sex, or to whom y
ference in confidential matters? Descril

* * *

The number who answered the questio
Four boys were attracted by males ol
elderly females. The reasons given for th
intellectual endowments and practical e
ness, manners, Christian virtues, opposit
Twelve females were attracted by male
The reasons given for forming the friend
acter, 4; sympathy, 3; gifts, 2; minister
With the females: Christian character, 1
manners, 4; kindness, 3; cheerfulness, 2
Eleven girls speak of making younger
same of younger girls.

No very definite results concerning the
but the following were clearly mentione
changed, 3; kindlier nature, 3; sunnier
views strengthened, 2; acquired a conten
1; truer conceptions of womanhood, 1;
developed my temper, 1; clearer sense of
ing companions, 1; learned to swear, 1;

Twenty-one cases of repulsion are m
repulsion in almost every case began with
are: Self-assertion, 4; manners, 3; style
ance, 1; physical deformity, 1; awe, 1;

The most striking point brought out in
has in bringing into association the youth
passed by, while the kind, generous, piou
the lad, and with her sympathy and inte
paths of rectitude.

Second. The evidence is very clear tha
has been beneficial, only two instances b

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may conclude that if parents have neither the time nor the disposition to become the companions and guides of their offspring, they can do the child no better service than to encourage him to form a close friendship with some pure soul who is interested in the elevation of humanity.

It is interesting to compare the influence of the preceding four classes. The teacher seems to stimulate the accessories of character, such as manners, sense of social and civil relationships, ambition, tastes, etc. The parent develops the fundamentals, such as sympathy, reverence, love, sense of truth, justice, mercy, kindness, meekness, patience, etc.

Companions develop the social qualities, and afford practical application of the teachings of the home and school, and prepare the boy or girl for the further duties of citizenship by cultivating the sense of independence, individuality, altruism, etc.

The influence exerted by the fourth is rather of an advisory nature. Many of them, however, become ideals to the young, and thus stimulate healthy growth.

In the present constitution of social life these four factors will operate in either a beneficial or injurious manner upon the growing boy and girl. It becomes the parents' therefore, to see, first, that their own life and home are right, then to guard their child from undue contamination from a corrupted milieu. This can be accomplished, not by building a wall around the child, but by erecting a wall within him, which must be razed before the enemy can take possession. In other words, get the child interested in the useful and the beautiful, so that the obscene and degrading will have no attraction for him.

Children have certain inalienable rights which fatherhood and motherhood must recognize. They have a right to stand first in the affections, the interest, and the endeavors of the parent; they have a right to all that is good and noble and encouraging in the parent life; they have a right to find their home the most pleasant spot on earth; they have a right to all the means of refinement that lie within the limits of the parents' purse; they have a right to proper food and clothing for the body, but equally as great a right to mental and moral nourishment, that neither body nor soul may be atrophied; they have a right to have the laws of their development, both physiological and psychical, well understood and held sacred by those in authority over them; they have a right to have their better nature so strengthened that when the seeds of evil speech and evil action fall upon their life they will take no deep and abiding root, because the soil is already occupied by flowers and the fruits of better hopes.

Games.

SEC. X. What games have you preferred and what has been their influence in developing manliness or womanliness, sense of justice and fair play, honesty, perseverance, hardihood, physical strength, and what recreations do you prefer, and why? What is their effect?

* * * * * * *

The following list shows the games played by the girls:

Hide and seek, 56; croquet, 43; tag, 41; tennis, 36; checkers, 23; parchesi, 22; authors, 10; dolls, 18; house, 17; cards 16; baseball, 15; blind man's buff, 15; pigs in clover, 12; prisoner's base, 12; jackstones, 11; jumping rope, 9; halma, 9; dominoes, 9; I spy, 6; chess, 5; duck on the rock, 5; fox and geese, 5; hopscotch, tiddledy winks, 5; school, 5; messenger boy, 4; old maid, 4; euchre, 4; pussy wants a corner, 4; hoop rolling, 3; drop the handkerchief, puzzles, whist, marbles, solitaire, kick the wicket, football, 3 each; anagrams, Antony over, colors, shuttlecock, battledore, basketball, pull away, horse, jackstraws, casino, seesaw, mumblety peg, bluebird, ambassadors, robbers, lotto, black bear. 2 each; beanbag, fish pond, twenty questions, hearts, color of the bird, come to supper, dog on wood, crack the whip, charades, sense steps, hide the thimble, puzzle fifteen, kick the can, red soldier cap, cribbage, bowling, London bridge is falling down, Jacob and Rachel, hare and hounds, my ship's arrived, bright idea, spider and the fly, Louisa, wild horse, golden pavement, consequences, snap, hunt the slipper, kick the stick, geography cards, dice, Peter Coddle's dinner party, putting together our country, princess and captain, tenpins, gymnasium, cars, cross and wood, can can, old witch, running on cans, walking on stilts, backgammon, crisscross, here we go round the mulberry tree, tollgate, giants, Copenhagen, needle's eye, word making, catch, jack-a-bow, innocence abroad, go bang, mother goose, catch fish, circus, church, babmintor, Indians, and guessing games.

Games by the boys are: Baseball, 14; football, 9; checkers, 8; cards, 7; tennis, 6; marbles, 4; tag, 4; croquet, 4; bowling, 3; hide and seek, 3; dominoes, 2; pool, 2; tiger, 1; blind man's buff, jumping rope, little old man, mossy, shinny, hide the thimble, forfeits, parchesi, chess, tit-tat-toe, quoits, billiards.

In regard to the moral import of games, the following classification shows the way they are viewed by the boys and girls:

Womanliness.—Dolls, 17; house, 12; school, 3.

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Manliness.—Ball, 12 (football 6, baseball 6); tennis, 1; cricket, 1.

Mental power.—Authors, 5; checkers, 3; music, 2; chess, 1; cards, 1; parchesi, 1; charades, 1; ball, 1; my ship's come home, 1; anagrams, 1; putting our country together, 1.

Perseverance.—Pigs in clover, 9; parchesi, 9; tennis, 9; checkers, 8; ball, 8; croquet, 5; halma, 5; cards, 5; puzzles, 5; hide and seek, 5; I spy, 2; authors, 2; tag, 2; chess, 2; tiddledy winks, 2; black bear, 1; robber, puss in corner, backgammon, crisscross, anagrams, solitaire, duck on rock, the spider and the fly, messenger force, jacks, 1 each.

Justice and fair play.—Croquet, 22; hide and seek, 18; cards, 14; checkers, 12; ball, 12; authors, 7; tag, 6; parchesi, 6; tennis, 6; halma, 4; blind man's buff, 4; I spy, 3; jacks, 3; prisoner's base, 2; hunt the slipper, black bear, puss in corner, backgammon, crisscross, tollgate, puzzles, bowling, dominoes, hopscotch, ambassodor, bright idea, Indians, tenpins, lotto, chess, innocence abroad, messenger force, quoits, 1 each.

Honesty.—Croquet, 19; hide and seek, 18; cards, 12; checkers, 11; parchesi, 7; ball, 7; authors, 6; blind man's buff, 5; jacks, 5; tennis, 4; I spy, 3; tag, 2; halma, 2; prisoner's base, 2; hunt the slipper, black bear, puss in corner, tollgate, fish pond, seven steps, colors, hopscotch, chess, tiddledy winks, innocence abroad, go bang, 1 each.

Cheating.—Cards, 4; checkers, 1; croquet, 1; dominoes, 1.

The recreations mentioned by the girls are: Walking, 35; rowing, 35; reading, 33; skating, 32; dancing, 31; driving, 25; bicycling, 20; riding, 14; music, 14; swimming, 4; coasting, 3; sailing, 3; talking, 3; rambling in the woods, 3; theater, 2; fancywork, 2; springboard, 1; billiards, 1; tennis, 1; Indian clubs, 1; day dreaming, 1.

By the boys: Bicycling, 7; swimming, 7; skating, 4; riding, 3; gymnastics, 3; fishing, 2; strolling in the woods, 2; walking, 2; reading, 2; rowing, 2; hunting, 1; sailing, 1; driving, 1; music, 1; bowling, 1; dancing, 1.

The reason assigned for the choice of a certain recreation was, in almost every instance, "for physical development."

A number of other reasons, however, were assigned, such as—

Dancing.—Mere pleasure, develops the rhythmic sense, makes one graceful, enlivens the spirits, gives pleasant associations.

Theater going.—Pleasure, mental improvement, develops the sympathetic side.

Music.—Brings rest and makes one more cheerful, stirs one's deeper nature, produces a feeling of sublimity, develops the æsthetic side.

Fishing.—Develops patience and perseverance.

Bowling.—Produces physical strength and control of muscular power.

Bicycling.—For physical development, gives a sense of freedom and of independence, a great brightener of spirits. The motion is fascinating, pleasure, power to travel.

Rowing.—Physical strength, restful.

Skating.—Physical development, sense of freedom, hardihood, produces a better mood.

Bathing.—Pleasure.

Reading.—Takes my attention from my studies, develops sympathy, improves the mind, corrects one's views of life, pleasure; one said: "makes me unsociable and selfish."

Riding.—Physical health, restful, brings one into contact with nature, revives drooping spirits.

Walking.—Health, communion with nature, spiritual uplift, produces a better mood, pleasure.

It will at once be seen that the great incentive to recreation is the necessity of outdoor exercise for health. The choice, however, is chiefly determined by the pleasure produced. The majority of returns state that they saw no particular moral worth in their pastimes. There is no doubt, however, that even these may be made the means of strengthening the moral sense, and the writers are of the opinion that unconsciously, from those avocations, there has accrued to all those reporting some moral wealth.

The returns give clear evidence in regard to the educative value of plays. By them there is developed justice, moderation, self-control, truthfulness, loyalty, brotherly love, courage, perseverance, resolution, perception, prudence, forbearance, sympathy, a training of hand, eye, limb, and of the faculties of judgment. Provision should be made for a child to express and develop his own inner life through this spontaneous and pleasurable means. All writers on education have recognized the value of play. An article by Mr. Johnson, on "Education by plays and games," is found in the Pedagogical Seminary, Vol. III, No. 1, while President Hall's Story of a Sand Pile is a classic.

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Reading, etc.

SEC. XI. What studies, subjects, or lines of reading, or intellectual interest have affected you for good or for bad, and how? Did mathematics deeply impress you with universal law, astronomy with sublimity and reverence, chemistry with the order of the infinitesimal, botany and zoology with the miraculous nature and persistence of life? Have you experienced special interest in any line of study; and if so, can you tell what it is about it that attracts you, and how it has affected you for good? Can you describe or account for any aversion you have felt for any special study?

The following table shows the subjects which seemed to have exerted a good influence upon the student: Psychology, 23; literature, 18; history, 17; geography 5; mathematics, 3; botany, 2; zoology, 2; grammar, 1; drawing, 1; manual training, 2; mechanical drawing, 1; physiology, 1.

The subjects that have had an evil effect are: Manual training, 4; physiology, 2; psychology, 1; literature, 1. Novel reading is also mentioned by 1.

In reply to the question, Did mathematics impress you with natural law? 24 girls and 2 boys answered yes, and 49 girls and 4 boys no.

Did astronomy with sublimity and reverence? Yes, 44 girls, 2 boys; no, 2 girls.

Did chemistry with the order of the infinitesimal? Yes, 17 girls, 1 boy; no, 3 girls.

Did botany and zoology with the miraculous nature and persistence of life? Yes, 70 girls, 5 boys; no, 5 girls.

The subjects in which special interest was taken are: Mathematics, 28; literature, 23; history, 23; psychology, 20; botany, 16; zoology, 11; geography, 10; drawing, 5; grammar, 3; music, 3; physics, 3; poetry, 2; manual training, 2; physiology, 1.

Special aversion was felt for the following subjects, and the reasons assigned were (1) they were poorly taught, (2) the learner had no gift along that line: Manual training, 16; mathematics, 12; grammar, 11; history, 10; geography, 5; latin, 5; algebra, 4; rhetoric, 3; geometry, 1; spelling, 1; physiology, 1; drawing, 1; arithmetic, 1.

GENERAL CONCLUSIONS.

It would be the height of pedantry to build any elaborate system of moral pedagogy on such a limited supply of data. Neither would it be wise to indulge in any metaphysical speculations, as the material is at best one sided. Before any satisfactory conclusions can be drawn a study must be made of persons whose conduct might be designated as moral laxity, a study similar to the one presented by Mr. Geo. Dawson in the Pedagogical Seminary for December, 1896.[2]

Five important facts or principles are clearly suggested by the above material.

First. Moral action in early period of life, and even in early manhood and womanhood, is a matter of imitation and suggestion rather than of intellect. The great rôle played by suggestion has been shown by Mr. M. H. Small.[1]

Second. Though children are born with the sense of the oughtness out of which the moral nature grows, yet this would avail nothing did not parents furnish the growing boy or girl with clear conceptions of the moral content of life, i. e., instruct him or her thoroughly in all the principles that teach duty to God and man.

Third. It is very evident that much of the moral excellence of the character of many of those reporting is due in large measure to the hereditary influence that gathered round them at their birth. Blood does count for something with a vengeance.

The work of Mr. Dawson, above referred to, goes to show that of the 52 moral delinquents personally studied by him the most of them "had parents that were intemperate, improvident, or criminal." When bad environment had joined hands with this bad heredity nothing short of a miracle could stay the influences that were driving these same boys and girls to the reformatories.

The point is (*a*) "The heredity of the child should be as carefully studied as the strain of the cattle with which the farmer would stock his acres, and any physical weakness or tendency to evil in his ancestry should be made known to him in order that he may be on his guard lest the enemy that lurks in ambuscade in his very veins may attack him unawares; (*b*) The forces of environment should be so controlled as to destroy as far as possible any hereditary taint and at the same time strengthen and develop any predispositions to moral rectitude and manliness of life."

Fourth. The supreme aim of the parent and the teacher should be to establish definite, strong, correct habits. True morality consists as much in doing as in being. Habits are the induced states of mind or body by means of which the latent power is transformed into an effective process, and becomes active rather than passive.

[1] "The suggestibility of children." Pedagogical Seminary, Vol. IV, No. 2. See p. 1310.

[2] See p. 1321.

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Their importance is recognized in the mechanical world. The intellectual and moral spheres have indeed been slow to acknowledge their worth. Manual habits enable the mechanic to produce the finished article; moral habits the boy or girl to maintain a blameless character under every circumstance of life. Sound knowledge of moral truth is good, but sound habits of moral action are better.

It is perhaps universally true that parents have devoted themselves assiduously to the instruction of their sons and daughters rather than to the establishment of habits. The natural and most effective means has thus been neglected.

Fifth. The last stage is the purification of the child's taste. All children are born with impulses and desires which are capable of unlimited education. In the early years of youth they are the controlling factors of the child. Intelligence and conscience assert their sway later. Not only are there natural tastes, but there are acquired ones. The latter are much more numerous, and are the direct production of environment. According as one's tastes are pure and noble so will be the life. Much can be done to surround the growing soul with such influences as will make for strong, vigorous, noble manhood or womanhood.

Sixth. For the evolution of the ethical consciousness nothing is perhaps better than the arousing of the religious sentiments.

Seventh. He who would lead must walk in the way himself.

Eighth. Love and faith are worth more than knowledge or specific forms of government.

Eye Defects in Students and Children.

Professor Swift,[1] of State Normal School of Stevens Point, Wis., gives the condition of eyes in young people engaged in study. The tests were made by Dr. Alcorn. They were (1) the ordinary tests of each eye for vision; (2) the card test for astigmatism; (3) the Maddox multiple rod test for muscle trouble; and (4) the diagnosing errors of refraction by means of the ophthalmoscope. The one undergoing examination was 20 feet from the test chart. The type used was Hermann Snellen's. The type which a normal eye should read at a distance of 20 feet was 9 millimeters square. This represents normal vision and is designated by twenty-twentieths. Over 300 of different ages were examined.

Table 41 shows that the percentage of pupils with normal vision in both eyes is much greater in the grammar grades than in the normal department. There seems to be a steady decrease in the acuteness of vision of pupils from the lower grades to the higher. About 50 per cent of the pupils have at least one eye whose vision is not normal.

Table 41.

Vision.	Normal department.	Grammar department.	Intermediate and primary department.
	Per cent.	*Per cent.*	*Per cent.*
Twenty-twentieths or better	14.39	21.42	19.04
Twenty-thirtieths or better, but not so good as twenty-twentieths	51.75	54.76	57.14
Twenty-fortieths or better, but not so good as twenty-thirtieths	12.06	9.52	14.28
Twenty-sixtieths or better, but not so good as twenty-fortieths	7.78	9.52	2.38
Twenty-eightieths or better, but not so good as twenty-sixtieths	2.72	2.38	0.00
Twenty one-hundred-and-twentieths or better, but not so good as twenty-eightieths	2.72	2.38	4.76
Twenty two-hundredths or better, but not so good as twenty one-hundred-and-twentieths	4.28	0.00	2.38
Below twenty two-hundredths	4.28	0.00	0.00

As a normal eye reads a letter 9 millimeters square at a distance of 20 feet, the twenty-thirtieths type is 13 millimeters square, the twenty-fortieths 18 millimeters, twenty-sixtieths 26 millimeters, twenty-sixtieths 26 millimeters, twenty-eightieths 35 millimeters, twenty one-hundred-and-twentieths 52 millimeters, and twenty two-hundredths 87 millimeters square.

[1] Pedagogical Seminary, Vol. V, No. 2, October, 1897.

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UDENTS AND CHILDREN.

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wenty-fortieths	12.06	9.52	14.28
twenty-sixtieths	7.78	9.52	2.38
but not so good	2.72	2.38	0.00
	2.72	2.38	4.76
good as twenty			
	4.28	0.00	2.38
	4.28	0.00	0.00

limeters square at a distance of 20 feet, the
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d-twentieths 52 millimeters, and twenty two-

PRACTICAL ASPECTS OF CHILDREN'S INTERESTS.

In order to gain some criterion of the value of educational work by ascertaining the attitude of children toward the different subjects of the curriculum, Dr. Joseph S. Taylor,[1] principal of a public school of New York, had the following four questions submitted to the pupils:

"1. What subject or subjects did you particularly like in your last class?

"2. Why did you take them?

"3. What subject or subjects did you particularly dislike?

"4. Why?"

If it be admitted that a suitable subject properly taught should interest a child, it would seem that where interest is wanting the fault must be either in the course of study or in the teaching, or in both. Such was the point of view of Dr. Taylor in making this investigation.

The number of pupils examined was about 1,000, but only 756 papers were available. The results were tabulated by ages, grades, subjects, and classes. In Tables 42 and 43 are given the results by age and grade.

Two more investigations were undertaken, aggregating with the former study returns from 2,137 pupils. In Tables 44 to 47 are found the results of these studies. No children below the third grade were examined. Table 42 shows an increased interest of the pupils as they advance in age and grade; this is in a boys' school of New York. But in Table 44, representing a mixed school, there is a noted decline of interest, beginning at age 13, for both boys and girls. This seems to be due to the teaching in the fifth grade. In preceding grade 60 per cent of the girls liked arithmetic, here only 20 per cent.

In the following tables the figures at the top represent the ages of the pupils and the grades from which they had been promoted ten weeks before. The next row of figures shows the number of pupils examined in each age and grade. All other figures are percentages, showing what proportion of pupils like or dislike the several subjects of study.

TABLE 42.—*Likes and dislikes—New York boys' school.*

LIKES.

	Age.										Grade.						Total.
	8	9	10	11	12	13	14	15	16	17	3	4	5	6	7	8	
Number examined	2	16	72	140	175	179	114	45	9	4	75	320	198	94	32	37	756
Music	0	0	1	3	1	1	0	0	0	0	0	2	0	6	7	0	1
Writing	0	19	5	6	9	13	16	42	33	3	22	6	10	24	50	14	12
Arithmetic	0	32	27	29	28	36	54	44	56	00	44	29	29	56	78	49	36
Drawing	0	6	40	19	18	20	37	44	22	100	8	24	24	23	59	48	25
Nature study	0	0	3	6	5	11	11	10	56	0	0	0	13	19	75	72	9
Reading	0	50	27	21	34	23	31	31	33	0	47	29	25	24	22	30	28
Spelling	0	19	42	22	27	34	46	40	44	0	27	30	35	31	69	68	31
Grammar or languages	0	3	2	4	7	10	16	31	28	0	0	5	18	51	56	46	10
Geography	0	50	26	33	26	29	28	40	33	3	32	19	23	35	0	59	27
History	50	19	42	45	38	37	53	58	67	0	0	44	41	56	65	68	43
Average	5	20	21	19	19	22	29	34	37	10	18	19	22	32	42	45	22

[1] Pedagogical Seminary, April, 1898, p. 497.

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	Age					
	8	9	10	11	12	
Number examined	2	16	72	140	175	1
Music	0	0	5	0	0	
Writing	0	6	9	5	6	
Arithmetic	0	87	36	23	14	
Drawing	0	12	11	12	9	
Nature study	0	0	4	2	0	
Reading	0	25	5	4	4	
Spelling	100	31	15	5	9	
Grammar or languages	0	13	3	0	7	
Geography	0	12	12	12	14	
History	0	0	3	0	2	
Average	5	19	10	6	7	

TABLE 44.—*Likes.*

	A				
	8	9	10	11	12
Number examined	1	10	29	58	74
Music	0	0	0	0	
Writing *a*					
Arithmetic	100	40	48	43	6
Drawing	100	30	10	3	1
Nature study	0	0	3	5	
Reading	100	30	14	10	
Spelling	100	20	24	43	
Grammar or languages	0	10	0	3	
Geography	0	0	17	26	
History	0	20	20	41	
Average	44	15	15	19	

	8	9	10	11	
Number examined	2	9	28	61	
Music	0	0	0	2	
Writing *a*					
Arithmetic	0	11	36	48	
Drawing	0	0	18	12	
Nature study	0	0	4	2	
Reading	0	0	18	18	
Spelling	100	33	36	23	
Grammar or languages	0	0	0	3	
Geography	50	22	43	43	
History	0	44	48	46	
Average	17	12	23	22	

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TABLE 46.—*Dislikes.—New York mixed schools.*

GIRLS.

	Age.										Grade.						Total girls.
	8	9	10	11	12	13	14	15	16	17	3	4	5	6	7	8	
Number examined	1	10	29	58	74	107	100	49	27	4	58	125	104	109	63	0	459
Music	0	0	0	2	1	0	0	0	0	0	0	0	2	0	0	0	0
Writing[a]																	
Arithmetic	0	40	10	26	13	7	6	8	15	0	21	9	13	6	14	0	12
Drawing	0	10	7	7	2	4	2	2	0	0	7	5	4	1	0	0	3
Nature study	0	0	17	22	19	38	26	20	15	0	9	20	46	28	6	0	25
Reading	0	30	10	8	4	3	1	2	0	0	12	7	2	0	2	0	4
Spelling	0	0	10	8	9	3	4	8	0	0	9	9	7	0	5	0	6
Grammar or languages	0	0	14	14	9	15	13	20	4	50	7	13	13	13	21	0	13
Geography	100	20	28	29	22	27	10	26	22	25	33	27	14	15	21	0	21
History	100	10	17	12	5	9	18	12	11	25	14	13	13	9	14	0	12
Average	22	12	13	14	9	12	9	11	6	11	12	12	13	8	10	0	11

TABLE 47.

BOYS.

	Age.										Grade.						Total girls	Total girls and boys.
	8	9	10	11	12	13	14	15	16	17	3	4	5	6	7	8		
Number examined	2	9	28	61	79	90	70	46	8	2	52	103	108	98	34	0	395	854
Music	0	0	3	0	1	0	0	0	0	0	2	1	0	0	0	0	0	0
Writing[a]																		
Arithmetic	100	33	39	21	25	9	18	11	25	0	33	22	16	6	12	0	19	15
Drawing	0	0	11	10	3	7	3	0	0	0	12	3	6	0	9	0	5	4
Nature study	0	0	18	13	19	13	20	13	13	50	4	26	10	16	15	0	15	20
Reading	0	11	0	2	1	0	1	0	0	0	6	1	0	0	0	0	1	3
Spelling	0	11	4	5	9	7	0	0	0	0	10	8	5	0	0	0	5	5
Grammar or languages	50	0	18	21	32	27	33	30	50	0	6	19	40	35	33	0	27	20
Geography	50	11	7	3	11	8	7	4	0	0	6	12	8	15	0	0	7	15
History	0	0	4	18	8	11	6	15	13	0	15	9	6	14	6	0	10	11
Average	22	7	12	10	12	9	10	8	11	6	9	11	5	7	8	0	10	10

[a] Not reported.

ONLY CHILDREN.[1]

Out of the 1,001 individuals described, 46 were named as "only children," though none of the questions in the syllabus asked about such children. This suggested further questions, and Dr. Bohannon[2] gives the results of a special study of 481 children, based upon answers to the questions in the following syllabus:

Give age, sex, nationality, and describe the temperament, complexion, and general health of the child briefly. Has he brothers and sisters dead? If so, how many? Is he the first born? How long did the others live? Does the child go to school? Regularly? Commenced, at what age? Get along well with other children and in work? How much time does he spend in play? The favorite games? What plays at home? What are the child's best traits? Worst traits? Is he precocious or dull? Has he any mental or physical defects? Name them. What subjects best in? What poorest in? What has been the home and school treatment? What treatment do you recommend?

Age of parents at birth of child. How long had they been married at the birth of child? Are the parents still living? Health, habits, occupations, temperaments,

[1] This refers to instances where there is only one child in each family.

[2] Ped. Seminary, v. 5, No. 4, April, 1898.

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and position in life. How many brothers and sisters had they? Do they (brothers and sisters) have good health? In so far as above questions apply, describe twins, the only boy, the only girl, and the youngest child in families.

State anything else you may think to be due to the fact that they are the only child, only boy, only girl, the youngest child, or twins.

(Clark University, Worcester, Mass., March 30, 1896.)

Of the children, 381 are only[1] children, 54 are only boys or only girls, 32 are the youngest children, and 12 are twins.

The average age of 134 girls is 12⅛ years, of 86 boys it is 11⅞ years, and for the 292 of both sexes it is 12. 2 years.

Out of 240, 190 were said to be American, 8 German, 5 English, 2 Jewish, 2 Scotch, etc. There were 50 of non-American parentage, 17 of whom are the results of marriages between persons of different nationalities or races.

Those with good health number 162, with fair health 98, and bad health 96.

The temperaments of parents are described as "nervous" in 134 out of 259 cases.

SUMMARY OF POINTS.

These only children are unmistakably below the average in health and vitality.

Mental and physical defects of a grave character are much more common among them than among children generally.

The average length of time between marriages of the parents and births of the children is so great as to suggest a pronounced degree of relative sterility in the stock. This is much more strongly shown in the mothers than in the fathers.

The average age of the parents at the birth of girls is considerably greater than it is at birth of boys.

A greater proportion of the girls than of the boys have only-child mothers, while on the other hand a greater proportion of the boys than of the girls have only-child fathers.

Nervous disorders seem to be unusually common in the families.

These children appear to enter school later than other children, and to be less regular in their attendance.

Their success in school work is below the average.

Not so large a proportion as of other children enter the public school.

They do not join in games so rapidly or often as do other children of corresponding ages. They prefer quieter forms of amusement.

Many of them have imaginary companions.

Very many manifest a decided preference for older associates, while not a few select younger companions, and often from the other sex.

A large number of them do not have as good command of themselves socially as does the average child. Their social relations are therefore more frequently characterized by friction.

Peculiarities in these children seem to be more pronounced than in others.

Precocity appears to be the most prominent trait.

Selfishness is the most frequently named of the worst traits, while affection is most often named among the best traits.

As a rule the home treatment had been that of unthinking indulgence, which generally develops in a child the habit of expecting concessions on all sides, and corresponding unwillingness on his own part to make them to others. A right appreciation of the conditions with which the child must be concerned outside the family life requires that he be given ample opportunity for companionship with children of corresponding ages.

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[1] This refers to instances where there is only one child in each family.

[2] The author was assisted much in the preparation of this bibliography by his mother, Mrs. Angus MacDonald.

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INDEX (OF SUBJECTS AND NAMES) TO CHAPTERS XXI AND XXV.

ABILITY, abnormalities, table, 1087–1088.
— age, colored children, tables, 1051–1052.
—— diagrams, 1048, 1050.
—— Kansas City, 1108.
—— tables, 1047–1052.
— chest girth, 1099.
—— St. Louis, 1098.
— colored children, table, 1043–1052.
— dolichocephaly, 1005–1006.
— estimation of, 1041–1045.
— growth, diagrams, 1027, 1029.
—— Iowa City, 1105.
—— St. Louis, 1096, 1099.
— head circumference, diagrams, 1019–1022.
— height, 1028–1029.
— main branches of study, table, 1043.
— motor, 1291–1294.
— nationality, tables, 1043–1046, 1048.
— pain, table, 1117.
— race, tables, 1043–1052, 1088.
— schóol criterion of, 1041.
— sensibility, table, 1006.
— sex, 1031, 1045.
—— Kansas City, 1108.
—— tables, 1043–1052, 1088.
— sociological condition, 1045.
—— sensibility, 1007–1009.
—— tables, 1008, 1043–1045, 1098.
— standard of, 1042.
— tests of, Iowa City, 1105.
— voluntary motor, 1105.
— weight, 1028–1029.
—— St. Louis, 1096.
ABNORMALITIES, ability, table, 1087–1088.
— age, 1031.
— anthropometry, 935.
— boys, table, 1089.
— children, 1029–1041.
—— colored, table, 1092, 1093.
— girls and age, table, 1089–1090.
— growth, diagrams, 1034–1035.
— head circumference, diagrams, 1032–1033.
— height, diagrams, 1034–1035.
— nationality, table, 1087.
— peculiarities, 1319.
— race, sex, sociological condition, tables, 1087.
— weight, diagrams, 1034–1035.
ACHROMATOMETER (Bloch), 1175.
ÆSTHESIOMETER, 1004, 1158.
— dynamometrical (Verdin), 1160.
AGE, ability, colored children, tables, 1051–1052.
—— diagrams, 1048, 1050.
—— tables, 1047–1052.
AGE, abnormalities, 1031.
— average ability, 1046–1052.
— brightness, Kansas City, 1108.
— estimation of, 1015.
— fears, 1336.
— girls and abnormalities, table, 1089.
— growth, 1129.
— lung capacity, 1121.
— mode of recording, 994.
— punishment, 1337.
ALCORN Dr., 1346.
ALGOMETER (Cattell), 1161.
— (Chéron), 1160.
— temporal, 992, 1155.
AMERICAN parentage, girls, laboring class, statistics, 1070.
ANTHROPOMETER (Topinard), 1187.
ANTHROPOMETRICAL instruments, case, 1190.
ANTHROPOMETRY, aim of, 989, 994, 1122.
— practical nature of, 990, 992, 995.
ARCHIMEDES, plethysmograph, 1151.
ARITHMETIC, ability, colored children, diagrams, tables, 1043–1052.
— faculty for, 1006.
ARM lift, 1104.
— reach, measuring of, 1191–1192.
ARTISTS, first anthropometrists, 989.
ASSOCIATION, attention, apparatus for study, 1200.
AUTOMATOGRAPH (Jastrow), 1163, 1293.
AVERAGE ability, age, nationality, sex, sociological condition, 1046–1052.
AVERAGE boys, all, 1058.
AVERAGE girls, all, table, 1072.
— American and foreign parents, table, 1081.
— American parents, tables, 1077, 1078.
— laboring classes, table, 1077.
— nonlaboring class, table, 1075.
— not socially divided, tables, 1078, 1081.
BARÆSTHESIOMETER (Eulenburg), 1155.
BARNARD Club School of Child Study, 1299.
BARNES, Earl, 1100, 1285, 1303.
BARO-ELECTRO æsthesiometer (Eulenburg and MacDonald), 1155.
BASCH, sphygmomanometer, 1175.
BAXTER, J. H., 998, 1007.
BAZZI and Bianchi, phonendoscope, 1176.
BEDDOE, J., 1119.
BENEKE (of Marburg), 995.
BERTILLON, A., caliper rules, 1193.
— (calipers), 1192.
— system of measurements, 990, 1191–1194.
BEYER, H. C., 1109.

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BIBLIOGRAPHY, child study, 1350-1384.
— doll study, 1315.
— experimental study of children, 1350-1384.
— hearing of children, 1288-1290.
— psychological laboratories, 1195.
BINET and Courtier, 1149-1150.
BINET and Vaschide, spring ergograph, 1178.
BIRTH, height, 1123.
— order of, in great men, 1290.
—— pain, tables, 1115-1117.
—— strength of grasp, tables, 1115-1117.
— time of, sociological conditions, 1123.
BLIX, 1002.
BLOCH, achromatometer, 1175.
BLOND children, Germany, 1132-1135.
BLOOD in arm, determination of, 1152.
BLUSHING, 1333-1334.
BOAS, Franz, 1100.
BOGARDUS, F. S., 1309.
BOHANNON, E. W., 1318, 1349.
BOLTON, T., 1160.
BOOK, divisions, 989.
BOSTON school children, 993, 1094, 1283.
—— conclusions as to, 1095.
BOWDITCH, H. P., 993, 998, 1007, 1094, 1095, 1096, 1102, 1108, 1122, 1137, 1139, 1321.
BOYD, R., 1119.
BOYHOOD of great men, 1294-1299.
BOYS, abnormalities and age, table, 1088.
— all, 1053.
—— abnormalities, table, 1089.
— American and foreign parents, 1056.
— American parents, 1054.
— Boston, table, 1094.
— cephalic index, table, 1004.
— defective, table, 1090-1091.
— fears, table, 1336.
— foreign parents, 1056.
— games, moral education, 1343.
— laboring classes, Boston, table, 1094.
— likes and dislikes, tables, 1347-1349.
— nonlaboring classes, 1054.
— nonlaboring classes, Boston, table, 1094.
— not socially divided, 1055.
— St. Louis, chest girth, 1098.
— sensibility to heat, table, 1004.
—— to locality, table, 1004.
— sickly, table, 1090.
— strength of grasp, table, 1004.
— tables of measurements, 1053-1068.
— truant and Worcester, tables, 1110-1111.
— unruly, table, 1014, 1090.
BRAIN, models of, 1195.
— vertebrate, models, 1196.
BRESLAU boys, growth, 1120.
BRIGHT boys, all, 1057.
— dull boys compared, schedule, 1028.
— head circumference, diagrams, 1019-1021.
BRIGHT girls, all, table, 1071.
— American and foreign parents, table, 1080.
— American parents, table, 1073, 1077.
— foreign parents, table, 1078.
— head circumference, diagram, 1022.
— nonlaboring class, table, 1074.
— not socially divided, tables, 1077-1078.
BRITISH Empire, color of eyes and hair, 1119.
— heights, weights, 1118-1119.
BROCA, 1002.
— calipers, 1002, 1188.
BRUNETTE children, Germany, 1132-1135.
BUSINESS women, pain, table, 1113.
CADETS and soldiers, mental strain, 1131.
CALIPERS (Bertillon), 1192, 1193.
— (Broca), 1002, 1188.
— (Topinard), 1189.
CAMPBELL, 1334.
CARDIOGRAPH stethoscope (Edgren), 1176.
CARMAN, Ada, 1112, 1114.
CARSTÄDT, F., 1120, 1122, 1138.
CATTELL, J. McKeen, 1114, 1161.
— spring ergograph, 1178.
CEPHALIC index, 1002.
— boys, table, 1004.
— colored children, tables, 1010-1011.
— degeneracy, table, 1322.
— girls, table, 1005.
— North Carolina mountain children, table, 1012.
— puberty, 1006-1007.
— race, tables, 1010-1011.
CEPHALIC index, sociological condition, 1008.
— Worcester children, 1100, 1102.
CEPHALOMETRIC square, 1187.
CHAMBERLAIN, A. F., 1100.
CHANDLER, Katherine A., 1330.
CHÉRON, 1161, 1176.
— and Verdin, dynamometer, 1185.
CHESTER, S. G. (Miss), 1012.
CHEST girth, degeneracy, table, 1321.
— delinquency, table, 1323.
— head circumference, 1130.
— height, 1127, 1128, 1130.
— naval cadets, 1109.
— puberty, 1128.
— St. Louis, 1098.
CHILD LIFE, first five hundred days, 1324-1330.
CHILDREN, abnormalities, 1020-1041.
— drawings, 1285.
— eye defects, 1346.
— fears, 1334-1337.
— imitation, 1333.
— interests, 1306, 1347.
— memory, 1304, 1307.
— motives, 1302.
— peculiar and exceptional, 1318.
— purposes, 1330-1332.
— rights, as seen by themselves, 1290.
— sickliness in, 1030.
— suggestibility, 1310.
CHILD study, advantage of, 1181.
— developed in America, 1181.
— scope of, 1181.
CHRISMAN, O., 1287, 1323.
CHRONOSCOPE, Hipp, 1144.
— pendulum (Fitz), 1146-1148.
— pendulum (Scripture), 1145-1146.
— Vernier (Sanford), 1144-1145.
CITY, growth unfavorable, 1124.
CITY children, country children compared, 1125.
CLASSES, laboring and nonlaboring, 1007-1009.
CLASS punishment, 1337-1339.
CLOUSTON, T. S., 1322.
COLLIN, dynamometer, 1003, 1184.
COLORED boys, abnormalities, table, 1092.
— average, table, 1084.
— bright, table, 1083.
— defective, table, 1092.
— dull, table, 1083.
— sickly, tables, 1082, 1092.
COLORED children, ability, 1049-1052.
— ability, arithmetic, diagram, 1050.
—— tables, 1043-1052.
— abnormalities, 1041.
— age and ability, tables, 1051-1052.
— cephalic index, tables, 1010-1011.
— growth, diagrams, 1025-1026.
— head circumference, diagrams, 1017-1018.
— Kansas City, 1108.
— memory tests, 1316.
— puberty, table, 1011.
— sensibility, tables, 1010-1011.
— strength of grasp, tables, 1010-1011.
COLORED girls, abnormalities, table, 1093.
— all, table, 1085.
— average, table, 1087.
— bright, table, 1085.
— defective, table, 1093.
— dull, table, 1086.
COLOR sensitiveness, Iowa City, 1106.
COMBE, J., 993, 1122, 1123, 1138.
CONCENTRATION of thought and respiration, 1152.
CONVULSIONS, 1030.
CURVE a universal language, 1141.
DAFFNER, F., 1131.
DANISH school children, 994.
DARWIN, 1134.
DAWSON, G. E., 1321, 1324, 1345.
DEFECTIVE, colored boys, table, 1092.
— colored girls, table, 1093.
— girls, table, 1091-1092.
DEGENERACY, 1321-1324.
DEGENERATION, growth, table, 1119.
DELABARRE, E. B., 1151, 1162.
DELINQUENCY, 1321-1324.
DEPREZ signal, 1148, 1149.
DESCARTES, 1141.
DIGITALGRAPH (Delabarre), 1163.
DISAGREEABLENESS, measure of, 1156.
DISEASE and growth, 1118.

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DOLICHOCEPHALY and mental ability, 1005, 1006.
DOLL study, 1312-1316.
DRAWING, ability, table, 1043-1052.
—— conclusions (Barnes), 1287.
— memory of, 1209.
DEFECTIVE boys, table, 1090-1091.
DULL boys (all), 1057.
— head circumference, diagrams, 1019-1021.
DULL children, tables: American and foreign parents, 1067-1068.
— American parents, 1059
— foreign parents, 1066.
— laboring classes, 1062.
— nonlaboring classes, 1060-1061.
— not socially divided, 1064-1065.
DULL girls, all, table, 1072.
— American mixed nationality, table, 1081.
— American parents, table, 1073, 1076, 1077.
— foreign parents, 1079.
— head circumference, diagram, 1022.
— laboring classes, table, 1076.
— not socially divided, tables, 1077, 1079, 1081.
DULLNESS and dolecocephaly, 1006.
DU BOIS REYMOND, induction coil, 1182.
— rheocord, 1183.
DUCHÊNE dynamograph, 1184.
DUNNING, Emily, 1112, 1157.
DYNAMOGRAPH (Duchêne), 1184.
DYNAMOLABIOMETER (Féré and Boyer), 1170.
DYNAMOMETER, 1003.
— (Chéron and Verdin), 1185.
— (Collin), 1003, 1184.
— (Pfarre), back, chest and leg, 1186.
— (Scripture), 1186.
— (Ulmann), 1185.
DYNAMOMETRICAL aesthesiometer (Verdin), 1160.
EDELMANN, M. Th., faradimeter, 1182.
EDGREN, cardiograph stethoscope, 1176.
EDUCATION, great men, table, 1294-1299.
— instruments of precision, 1141-1142.
— moral, 1339-1346.
— religious, 1340.
ELECTRIC apparatus, psychological laboratory, 1201.
ELECTRIC sensibility, table, 1184.
ELECTRODE (Erb), 1183.
ELLIS, A. C., 1312, 1313.
EMOTIONS, growth, 1328.
— will, apparatus for studying, 1200.
ENGLISH towns, growth, 1118.
EQUIPMENT of psycho-physical laboratory, 1194.
ERB, electrode, 1183.
ERGOGRAPH (Mosso), 1177.
— spring (Binet and Vaschide), (Cattell), 1178.
ERISMANN, 994, 1122, 1137, 1139.
ERROR in measurement, limits to, table, 1194.
ESTEN, Rhoda A., 1300.
ESTIMATION of ability, 1015.
EULENBURG, A., 1154, 1159.
— (thermaesthesiometer), 1003.
EYE-MINDEDNESS and ear-mindedness, 1301.
EYES, defects, 1030, 1346.
— German children's, 1132-1135.
— hair, color, 1119.
—— Germany, 1132-1135.
FACE, breadth and length, 1102.
— growth, 1127, 1131.
—— Worcester, 1101-1102.
FARADIMETER (Edelmann), 1182.
FASSBENDER, H., 1100.
FATIGUE, 1105.
— memory, tables, 1307-1308.
FEARS, study of, 1334-1337.
FÉRÉ, and Boyer, dynamolabiometer, 1170.
FÉRÉ, glosso-dynamometer, 1169.
FIELD, E., 1316.
FILLIATRE, 1165.
FINGER, length, measuring, 1193.
FIRST born children, growth, Toronto, 1100.
FITZ, G. W., 1146-1148.
FOOT, length, measuring, 1193.
FOREARM, length, measuring, 1193.
FRANCK, F., 1151.
FREAR, Caroline, 1333.
FRERICHS, 1125.
FREY (VON), hair-esthesiometer, 1180.
— sphygmograph, 1173.
GALTON, Francis, 1153, 1299.
GALVANOMETER (Hirschmann), 1181.
GAMES, boys, moral education, 1343-1344.
GEISSLER, 1121, 1138, 1140.
GEOGRAPHY, ability, tables, 1043-1052.
GERMANS, blonde, brunette, and mixed types, 1132-1135.
— growth of, 1096.
— hair, other nationalities, 1134.
GHOSTS, attitude of children toward, 1316.
— memory of, table, 1317.
GILBERT, J. A., 1103, 1107, 1137, 1167.
GIRLS, all, measurements of, 1088.
— abnormalities and age, table, 1089-1090.
— American parentage, laboring class, statistics, 1070.
—— nonlaboring class, 1069.
—— not socially divided, table, 1077.
—— statistics, 1063.
—— tables, 1075-1077.
— average, American parents, table, 1078.
—— American, foreign parents, table, 1081.
—— foreign parents, table, 1079.
—— not socially divided, tables, 1078, 1079, 1081.
—— table, 1072.
— Boston, table, 1095.
— bright, American parents, table, 1073.
—— American, foreign parents, table, 1080.
—— foreign parents, table, 1078.
—— not socially divided, tables, 1078, 1080.
—— tables, 1075, 1078.
— cephalic index, table, 1005.
— chest girth, St. Louis, 1098.
— defective, table, 1091-1092.
— dull, American mixed nationality, table, 1081.
—— foreign parents, table, 1079.
—— not socially divided, table, 1079, 1081.
—— tables, 1072, 1076.
— fears, table, 1336.
— games, moral education, 1343.
— laboring class, tables, 1075, 1076.
— likes and dislikes, tables, 1347-1349.
— nonlaboring class, table, 1075.
— sickliness, nature of, 1124.
—— table, 1091.
— sensibility to heat, table, 1005.
—— to locality, table, 1005.
— sitting height, Milwaukee, 1096.
— strength of grasp, table, 1005.
— tables of measurements, 1088-1092.
— unruly, table, 1091.
GLOSSO-DYNAMOMETER (Féré), 1169.
GOLDSCHEIDER, A., 1002.
GONIOMETER (Topinard), 1189.
GRAPHIC method, 1141-1142.
GRAPHIC regulator, 1149.
GRATSIANOFF, N. A., 1099.
GREAT men, boyhood, 1294-1299.
GREENWOOD, J. M., 1108, 1282.
GROWTH, ability, 1027-1029.
—— diagrams, 1027, 1029.
—— Iowa City, 1105.
—— St. Louis, 1098, 1099.
— abnormalities, diagrams, 1034-1035.
— age, 1129.
— body and head, 1126.
—— face, Worcester, 1100.
— body girths, table, 1325.
— boys in Breslau, 1120.
— changes in infancy, tables, 1324-1325.
— city population, 1118.
— city unfavorable to, 1124.
— colored children, diagrams, 1025-1026.
— comparative tables, 1137-
— degeneration, table, 1119.
— development of the senses, 1328.
— disease, 1118.
— effect of population on, 1096.
— emotions, 1328.
— English towns, 1118.
— extremities, length of, 1129.
— face, 1131.
—— Worcester children, 1100-1102.
— first-born children, Toronto, 1100.
— Germans, 1096.
— Hamburg, 1120-1121.
— head, body, 1131, 1132.
— height of face and head, 1127.
— infancy and childhood, tables, 1325.
— influence of school life, 1128.
— insane, 1119.

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GROWTH, intellect, 1329.
— intermarriage, 1096.
— Kansas City, 1108.
— laboring classes, 1120.
— language, 1329.
— laws, diagram, 1326.
— Leipsic, 1122.
— limits of, 994.
— liver, 1125.
— Milwaukee children, 1096.
— nationality, 1130.
— nose, 1131.
— nursing, 1126.
— old age, 1129.
— periods, 1129–1130.
— Poland, 1125–1127.
— puberty, 1022–1024.
—— Boston, 1095.
—— diagram, 1023.
— race, diagrams, 1025–1026.
— reciprocal curves, 1327.
— Russians, tables, 1135–1136.
— Saalfeld in Germany, 1124.
— Saxony, 1121–1122.
— sociological condition, 1126–1128.
— truant boys and Worcester boys, tables, 1110–1111.
— unfavorable conditions, 1127–1129.
— United States naval cadets, 1109.
— woman's, 1130.
HAIR, children, German, 1132–1135.
— eyes, color, Germany, 1132–1135.
—— color, skin, 1134.
HAIR esthesiometer (Von Frey), 1180.
HALL, G. Stanley, 1137, 1139, 1281, 1304, 1312, 1313, 1333, 1344.
HALL, W. S., 1324.
HALL, W. S. (Mrs.), 1324.
HAMBURG, growth, 1120–1121.
HANCOCK, J. A., 1291.
HAND, strength of grasp, 1005.
HAND algometer (Cattell), 1161.
HARTWELL, Edward M., 1350.
HARVARD University, psychological laboratory, 1195.
HASSE, P., 994, 1122.
HEAD, breadth, increase, 1134.
—— length, 1102.
—— Worcester, 1101–1102.
— circumference, ability, 1019–1022.
—— delinquency, 1322.
—— diagrams, 1019–1022.
—— abnormalities, diagrams, 1032–1033.
—— bright boys, diagrams, 1019–1021.
—— bright girls, diagram, 1022.
—— children, abnormal, 1032–1033.
—— sickly, 1037.
—— colored children, diagrams, 1047–1048.
—— dull boys, diagrams, 1019–1021.
—— dull girls, diagram, 1022.
—— nationality, 1018.
—— diagram, 1016.
—— race, 1018–1020.
—— diagrams, 1017–1018.
—— sex, 1016–1017.
—— sickly girls, diagram, 1037.
—— sociological condition, 1018.
—— diagram, 1016.
— growth, 1131.
—— body, 1126, 1132.
—— face, 1127.
—— Worcester, 1100.
— length, height, 1103.
—— measuring of, 1102.
—— Worcester, 1101–1102.
— measurement, 1092.
—— width, method, 1102.
—— St. Louis, boys, 1099.
—— girls, 1098.
HEALTH, great men, 1299.
— range of, children, 1096.
HEARING:
— apparatus for study of, 1107.
— children, bibliography, 1288.
— defects, 1090.
— naval cadets, 1109.
— normal reach, 1288.
HEAT, measurement, 1161.
— sensibility to, 1002–1003, 1005.
—— boys, table, 1004.
HEAT, sensibility, girls, table, 1005.
HEIGHT, ability, 1028–1029.
— abnormalities, diagrams, 1034–1035.
— birth, time of, 1123.
— boys, Boston, table, 1094.
—— St. Louis, 1097.
—— sickly, diagram, 1040.
—— unruly, diagram, 1038, 1040.
— British Empire, table, 1119.
— chest girth, compared, 1127–1128, 1130.
— children, abnormalities, 1034–1035.
—— sickly, 1038.
—— unruly, 1036.
— countries of the world, tables, 1137–1138.
— degeneracy, table, 1321.
— delinquency, table, 1323.
— girls, Boston, 1095.
—— St. Louis, 1097.
— head circumference, 1130.
— Iowa City, 1105.
— Kansas City, 1108.
— length of head, 1103.
— lung capacity, 1121.
— measuring of, 1191.
— nationality, 1094.
— naval cadets, 1109.
— North Carolina children, table, 1012.
— puberty, diagram, 1023.
— race, 1024–1026.
— St. Louis children, 1096.
— sex, 1022–1023.
— sociological condition, 1024.
— Swedish children, 1102.
— Worcester children, 1102.
HENSEN, 1125.
HERTEL, Alex., 994, 1137, 1139.
HILDEBRAND, 995.
HIPP chronoscope, 1144.
HIRSCHMANN, galvanometer, 1181.
HISTORY and ability, tables, 1043–1052.
HYPNOTIC hall, 1108.
HYPNOTIC instruments, 1166.
IDENTIFICATION, certainty of, 990.
IGNORANCE of children, tables, 1282–1283.
ILLINOIS Society for Child Study, 1302.
ILLUSIONS, perfumes, 1340.
— taste, table, 1341.
IMITATION in children, 1333.
INDUCTION coil (Du Bois-Reymond), 1182.
INSANE, growth, 1119.
INTELLECT and growth, 1329.
INTERESTS, children, 1247–1249.
INSTRUMENTS of precision, 1141–1204.
INSTRUMENT makers, list, 1202–1204.
INTROSPECTION, 992.
INVESTIGATION, new lines of, 992, 993.
IOWA CITY, children, 1103–1107.
— New Haven children, 1107.
IOWA Society for Child Study.
IRISH nationality, 1094.
JASTROW, J., 1203.
JOHNSON, G. E., 1344.
JONES, Annie B., 1112.
KANSAS CITY children, 1108, 1283.
KELLOR, F. Alice, 1112, 1457.
KEY, Alex., 1102, 1130, 1137, 1139.
KINESIMETER (Scripture and Titchener), 1179.
KLINE, L. W., 1110.
KNOWLEDGE of boys and girls.
KOTELMANN, L., 994, 1120, 1122, 1138.
KYMOGRAPHION (Ludwig), 1142.
LABIOGRAPH (Rousselot), 1167.
LABORING and nonlaboring classes, classification, 1008.
LABORING classes, girls, American parentage statistics, 1079.
— growth, 1126.
— measurements of, 1055.
LANCASTER, R., 1321.
LANGUAGE, ability, tables, 1043–1052.
— grammatical distribution, table, 1239.
LANDSBERGER, 1122, 1125, 1127, 1138.
LANGENDORF, O., 1194.
LANKASTER, Dr., 1118.
LARYNGOGRAPH, 1168.
LARYNX movements, 1168.
LATER-BORN children, Toronto, 1109.
LAWS of growth, diagram, 1326–1328.
LAZINESS, 1050.
LEE, C. A., 1100.

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LEIPZIG, growth, 1122.
LENGTH, estimation of, 1104.
LIHARZIK, 994, 1118.
LIMITATION of the senses, 1141.
LIP movements, 1168.
LOCATION reaction apparatus (Fitz), 1146-1148.
LOMBARD, W., 1177.
LOMBROSO, C., 1322, 1323.
LUDWIG, 1142.
LUNG capacity, 1121.
— height, 1121.
— Iowa City, 1104, 1107.
— naval cadets, 1109.
MAITLAND, L. (Miss), 1310, 1318.
MALLING-HANSEN, R., 1123.
MANOUVRIER, L., 1192.
MANUAL labor, ability, tables, 1043-1052.
MAREY, E. J., 1143, 1194.
— sphygmograph, 1170.
—— by transmission, 1171.
— tambours, 1148, 1149.
MARRO, A., 1323.
MATHEMATICS, ability, tables, 1043-1052.
MEASUREMENTS, children, 990.
—— Europe, 1118-1140.
— head, 1002.
— limits to error in, table, 1194.
— list of, for children, 995-996.
— relation of, New Haven, 1107.
— school children of the United States, 1094-1118.
— utility of, 990.
— Washington school children, tables, 1052-1094.
MEMORY, age, 1307.
— drawing, 1287, 1309.
— fatigue, tables, 1307, 1308.
— ghosts, table, 1316-1318.
— tests, colored children, 1316.
MENTAL ability. *See* Ability.
MENTAL acts, apparatus for study, 1198.
MENTAL strain, cadets and soldiers, 1131.
METHODS of investigation, 993-994.
—Washington school children, 1003-1004, 1013-1015, 1041-1042.
MIL-AM-METER (Weston), 1181.
MILWAUKEE children, conclusions as to, 1096.
MINDS of children on entering school.
MIRROR hypnotizer, 1167.
MIWA, 1140.
MOORE, Alice O., 1113, 1157.
MORAL education, 1339-1346.
— adult influence, 1342.
— conclusions, 1345-1346.
— games, 1343-1344.
MOREL (De Tours), 1321.
MOSCOW school children, 994.
MOSSO, A., ergograph, 1177.
— plethysmograph, 1153.
— sphygmomanometer, 1174.
MOTIVES of child, plan of study, 1302.
MOTOR ability, 1291-1294.
MOVEMENT of hand, apparatus (Filliatre), 1165.
MÜNSTERBERG, H., 992, 1150-1151, 1195.
MUSCLE memory, 1151.
MUSCLE reading, 1162.
MUSCLE sense, 1107.
— apparatus (Münsterberg), 1151-1152.
MUSIC, ability, tables, 1043-1052.
MYOGRAPH (Marey), 1150, 1151.
NATIONALITY, ability, tables, 1043-1046, 1088.
— abnormalities, table, 1087.
— average ability, 1046.
— growth, 1130.
—— comparative tables, 1137.
— head circumference, 1018.
—— diagram, 1016.
— height, 1024.
— Irish, 1094.
— weight, 1024.
NAVAL cadets, growth, 1109.
NEGATIVE results, use of, 993.
NERVOUS children, 1030.
NEW HAVEN children, 1107.
— Boston and Milwaukee children compared, 1108.
— Iowa City children compared, 1107.
NEW lines of investigation, 992, 993.
— objections to, 993.
NONLABORING classes, girls, statistics, 1089.
NONLABORING classes, classification, 1008.
— measurements of, 1054.
— table, 1094.
NORMAL child, 994.
NORMAL man should be studied, 991.
NORTH CAROLINA mountain children and Washington children compared, 1012.
NOSE growth, 1131.
NURSING and growth, 1126.
OBJECTIONS to estimation of ability, 1015.
— to new lines of investigation, 993.
OCCUPATION and pain, 1162.
OLD age and growth, 1129.
"ONLY CHILDREN," 1349-1350.
OPTICAL and measuring instruments, psychological laboratory, 1200.
PAGET, 1334.
PAGLIANI, L., 994, 1122, 1127, 1138, 1139.
PAIN, ability, table, 1117.
—— age, sex, birth, conclusions, 1118.
— birth order, tables, 1115-1117.
— business men, 1162.
— conclusions, 1113-1114, 1118.
— delinquency, table, 1321.
— Germans, 1162.
— left hand, 1162.
— measurements, 1155-1158.
—— public and private schools, tables, 1111-1113.
— professional men, 1162.
— Saginaw children, 1114-1118.
— sensibility and algometer, table, 1162.
— sex, 1118, 1162.
— sociological condition, tables, 1157-1158.
— strength of grasp, tables, 1115-1117.
— temporal algometer, tables, 1111-1113.
— university women, table, 1112.
— washerwomen, table, 1113.
— women, self-educators, table, 1113.
—— English, 1162.
— threshold of, 1103, 1107, 1114.
PALATE, height of, 1189.
— tracings, 1169.
PALATOGRAPH (Weeks), 1169.
PALATOMETER (Talbot), 1190.
PALMER, Alice E., 1112, 1157.
PARALYSIS, trembling of hand, 1164.
PARTRIDGE, G. E., 1333.
PECKHAM, G. W., 1096, 1102, 1108, 1137, 1139.
PECKHAM, J. Y., 1118.
PENDULUM chronoscope (Fitz), 1146-1148.
— (Scripture), 1145-1146.
PENMANSHIP, ability, tables, 1043-1052.
PERCEPTION, space and time, apparatus for study, 1199.
PERFUMES, illusions, table, 1310.
PERIODS of growth, 1129-1130.
PFARRE, dynamometer, 1186.
PHILADELPHIEN, sphygmograph, 1172.
PHONENDOSCOPE (Bazzi and Bianchi), 1176.
PHYSICAL development, standard of, 991.
PLETHYSMOGRAPH (Mosso), 1153.
— (Franck), 1152.
PNEUMOGRAPH (Marey), 1153.
— (Verdin), 1154.
POLISH children, growth, 1125-1127.
POLITZER, 1288.
POLYGRAPH, 1143-1144.
PORTABLE square, 1191.
PORTER, W. T., 1096, 1097, 1099, 1137, 1139, 1321, 1322.
PRESSURE measurement, 1154.
PROFESSION and pain, table, 1162.
PSYCHICAL processes, apparatus for study, 1198.
PSYCHOGRAPH (Sommer), 1165.
PSYCHOLOGICAL laboratory, bibliography, 1195.
— instruments, Harvard University, 1195-1204.
PSYCHOPHYSICAL study, objections to, 991-992.
PUBERTY, blushing, 1333-1334.
— cephalic index, strength and sensibility, 1003-1007.
—— table, 1007.
— chest girth, 1128.
— colored children, 1011.
—— table, 1011.
— dangers of, 1124.
— growth, 1022-1024.
—— Boston, 1095.
—— diagram, 1023.
— height, diagram, 1023.
— North Carolina mountain children, table, 1012.

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PUBERTY, sensibility, 1006-1007.
— sex, diagram, 1023.
— sociological condition, 1024.
— weight, diagram, 1023.
PULSE, Iowa City children, 1105.
— tracings, 1171-1172.
— vessels, recording instrument, 1175.
PUNISHMENT, 1337-1339.
— children's reasons for, table, 1291.
PURE science useful to humanity, 993.
PURPOSES, æsthetical, altruistic, children, materialistic, 1330-1332.
QUESTIONS in child study:
—— Barnard Club School, 1300-1301.
— doll study, 1312-1313.
— fears in children, 1334-1335.
— moral education, 1339.
— peculiar children, 1318-1319.
— "only children," 1349.
— Saginaw children, 1114.
QUETELET, A., 989, 993, 1121, 1127, 1130, 1138, 1140, 1322.
QUICKNESS and accuracy (Fitz), table, 1148.
RACE, ability, tables, 1043-1052, 1088.
— cephalic index, tables, 1010-1011.
— circumference of head, 1018-1020.
— growth, diagrams, 1025-1026.
— head circumference, diagrams, 1017-1018.
— height, 1024-1026.
— sensibility, tables, 1010-1011.
— sitting height, 1025-1026.
— strength, tables, 1010-1011.
— weight, 1025-1026.
REACTION apparatus (Fitz), 1146-1148.
REACTION time, Iowa City, 1106.
READING, ability, tables, 1043-1052.
— moral education, 1345.
REIGART, J. F., 1100, 1323.
RESPIRATION, concentration of thought, 1152.
— curve, 1153.
RESULTS of investigation, tentative, 1004.
RHEOCORD (Du Bois-Reymond), 1183.
RIGHTS of children as seen by themselves, 1290.
ROBERTS, Ch., 988, 1137, 1140.
ROUSSELOT (labiograph), 1167.
ROUX, L., 994.
RUSSELL, E. H., 1100, 1333.
RUSSIANS, growth, tables, 1135-1136.
RUSSOW, 1126.
SABIN, H., 1301.
ST. LOUIS children, 1096-1100.
— conclusions, 1099.
SACK, 1099, 1128.
SAGINAW school children, pain, 1114-1118.
SANFORD, E. C., 1144, 1145, 1194.
SAXONY, growth, 1121-1122.
SCHAFFHAUSEN, H., 1126.
SCHALLENBERGER, Margaret E., 1290.
SCHMIDT, E., 1124, 1138, 1140, 1189, 1194.
SCHMIEGSLOW, E., 1288.
SCHOLFIELD, Bessie M., 1300.
SCHOOL children, measurements of, in United States, 1094-1118.
SCHOOL life and growth, 1128.
SCHOOLS, public and private, pain measurements, tables, 1111-1113.
SCIENCE, ability, tables, 1043-1052.
— its primary object, 993.
SCRIPTURE and Titchener, kinesimeter, 1179.
SCRIPTURE, E. W., 1167, 1179, 1194.
— dynamometer, 1186.
— touch-weights, 1180.
SENSATIONS, apparatus for studying, 1197.
—— dermal and muscular, 1198.
SENSES, development and growth, 1328.
— organs and nerves, models, 1196.
SENSIBILITY, ability in different studies, 1006.
— colored children, tables, 1009-1011.
— electrical, table, 1184.
— locality, boys, table, 1004.
—— girls, table, 1005.
—— skin, 1003, 1005.
—— table, 1159.
— North Carolina children, table, 1012.
— puberty, table, 1006-1007.
— race, tables, 1010, 1011.
— sociological condition, table, 1008.
SEX, ability, 1031, 1045.
—— average, 1046.
—— Kansas City, 1108.
SEX, ability, tables, 1043-1052, 1088.
— abnormalities, table, 1087.
— head circumference, 1016-1017.
— height, 1022-1023.
— pain, 1118, 1162.
— puberty, diagram, 1023.
— sitting height, 1023.
— weight, 1022-1023.
SHAW, E. R., 1303.
SHAW, J. C., 1304.
SICKLINESS, colored boys, table, 1092.
— Copenhagen and Lausanne, 1124.
SICKLY boys, head circumference, diagram, 1039.
— height, diagram, 1040.
— table, 1090.
— unruly boys compared, diagrams, 1039-1040.
— weight, diagram, 1040.
SICKLY children, 1030, 1037-1040.
SICKLY girls, head circumference, diagram, 1037.
— table, 1091, 1124.
SIGHT, apparatus for study, 1197.
SITTING height, measuring method, 1191.
— Milwaukee children, 1096.
— naval cadets, 1109.
— race, sex, 1025-1026.
— Worcester children, 1103.
SMALL, M. H., 1310, 1312, 1345.
SNELLEN, H., 1346.
SOCIOLOGICAL condition, ability, 1007-1009, 1045.
—— tables, 1008, 1043-1045, 1088.
— abnormalities, table, 1087.
— average ability, 1046.
— birth, time of, 1123.
— cephalic index table, 1008.
— growth, 1126, 1127-1128.
—— unfavorable, 1127-1129.
— head circumference, 1018.
—— diagram, 1016.
— height, 1024.
— pain, tables, 1157-1158.
— puberty, 1024.
— race, table, 1087.
— sensibility, table, 1008.
— strength, 1127.
— weight, 1024.
SOMMER (psychograph), 1165.
SPEECH, defects, 1030.
— mechanics of, 1168.
SPELLING, ability, tables, 1043-1052.
SPHYGMOGRAPH (Marey), 1170.
—— by transmission, 1171.
— (Philadelphien), 1172.
— (von Frey), 1173.
SPHYGMOMANOMETER (Basch), 1175.
— (Mosso), 1174.
SPHYGMOMETER (Bloch), 1174.
— record, table (Chéron), 1176.
— (Verdin), 1173.
STANDARD of ability, objections to, 1042.
STETSON, G. R., 1316.
STREET, J. R., 1339.
STRENGTH, arm lift, Iowa City, 1104.
— hand grasp, 1093.
—— birth order, tables, 1115-1117.
—— boys, table, 1004.
—— colored children, tables, 1010-1011.
—— delinquency, 1321.
—— girls, table, 1005.
—— naval cadets, 1110.
—— North Carolina mountain children, table, 1012.
—— pain, tables, 1115-1117.
—— tall, tables, 1010-1011.
— sociological condition, 1127.
— wrist lift, 1104.
STUDY, children, through drawings, 1285-1287.
— man, 1141.
— overstrain, 1100, 1108.
SUGGESTIBILITY, children, 1310-1312.
SUGGESTIONS, force of, 1106.
SUGGESTION blocks (Gilbert), 1167.
SUGLIGOWSKI, 1138, 1140.
SWEDISH school children, 994.
— height, 1102.
SWIFT, E. J., 1346.
TABLOT, E. S., 1189, 1190.
— palatometer, 1190.
TAMBOUR (Marey), 1148, 1149.

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TAYLOR, J. S., 1347.
TEACHER, influence of, table, 1340-1341.
TEMPERATURE spots, 1002.
TEMPLE algometer, see temporal algometer.
TEMPORAL algometer (MacDonald), 1155.
— pain, tables, 1111-1113.
THERMAESTHESIOMETER (Eulenburg), 1003, 1159.
TIME markers, 1148-1149.
TITCHENER, E. B., 1179, 1194.
TOPINARD, P., 1194.
— anthropometer, 1187.
— calipers, goniometer, 1189.
TÖRÖK (VON), A., 1194.
TORONTO children, 1100.
TOUCH weights (Scripture), 1180.
TREMBLING, hand, paralysis, 1164.
— tongue, 1164.
TREMOGRAPH, 1293.
TRUTH for its own sake, 992-993.
TUNING-fork stand, 1145.
TURIN school children, 994.
UHLITZSCH, 1221.
ULMANN, dynamometer, 1185.
UNCONSCIOUS movement, 1163.
UNITED STATES, measurements of children in, 1094-1118.
UNIVERSITY women and pain, table, 1112.
UNRULY, boys, height, diagram, 1036, 1040.
—— sickly boys compared, diagrams, 1039-1040.
—— table, 1094, 1090.
—— weight, diagram, 1036, 1040.
— children, 1031, 1035-1038.
— girls, table, 1091.
VAHL, 1140.
VAZHNOFF, tables, 1125-1136.
VERDIN, Ch., 1161, 1175.
— sphygmometer, 1173.
VERNIER chronoscope (Sanford), 1144-1145.
VIERORDT, K., 1121.
VIRCHOW, R., 997, 1132, 1134.
VISION, naval cadets, 1109.
VOLUNTARY motor ability, 1105.
WAHL, 1123.
WASHERWOMEN and pain, table, 1113.
WASHINGTON school children, 996-997.
— abnormalities, 998-999; conclusions, 997-999.
— North Carolina mountain children compared, 1012; special study of, 999-1012.
— teachers, 997.
WEBER'S law, 1154.
WEEKS, Dr., palatograph, 1169.
WEIGHT, ability, 1028-1029.
— abnormalities, diagrams, 1034-1035.
— appreciation of (Galton), 1153-1154.
— Boston children, table, 1094, 1095.
— British Empire, table, 1119.
— countries of the world, tables, 1139-1140.
— degeneracy, table, 1321.
— delinquency, table, 1323.
— Iowa City, 1104.
— Kansas City, 1108.
— nationality, 1024.
— naval cadets, 1109.
— North Carolina mountain children, table, 1012.
— puberty, diagram, 1023.
— race, 1025-1026.
— St. Louis children, 1096, 1097.
— sex, 1022-1023.
— sickly children, 1038, 1040.
— sociological condition, 1024.
— Worcester children, 1103.
— unruly children, 1036, 1040.
WEISSENBERG, S., 1127, 1128, 1129, 1130.
WEST, G. M., 1100, 1101, 1102, 1137, 1139, 1323.
WESTON, mil-am-meter, 1181.
WILSON, Louis N., 1350.
WILTSE, Miss S. E., 1312.
WINTRICH, 1121.
WOMAN, growth, 1130.
— self-educated, pain, table, 1113.
WORCESTER children, 1100-1103.
WRETLIND, 1123.
WRIST lift, 1104.
YODER, A. H., 1294.
YOUTHFUL degeneracy, 1321-1324.
ZHERMUNSKI, M. S., 1288.
ZOLA, Emil, 991.

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CHAPTER XXVI.

REPORT OF THE COMMITTEE OF TWELVE OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA.[1]

The committee appointed two years ago to make recommendations upon the subject of preparatory requirements in French and German has the honor to submit the following report:

SECTION I.—PRELIMINARY.

It will be remembered that the appointment of the committee grew out of a request of the National Educational Association, which has for some time been endeavoring to bring about a better regulation of secondary instruction in the subjects usually required for admission to American colleges. In pursuing this laudable undertaking the National Educational Association very properly saw fit to ask for the advice of various professional bodies, our own among the number. In particular, it was desired that we draw up model preparatory courses in French and German and make recommendations concerning the practical management of these courses. The matter was brought to the attention of both branches of this association at the sessions of 1896, and we were asked to take appropriate action. As the business appeared to be of very great importance, it was thought best to turn it over to a large committee having a somewhat general mandate to investigate and report. The resolution under which the committee was appointed reads as follows:

> That a committee of twelve be appointed: (*a*) To consider the position of the modern languages in secondary education: (*b*) to examine into and make recommendations upon methods of instruction, the training of teachers, and such other questions connected with the teaching of the modern languages in the secondary schools and the colleges as in the judgment of the committee may require consideration.
>
> That this committee shall consist of the present president of the association, Prof. Calvin Thomas, as chairman, and eleven other members of the association, to be named by him.
>
> That the association hereby refers to this committee the request of a committee of the National Educational Association for coöperation in the consideration of the subject of college entrance examinations in French and German.

In pursuance of this resolution the committee was made up early in the year 1897, and began its work by preparing a circular, which was sent out to some 2,500

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which will be long enough at the best, with a detailed recital of these statistics. Suffice it to say that, taken as a whole, they give us a picture of somewhat chaotic and bewildering conditions. Under various names our secondary schools have a large number of courses in which French and German figure as prominent or as subordinate subjects of instruction; courses of one, two, three, and four or more years; courses providing for two, three, four, or five recitations a week, and for recitation periods ranging from twenty-five to sixty minutes. And when we come to the colleges and higher scientific schools the requirements for admission are hardly less multifarious. Various bachelors' degrees are conferred, and for admission to the courses leading to these degrees French and German figure variously, according as the modern language is offered in addition to the Latin and Greek of the classical preparatory course, or in place of Greek, or as the main linguistic study. Some of the colleges have also an elementary and an advanced requirement, with options variously managed.

Upon surveying the intricate problem thus presented, the members of the committee perceived at once that any report which they might make, if it was to be really useful, must be adapted, so far as practicable, to the conditions as they are. It was not for us to recommend radical changes in the American system, or lack of system, which has grown up in a natural way and must work out its own destiny. It was not for us to attempt to decide which of the various competing courses is the best course, or to antagonize any particular study. Nor could we assume to dictate to the colleges just how much knowledge of French or German, or both, they shall demand for admission to this, that, or the other undergraduate course. The colleges would certainly not consent to any surrender of their liberty to regulate their requirements in their own way. Most important of all, it was not for us to propose any arrangements which could be taken to imply that secondary instruction in French and German exists only for the sake of preparation for college. The great majority of those studying the modern languages in school do not go to college at all. Our secondary education must be recognized as having its own function, its own aims and ideals. In the great mass of the schools those who are preparing for college receive instruction in the same classes with those who are not preparing for college. And this must always be so. These considerations seemed to indicate that the proper line for the committee to pursue was as follows:

To describe a certain number of grades of preparatory instruction, corresponding to courses of different length; to define these grades as clearly as possible in terms of time and work and aim, and to make a few practical recommendations with regard to the management of the instruction—recommendations having as their sole object the educational benefit of the pupil. The members of the committee are naturally of the opinion that the study of a modern language in school has a distinct educational value of its own. The teacher's problem is to realize this value from the study. Whether the learner is going to college or not makes no difference, save as this consideration affects the amount of time he can devote to the modern language while preparing himself in the other necessary subjects. If such courses could be wisely drawn up, and if then they were to be recommended to the country upon the combined authority of the Modern Language Association and the National Educational Association, it would seem reasonable to expect them soon to become the national norm of secondary instruction in the modern languages. It also seems reasonable to expect that the colleges will be not only willing but glad to adopt the practice of stating their requirements in terms of the national grades. Such a mutual understanding between the colleges and the secondary schools should do much to bring a definitely understood order out of our existing chaos.

Having come a year ago to this general conclusion as to what could and should be done, the committee saw that it would be impossible to submit a satisfactory

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final report at the Philadelphia meeting. There were various matters that required further study. First, there was the question as to how many grades were really needed—whether two, or three, or more. Then there was the question of French and German in the lower school grades. This subject, it is true, had not been expressly committed to us; but it was known that many private schools, and not a few of our best public schools, already provide instruction in French or German in grades below the high school. It was also known that many good teachers strongly advocate this idea. But if it is wise to begin a modern language some time before the high school is reached, and if this practice is to be extended and to become more and more a part of our national system, it is evident that the modern-language work of the secondary schools must be more or less affected. Again, there was the perplexing question of method.

In view of the sharp differences of opinion and of practice known to exist among teachers, the committee thought it best, before undertaking to advise teachers how to teach, to reëxamine the whole matter carefully in the light of experience and in the light of recent contributions to the subject, to the end that their final recommendations might be as free as possible from any vagaries of personal prejudice. Finally, there was the large task of drawing up the proposed courses and formulating the recommendations. Seeing all this work ahead, the committee decided, at the Philadelphia session, to report progress, ask for additional time and money, and, if this request should be granted, to appoint a number of subcommittees, whose task it should be to inquire into and report upon the various questions just enumerated. The request was granted and the committee adjourned after passing unanimously a single resolution, the import of which will be apparent from what was said a little while ago. The resolution was to the effect that secondary instruction in French and German should not be differentiated, according as the pupil is, or is not, preparing for college.

During the first half of the year 1898 the subcommittees worked at their several tasks by means of circulars and correspondence. Early in November a three-day session of the general committee was held in New York City. The meeting was attended by 10 of the 12 members, 2 being unavoidably absent. The reports of the various subcommittees were received and discussed, together with other matters germane to the committee's general task. As a result of the three days' discussion, the substance of the following report was agreed upon. Since the November meeting the report, as below drawn up, has been submitted to the members of the committee, and, after some further interchange of views by mail, has been agreed to by them unanimously.

SECTION II.—VALUE OF THE MODERN LANGUAGES IN SECONDARY EDUCATION.

Aside from the general disciplinary value common to all linguistic and literary studies, the study of French and German in the secondary schools is profitable in three ways: First, as an introduction to the life and literature of France and Germany; secondly, as a preparation for intellectual pursuits that require the ability to read French and German for information; thirdly, as the foundation of an accomplishment that may become useful in business and travel. Under each of these heads a great deal might be said; but an exhaustive discussion of the several topics would swell the volume of this report beyond the limits within which it is likely to be most useful. A few words must therefore suffice.

What we have called the general disciplinary value of linguistic and literary study is well understood the world over, and has long been recognized in the educational arrangements of every civilized nation. The study of a language other than the mother tongue requires the learner to compare and discriminate, thus training the analytic and reflective faculties. The effort to express himself in the unfamiliar idiom, to translate from it into his own, makes him attentive to the

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meaning of words, gives a new insight into the possible resources of expression, and cultivates precision of thought and statement. Incidentally the memory is strengthened and the power of steady application developed. In time such study opens the gate to a new literature, thus liberalizing the mind and giving an ampler outlook upon life. Through literature the student is made a partaker in the intellectual life of other times and other peoples. He becomes familiar with their manners and customs, their ideals and institutions, their mistakes and failures, and with the artistic forms in which the national genius has expressed itself. When he leaves school, such knowledge not only enriches his personal life, but makes him a more useful because a more intelligent member of society. It exerts a steadying, sanative influence, for it furnishes him with standards based upon the best performance of the race everywhere. For us Americans, with our large confidence in our own ways and destiny, there is special need of the wisdom that comes from familiarity with the life, literature, and history of the great makers of European civilization.

What has been said up to this point relates to the profit of linguistic and literary study in general, a matter about which there is no serious difference of opinion among intelligent people. When, however, we come to consider the relative value of the ancient and the modern languages, we raise a moot question over which there has been endless discussion. Here, again, we refrain from lengthy argument. Let it be remarked, however, that the question is a very large one, to be decided only in the light of long and wide experience. To reach a sane view of the matter it is necessary to make some allowance on both sides for the partisanship of the professional teacher, who is generally more or less prone to overstate the importance of his specialty. Nor should we allow too great weight to the views of publicists, men of letters, and so forth, who treat the question from a purely personal point of view. The man in middle life, who has the advantage of knowing just what knowledge is most useful to him in his own work, can usually look back upon his early education and tell a tale of neglected opportunities and misapplied energy. Educational arrangements must be made for the many, and human tastes, needs, and aptitudes are various. For the boy or girl who must select a course of study long before he or she can know just what special attainment will be the most useful in after life, it is enough to be assured that the discipline and culture derived from the study of a foreign language, whether ancient or modern, will certainly prove valuable.

The committee is of the opinion that the best course of study for the secondary school will always provide instruction in at least one ancient and one modern language. Beyond this we do not undertake to pass judgment upon the comparative merits of competing courses. It has always been the policy of the Modern Language Association not to antagonize the study of Latin and Greek. We ask for the modern languages in school and college nothing more than a fair chance to show what they are worth. We believe that they are worth, when properly taught, no less than the ancient languages.[1] It is, of course, conceded that the Latin and Greek are the more "difficult" in the initial stages. But difficulty can not be the highest test of educational utility, else Latin and Greek should themselves give way to Sanskrit and Chinese. Evidently it is the goodness of the kernel and not the thickness and hardness of the shell that we are mainly to think of. The kernel is the introduction to the life and literature of a great civilized people, whom it is, for some reason, very important for us to know about. And here it may properly be urged on behalf of the modern languages that, just in proportion as they are easier to acquire, the essential benefit of the acquisition is

[1] "It seems to me that the teaching of modern languages in many of the schools * * * has now reached such a stage that we may fairly say that a training in French or German, or both, can be given which is just as substantial, strong, and useful a training as any other that is given in the same period."—President Eliot, Educational Reform, p. 378.

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the sooner realized. They give a quicker return upon the investment. This is a consideration that is of special importance for the secondary school. It is quite possible in an ordinary school course to learn to read French and German easily. The high-school graduate who has acquired this ability can at once turn it to account, even if he does not go to college. If he allows his ability to slip from him through lack of practice, it is at least his own fault. In the case of the ancient languages, on the other hand, it is a well-understood and oft-lamented fact that the great majority, even of college graduates, never learn to read Latin and Greek with ease. Up to the last the effort is more or less painful. After leaving college they usually drop their Latin and Greek, and in a short time they can not read at all. The profit of the study thus reduces, for the many, to its purely gymnastic value. That value, we are prepared to admit, is very great; but we would urge that the purely gymnastic value of the modern languages is, potentially, also very great. The argument of "difficulty" is often misused. There may be as much valuable exercise in walking five miles up a gentle slope as in climbing a mile up a sharp acclivity.

The first and greatest value of the study of the modern languages must be looked for, then, in the introduction of the learner to the life and literature of the two great peoples who, next to the English stock, have made the most important contributions to European civilization. That these literatures are as important, as worthy of study, as full of instruction for the modern man and woman as are those earlier literatures that once formed the great staple of education, is a proposition that we do not think necessary to argue, though it is sometimes denied in toto by zealous advocates of classical study. For the peculiar intellectual myopia that can see nothing new and nothing good in modern literature the only remedy is the classical hellebore.

We attach greatest importance, then, to linguistic discipline and literary culture. But the ability to read French and German has also another value not directly connected with the study of belles-lettres. In nearly all branches of knowledge at the present time a large part of the best that has been written is to be found in the German and French languages. One who wishes to study anything thoroughly, no matter what, finds it highly convenient, if not absolutely necessary, to be able to read these languages in the pursuit of information. The high-school graduate who brings this ability with him to college has a great advantage in that he can at once begin to use it as a tool in prosecuting his studies. Of those who do not go to college it is fair to presume that a considerable portion will continue some line of private study, if not as a vocation, then as an avocation. For all such the ability to read French and German will be of great service.

It is next in order to remark briefly upon what is popularly called the "practical" value of French and German—that is, their utility as a means of intercourse. The practical command of a foreign language has a potential value that is at once perceived by everyone. It is felt to be desirable by multitudes who would probably care but little for the considerations presented in the preceding paragraphs of this section. The committee hold, however, that in our general scheme of secondary education the ability to converse in French or German should be regarded as of subordinate importance. We by no means say that it should be ignored, or that colloquial practice may safely be neglected in teaching. With this point the report will deal further on. Here we merely express the opinion that the ability to converse should not be regarded as a thing of primary importance for its own sake, but as auxiliary to the higher ends of linguistic scholarship and literary culture. The grounds of this opinion are briefly as follows:

The practical command of a living language, such as will be really useful for the ordinary purposes of life, presupposes a large amount of practice in speaking. The requisite amount of practice can not possibly be given in an ordinary school course, even in a course of four years in length, in which the pupils come together

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four or five times a week, perhaps in classes of considerable size, remain with the teacher for three-quarters of an hour, and the rest of the time speak English. With the most skillful teachers, working with the best methods that can be devised, and concentrating their effort upon the one aim of teaching the pupil to talk, the results of such a course, unless the work of the school is supplemented by practice at home, is only an imperfect command of the language, which is of little use outside the class room. Meanwhile the concentration of effort upon this one object necessarily involves the neglect of other things that are of more importance in the end. For it must be remembered that the process of learning to speak a foreign language has no educational value except as it is connected with, and grows out of, the improvement of the mind.

In the second place it is to be remarked that while in certain European countries, by reason of their geographical position, or the character of the population, it is of very great practical importance that the rising generation learn to speak two or three languages with facility, the conditions in the United States are different. If it were possible in the secondary school to impart a good practical command of French, it is evident that all but a minute proportion of those leaving school with this accomplishment would soon lose it for lack of occasion to use it. We have, it is true, a number of communities in which the ability to speak German is highly convenient, and may even have a local market value. But nowhere in the United States is this ability indispensable. The English language is the vernacular of the country and the medium of our civilization, and we wish it to become more so, rather than less so, with the lapse of time. So far as purely practical considerations go, it is for those who come to us to learn our language, not for us to learn theirs. If we teach a foreign language in our schools it should be for the sake of its general educational value. At the same time, its potential value as a means of intercourse may very properly be kept in view. One who has received the best training that the secondary school can give may not be able to speak his modern language with facility for the practical purposes of life, but he will have been started in the right way; will have obtained a good general knowledge of the language, and will have had some practice in speaking. If then, after leaving school, he needs to be able to speak the language, he has an excellent foundation on which to build. Proficiency will come rapidly with practice.

SECTION III.—A CRITICAL REVIEW OF METHODS OF TEACHING.

THE GRAMMAR METHOD.

When the modern languages first became a regular subject for serious study in secondary schools it was natural that teachers, having no other model to imitate, should adopt the time-honored plan followed in the department of Greek and Latin. According to this method the pupil is first put through a volume of paradigms, rules, exceptions, and examples which he learns by heart. Only when he has thoroughly mastered this book is he allowed to read; and even then his reading is usually regarded as a means of illustrating and emphasizing grammatical principles, rather than as a source of inspiration or of literary education. The amount of foreign literature studied by the class is, moreover, extremely small; but it is all carefully analyzed and translated, every lesson being, in general, repeated several times. Composition is used as an instrument for increasing still more the student's familiarity with inflections and rules. The foreign language is never spoken, and pronunciation is considered unimportant.

This method has fallen into discredit; and while it is not yet entirely banished from classical instruction, it can scarcely be found, in its original purity, among the modern language courses of any civilized region. It has, however, certain undeniable advantages. In the first place it trains the mnemonic faculty; in the

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reaction against the hard, unattractive schooling of our fathers, modern pedagogical fashion has gone so far that the power of conscious acquisition and retention is hardly exercised at all; children go to college or out into life with an embryonic memory, and the teacher's task rivals the labor of the Danaïdes. Secondly, the careful study of grammatical rules and their nice application in translation and composition form one of the best possible exercises in close reasoning. It may be urged that logical processes are not natural to the child; neither are they natural to the uninstructed adult; but to be a successful student or an intelligent citizen, a boy or man must be able to arrive at rational conclusions. Hence it is one of the chief duties of education to afford practice in clear and orderly thinking. The principal value of arithmetic and algebra as secondary school studies lies in the fact that in them right and wrong reasoning are immediately and unmistakably distinguished by their results. In most subjects the white and black are not so clearly defined; between them lies a broad gray zone, the region of "not quite correct" and "not altogether bad," and it is toward this neutral belt that nearly all the pupil's efforts tend. The children "don't see why" their answer is not as good as any other, and the sloth and slovenliness native to the untrained human mind remain undisturbed. Now, grammatical analysis and synthesis, while less mechanical and more varied in their operation than elementary mathematics, are nearly or quite equal to it as a means of inculcating the habit of accurate ratiocination.

On the other hand, the grammar method is open to criticism on the ground that it neglects two of the most important objects of foreign-language study: the broadening of the mind through contact with the life, the ideas, and the forms of thought and expression of different times and countries; and the cultivation of the artistic sense by the appreciative study of literary masterpieces. A still more potent objection is the contention that pure grammar is not calculated to inspire interest in pupils of the high-school age. This objection seems to be well founded, and, if so, it is a fatal one; for modern pedagogy, if it has accomplished nothing else, has established the fact that interest is absolutely essential to the performance of the best work in any field. It appears, then, that the day of the pure grammar method is past; but while devising a system more in accordance with the principles and the possibilities of our time, let us not forget that the old-fashioned way had its good features.

THE NATURAL METHOD.

At the opposite pedagogical pole from the process just described, we find the conversational or "natural" method. This educational "naturalism" is a reaction against the inflexible systematism of earlier teachers; we should, therefore, expect it to be somewhat aggressive and somewhat formless, more given to pulling down than to building up. It is a principle, an impulse, rather than a plan; and its products depend, to a greater extent than those of any other school, on the personality of the instructor. Too often the results of a protracted and supposedly successful course of unalloyed conversation are a rapid, but unintelligible pronunciation, the fluent use of incorrect forms, and, worst of all, a most discouraging self-complacency. Some peculiarly gifted teachers have succeeded in combining alertness with a reasonable degree of accuracy, but it will probably be found, in all such cases, that the instructor has resorted to devices not strictly "natural."

What is the genuine "natural method?" In its extreme form, it consists of a series of monologues by the teacher, interspersed with exchanges of question and answer between instructor and pupil—all in the foreign language; almost the only evidence of system is the arrangement, in a general way, of the easier discourses and dialogues at the beginning, and the more difficult at the end. A great deal of pantomime accompanies the talk. With the aid of this gesticulation, by

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attentive listening, and by dint of much repetition the beginner comes to associate certain acts and objects with certain combinations of sound, and finally reaches the point of reproducing the foreign words or phrases. When he has arrived at this stage, the expressions already familiar are connected with new ones in such a way that the former give the clue to the latter, and the vocabulary is rapidly extended, even general and abstract ideas being ultimately brought within the student's comprehension. The mother tongue is strictly banished, not only from the pupil's lips, but, as far as possible, from his mind. Not until a considerable familiarity with the spoken idiom has been attained is the scholar permitted to see the foreign language in print; the study of grammar is reserved for a still later period. Composition consists of the written reproduction of the phrases orally acquired.

This method—if "method" is the proper term—is based on two general ideas; one true, the other false. The first is the belief that the interest so necessary to the successful prosecution of any study (and especially of language work) can most easily be aroused by the actual spoken use of the foreign tongue. The second is the theory that a boy or man can best learn a new language in the manner in which an infant first acquires its native speech. Hence comes the epithet "natural." The advocates of this view overlook, first, the fact that the child requires eight or ten years of incessant practice to gain even a tolerable command of its own tongue, and, secondly, the vast difference between the mind of the baby and that of the youth. The really natural methods of acquisition at these two stages of development are almost diametrically opposed. Let us consider, for instance, the learning of pronunciation. The newborn child, after various unsuccessful experiments, reproduces sounds correctly because it has no previous habits of speech to contend with. The boy or man, unless he is phonetically trained or exceptionally acute of hearing, does not imitate at all. He merely substitutes for the several strange vowels and consonants the English sounds which the foreign ones happen to suggest to him. That is why the pronunciation of conversational classes is generally not a whit better than that of scholars taught after the most antiquated fashion. In the attempt to inculcate the other elements of speech—inflections, syntax, and phraseology—the purely imitative process shows itself to be almost equally inadequate. We may justly urge, furthermore, against this style of teaching, that it provides little discipline for the intelligence; that it affords only the poorest kind of mnemonic training; that it favors vagueness of thought and imprecision of expression, and, finally, that it sacrifices the artistic interest of language study to a so-called "practical" one. On the other hand, it certainly does awaken enthusiasm among its disciples, and it stimulates and holds the attention.

The natural method has been vehemently attacked and just as vigorously defended. At present the violence of the conflict has abated, and we are able to judge dispassionately the results of its introduction into our educational life. Those results have been mainly good. In summer schools and other institutions that have used the imitative process exclusively most of the pupils are persons who have had or will soon get some practice in grammar and reading. For them the conversation lessons are supplementary and form a useful addition to their training. In schools and colleges that have not accepted the "naturalistic" theory the fame of the new method has obliged teachers to adopt some of its practical features, thus bringing much-needed life and variety into their instruction. It seems probable that the next generation will regard "naturalism" rather as a vivifying influence than as an independent method.[1]

[1] For a description of the natural method see Der Leitfaden für den Unterricht in der deutschen Sprache, by G. Heness, and L. Sauveur's Introduction to the Teaching of Living Languages. The method is well exemplified, not only in the Leitfaden, but in Der Sprachlehrer unter seinen Schülern, by Heness, and in Sauveur's Causeries avec mes élèves and Petites causeries. All these works are now published by Messrs. Henry Holt & Co., of New York.

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THE PSYCHOLOGICAL METHOD.

Out of the conviction that modern-language study should be made attractive, and out of the desire to adapt instruction to the known workings of the human mind, has come a system that seems more deserving of serious attention than the grammar method or the "natural" style of teaching. This is the system invented by Gouin and brought into general notice by Bétis.[1]

The psychological method rests on the principle of the association of ideas and the habit of "mental visualization." The whole current vocabulary of a language, in the form of short, idiomatic sentences, is divided up into groups, every group consisting of phrases that are intimately connected in subject. One group forms a lesson. These brief divisions are gathered together in chapters, each of which treats of one general topic, and several chapters make a "series." When a pupil has gone through all the series, with numerous reviews, he will have mastered (so we are told) the whole spoken language. Every lesson is first worked out orally and then studied by the pupil from his book. On presenting each new word to the beginner the instructor exhorts him to close his eyes and form a distinct mental picture of the thing or act represented. This image (it is affirmed) will remain indissolubly connected with the word, and the evocation of the one will always recall the other. Sometimes real objects or drawings are used, and pantomime is frequently resorted to; but in most cases reliance is placed on the child's active imagination. It is never considered a sin to put in a word or two of English, and at the outset that language is very freely employed. Although most of the talking is done by the teacher, the pupils are constantly called upon to repeat his sentences and to answer questions. After the first lessons written compositions may be prepared, made up of phrases already acquired. Grammatical instruction is begun early, concurrently with the other exercises, but the reading of consecutive texts is postponed until the bulk of the ordinary vocabulary has been learned. Many innovations have been introduced into the presentation of grammar, but most of them are more radical in appearance than in reality. Some, however, are extremely ingenious, and will doubtless be copied by instructors who do not see fit to adopt the whole system.

The Bétis method has the following obvious advantages: It trains the memory; it fascinates the student and holds his attention more closely than any other mode of teaching now in vogue; it gives the pupil, in a reasonably short time, a ready command over a large, well-arranged, and well-digested vocabulary; it affords, through some of its conversational groups, an insight into the life of a foreign country. As for the other side, the system seems, as far as we can ascertain the facts, to lay itself open to these criticisms: It affords but little opportunity for the exercise of judgment; it entirely neglects, in the first years, the cultivation of the æsthetic sense, and assigns literary study to a stage which high-school pupils will scarcely ever reach. Moreover, its treatment of pronunciation is decidedly unsatisfactory; but this defect can probably be remedied without disturbing the rest of the scheme.

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[1] Its operation and results are described at considerable length in Die neueren Sprachen, by R. Kron in III, 1, 2, 3, 4, 5, 6 (published separately under the title Die Methode Gouin, oder das Serien-System in Theorie und Praxis, Marburg, 1896), and by V. Knorr in III, 8, and V, 9. The method has been subjected to a searching criticism by Traugott in the same periodical, VI, 6. It should be said here that Bétis has considerably altered the original plan; and opinions are divided concerning the respective advantages of the two versions. The real Gouin system can be studied in the author's Art d'enseigner et d'étudier les langues, Paris, 1880 (third edition in 1897); the Bétis or "psychological" method is illustrated by a volume called The Facts of Life, New York, 1896, by Bétis and Swan. Without presuming to pass judgment on the merits of the case, we shall confine ourselves to the revised plan, since that is the one more widely known and the only one that has been tried in America. It was brought to the attention of the English-speaking world in 1892 and 1896 by the articles of W. T. Stead in the Review of Reviews. In the years 1895–1897 it was used in Boston, Mass., by Bétis himself, and it is now on trial in one of the public high schools of the same city.

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THE PHONETIC METHOD.

Pronunciation, neglected in the three modes of instruction just mentioned, is the very foundation of a system that has of late years attracted attention in all northern Europe, and has gained a considerable footing in Germany and Scandinavia.[1] Its advocates, while not entirely free from the intolerance and the self-confidence so characteristic of enthusiastic reformers, are men of sound scholarship, successful experience, and good standing in the educational world. As far as can be ascertained, they have arrived at results which go far toward justifying their seemingly extravagant claims. There have been few attempts to introduce the phonetic teaching in this country; probably the most extensive trial of it has been made at the Johns Hopkins University.

The phonetic method resembles the "natural" and the "psychological" schools in that it takes the modern spoken language as a basis and at first relies mainly on oral instruction, using as far as possible the foreign language itself as a medium of communication. Unlike most "conversation" courses, however, it is very systematically constructed and its beginning is strictly scientific. It begins with a training of the ear and the vocal organs, the pupils being thoroughly drilled in the vowels and consonants of the strange tongue. These sounds are considered both as isolated phenomena and as elements of idiomatic phrases. The phrases, in turn, are combined into dialogues, descriptions, and stories. At this stage printed texts are used, but only in phonetic notation. The ordinary spelling is carefully kept from the students during the elementary period. It is said that the transition from sound symbols to standard orthography presents no serious difficulty. Objects, pictures, and maps are constantly displayed, and every effort is made to familiarize the class with the surroundings, the institutions, the habits, the character, and the mode of thought of the people whose language they are learning. The phonetic texts gradually increase in length and difficulty, and some of the latest are representative of literature. Inflections and syntax are studied inductively. Composition consists first of the oral and written reproduction of matter already heard or read, then of combinations of familiar phrases. Systematic grammar is reserved for a late stage, and translation comes last of all.

It is evident that this sort of instruction requires a special preparation and a special apparatus. Although the pupils are not taught phonetics, it is essential that the teacher be something of a phonetician; and the present difficulty of obtaining adequate instruction in the science of speech-sounds has doubtless done much to hinder the rapid general adoption of Vietor's programme. Let us hope

[1] The names by which it is known are the "reform," the "new," and the "phonetic" methods. It was outlined by Vietor in his famous monograph, Der Sprachunterricht musz umkehren (1882, new edition, Heilbronn, 1886), and its principal features are set forth on the cover of every number of the Maître phonétique. Both this periodical (the organ of the Association Phonétique Internationale) and Die neueren Sprachen, edited by Vietor, are devoted to the propagation of the phonetic method. The list of publications—books, pamphlets, and articles—which deal with the "reform method" is very large. A complete bibliography down to 1893 is given by H. Breymann in Die neusprachliche Reform-Litteratur von 1876-1893, eine bibliographisch-kritische Übersicht, Leipzig, 1893. Two articles by leading exponents of the method have appeared in American journals, viz, "A new method of language teaching," by W. Vietor, in the Educational Review, Vol. VI, p. 351, and "Phonetics and reform method," by A. Rambeau, in Modern Language Notes, Vol. VIII, p. 161. An excellent report of observations made during a six months' tour of inspection of German schools is given by Mary Brebner in The Method of Teaching Modern Languages in Germany: New York, Macmillan, 1898, and this is now admirably supplemented by the work of Karl Breul, The Teaching of Modern Foreign Languages in our [English] Secondary Schools, New York, Macmillan, 1898. A conservative and at the same time fairly representative presentation of the aims and methods of the "reformers" is given by W. Münch in his and F. Glauning's Didaktik und Methodik des französischen und englischen Unterrichts, Sonderausgabe aus A. Baumeister's Handbuch der Erziehungs-und Unterrichtslehre für höhere Schulen. On pp. 102 sq. is to be found a select list of the more important writings on method in modern-language teaching which have appeared in recent years.

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that in the near future such training will be brought within the reach of all by means of courses conducted, in our universities and in our summer schools, by men who unite with the necessary scientific attainments a practical knowledge of the requirements of American pedagogy. Phonetic texts, too, though not absolutely indispensable, are of the greatest assistance.[1]

This method, while it lacks the logical discipline of the old grammatical instruction, is more successful than any other in forming a good pronunciation and in giving pupils a ready and accurate control of the spoken language. The training it affords can hardly fail, moreover, to improve the quality of the student's voice and his enunciation of his mother tongue. From the standpoint of mnemonic education, too, it ranks high. In stimulating interest it is nearly equal to the "natural" and "psychological" courses, and it is second only to the latter in holding the attention. The training of the attention should, by the way, be regarded as an important part of any pedagogical scheme; for the habit of inattention—the utter inability of pupils to fix their minds on anything for more than a few minutes at a time—is the most serious obstacle that confronts our secondary teachers. The attempt to give scholars, by ear and eye, by description and by the use of objects and pictures, a correct and vivid idea of foreign life has been carried further by the phoneticians than by any other school; but there is no reason, save the lack of rightly prepared instructors, why this feature should not be introduced into every method; the neglect of it defeats one of the principal objects of modern-language study. Another means to the same end is the system of international correspondence between school children of different countries.[2]

What are the disadvantages of the "phonetic" plan, when we consider it from the point of view of our American high schools? In the first place, it seems, like other "oral" methods, to overlook the importance of literary education, for it postpones the reading of real books to a stage that is beyond our secondary period. In Europe, where intercourse between foreign countries is easy and frequent, and a command of several languages has a recognized commercial value, it is natural that a practical mastery of the strange tongue should seem highly desirable. With us, isolated as we are, a speaking knowledge of French and German has,

[1] Some good ones are already available: For French, F. Beyer and P. Passy; Rambeau and J. Passy have provided us with suitable chrestomathies; in German, we have a little book by Vietor; the Maître phonétique furthermore, is constantly furnishing material in various languages.

[2] Mentioned by Vietor in Die neueren Sprachen, V, 3, 165, and described by Professor Magill in Modern Language Notes, XIII, 3. The plan was first suggested in the Revue universitaire for June, 1896, by Prof. P. Mieille, who gave an account of his efforts to bring about an interchange of letters between French children studying English and English children studying French. His idea attracted immediate attention in France and England, ere long also in Germany, Italy, and the United States, and it was soon perceived that it could be turned to profit, not only for school children, but also for adults, especially for teachers. Having already been tried on a large scale, the plan has passed the experimental stage and may be confidently recommended as a valuable aid in the learning of a living language. At first, correspondents could be secured only through certain journals, which published lists of names in consideration of a subscription. Later, on the initiative of the Manuel général de l'instruction primaire, a large committee was appointed, which now undertakes gratuitously to bring correspondents together. The vice-president of the English section for women is Miss E. Williams, professeur aux Écoles de Sèvres et de Fontinay, whose address is No. 6 rue de la Sorbonne, Paris. Miss Williams's secretary, who conducts her correspondence, is Mme. Rossignol, 117 rue Nôtre Dame de Champs, Paris. The vice-president of the English section for men is Prof. A. Mouchet, 16 rue de St. Guillaume, Asnières (près Paris). Any one of these three can be addressed by American teachers desiring French correspondents for themselves or for their pupils. In Germany the plan has been taken up prominently by Dr. K. A. Martin Hartmann, of Leipsic, who has reported upon a trial of it in the Saxon schools and published a body of Vorschläge relating to it. The advantages of the system are well set forth by Petri in Die neueren Sprachen VI, 511, and objections to it are answered by Hartmann in the same journal, VI, 324. A second and more extended article by Prof. Edw. H. Magill, of Swarthmore College, Pennsylvania, may be found in Modern Language Notes for February, 1899.

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except for teachers, but little pecuniary worth; and even in the case of a student who has acquired it for pleasure alone, the opportunities for practice are so few that his hardly won accomplishment will soon slip from him. Familiarity with pronunciation and a certain ability to handle foreign constructions are, indeed, essential to a proper appreciation of the literature; but if literary study is not reached, of what avail is the preparatory training? For we must bear in mind that the vast majority of our pupils—those for whom the course should be planned—will not continue their education beyond the high school. It has been pointed out that oral work, besides exercising the organs of speech, arouses interest and fosters a certain alertness of mind, and is therefore valuable for its own sake. We may question, however, whether these benefits make up for the sacrifice of all the æsthetic culture and the intellectual broadening that come only from the reading of good books.

To this criticism the European advocates of the method would surely reply that they believe in abundant reading, after the student has mastered the spoken idiom. It appears, then, that the real fault of their programme, as applied to our conditions, is not so much that its underlying principle is entirely incompatible with our creed as that it calls for much more time than we allot to foreign language. In fact, we may well doubt whether with our three or four hours a week for three or four years our scholars would ever reach the end even of the elementary stage; they certainly would not go beyond it; their acquisition would be only a fragment. If we should wish to introduce this or any other thoroughgoing method, we should be obliged to increase the importance of French and German in the school curriculum; and such increase is desirable from every point of view. Not only should the pupils who are intending to continue these studies in college receive the best possible preliminary training, but all children who begin the subjects at all should give them time enough to admit of an extended course, conducted according to the most enlightened principles. In order to gain the necessary hours, the foreign language must be taken up earlier, or some other high-school topic must be sacrificed. A few things thoroughly and intelligently done make the best secondary discipline. As long, however, as our present conditions last it is clear that we must give up something. Until we are all willing greatly to lengthen the time given to the linguistic part of our children's education, we shall have to renounce the idea of a full, well-rounded knowedge of French and German, and, selecting the portion of the subject that appears most important for the greatest number, devote ourselves to the cultivation of that restricted field. Considerations of this nature have led many thoughtful teachers to adopt a mode of instruction that we may call the "reading method."

THE READING METHOD.

The title explains itself. The study of texts from the very beginning of the course, abundant practice in translation at sight, leading ultimately to the ability to read the foreign language with ease and without the interposition of English, are the principal features of this programme. Grammar and composition are regarded merely as a help to reading, and are reduced to the essentials; sometimes accidence and syntax are first learned inductively, but oftener a small text-book is used concurrently with translation. Great importance is attached to the use of good English in the renderings. Pronunciation receives scant attention; there is little or no oral exercise.

This method has been much used of late in our schools and colleges, especially in those that have large classes, a short course, and an American teacher. The great advantage of the process is that it quickly enables the student to read French and German literature—not with the complete appreciation that only an all-around command of the language can give, but with the same kind of intelli-

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gence and enjoyment with which good classical scholars read Latin. Indirectly, it helps the pupil to form a good style, and to increase the volume and precision of his English vocabulary; it cultivates the taste by dwelling upon delicacies of expression; it exercises the memory through the enforced retention of words and idioms; it trains the linguistic sense by calling attention to the points of resemblance and difference in various tongues; and the exact fitting of phrase to thought forms an excellent discipline for the judgment.

On the other hand, in addition to the fact that it deals with only one aspect of language, the reading method is lacking in vivacity and in stimulus to the attention; it interests only the more serious pupils. Moreover, the continued use, year after year, of an easy way of teaching—for it is comparatively easy, and requires but little special training—may prove demoralizing to the instructor, dull his appetite for self-improvement, and make him indolent and easily satisfied with his qualifications.

Section IV.—Method as Related to the Preparation of Teachers.

If all our classes were in the hands of born teachers, ideally prepared for their work, advice with respect to method would be quite superfluous. Every teacher would create for himself the method best suited to his class and to his own peculiar gifts. His personality would infuse life and efficacy into any process he would be likely to adopt. But in a profession so widely pursued we can not expect the majority of its followers to show genuine vocation. The most of our teachers are made, and we must see to it that they be as well made as possible. It can not be too strongly urged upon school authorities that if modern-language instruction is to do the good work which it is capable of doing it must be given by thoroughly competent teachers. The committee's investigations show, and it is a pleasure to testify to the fact, that we already have a goodly number of secondary teachers who answer to that description. Nevertheless, our general standard is still far too low. For some time to come the majority of our teachers will necessarily be guided to a large extent, in their choice of methods, by the consideration of their own competence.

But while it is easy to insist, broadly, upon the importance of adequate preparation for teachers, it is not so easy to define, in exact terms, the minimum of attainment which can be regarded as sufficient. Much will always depend upon personality, upon general alertness of mind and aptitude for teaching. The best of teachers learn with their pupils, and it will sometimes happen that one who knows too little of his subject will teach it better than another who knows more. Nevertheless, it remains broadly true, and should never be forgotten for a moment, that what the teacher most needs is to be a master of his subject. With the sense of all-around mastery come independence of judgment and the right kind of self-assurance. Without this sense the attempt to follow someone else's method, however good the method may be in the hands of its inventor, can never produce the best results.

To be ideally prepared for giving instruction in a modern language, even in a secondary school, one should have, aside from the ability to teach and the general personal culture necessary to secure the respect and attachment of pupils, a thorough practical command of the language to be taught, a solid knowledge of its literature, and a first-hand acquaintance with the foreign life of which the literature is the reflection. To be decently prepared, he should, at least, have read so much in the recent literature of the language that he can read about as easily as he would read matter of the same kind in English. He should have studied the principal works of the great writers, and should have taken a course in the general history of the literature. He should know thoroughly the grammar of the language in its present form. If he has some knowledge of the historical development of

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forms, such knowledge will help him in his teaching, especially in the teaching of French to pupils who have studied Latin. He should be able to pronounce the language intelligently and with reasonable accuracy, though he may not have the perfect "accent" of one who is to the manner born. He should be able to write a letter or a short essay in the language without making gross mistakes in grammar or idiom, and to carry on an ordinary conversation in the language without a sense of painful embarrassment. Even this degree of attainment will usually require residence abroad of those for whom English is the mother tongue, unless they have enjoyed exceptional opportunities in this country. In any case, the residence abroad is greatly to be desired..

In insisting that secondary teachers of a modern language should be able to speak the language with at least moderate facility and correctness, the members of the committee are well aware that they set up a standard higher than that which has very generally been deemed sufficient. But it is a standard to which we must come. Many of the best schools have already come to it. Nor need we fear that such a standard will result permanently to the advantage of the foreign-born teacher in the competition for positions. If we leave out of account cases of exceptional individual talent for teaching, the general principle holds good that the best teacher of a foreign language is a person of the same nationality as his pupils who is thoroughly at home in the language to be taught. The American-born teacher will thus have a substantial advantage over his foreign-born competitor, but he can not afford to be vulnerable in so vital a point as the practical command of the language in which he undertakes to give instruction.

To many of our teachers residence in Europe will probably seem out of the question. Those who, by dint of thrift and sacrifice, contrive to cross the ocean can now enjoy fine opportunities in the way of summer courses at Paris, Geneva, Jena. Marburg, Greifswald, and elsewhere. The others must content themselves for the time being with a somewhat inadequate equipment, the defects of which, however, can be to a great extent remedied by the reading of well-chosen books, by work in American summer schools, and by association with foreigners in this country. It is to be hoped that our colleges and universities will recognize, more largely than they have heretofore recognized, the need of practical courses for teachers of the modern languages.

With respect, now, to the main subject of this section, it is hardly necessary to observe that the teacher who can not himself speak his modern language should not attempt seriously to teach his pupils to speak it. He should not try to work the "natural method," or any private variation thereof; if he does, he will be almost certain to do more harm than good. He may and should provide memory exercises that exhibit natural colloquial forms, but in so doing he should be guided by some good manual, and make that the basis of the class-room work. The native German or Frenchman will naturally think that success will be easy for him in a "conversation" course, but it is for him to remember that he can accomplish nothing worth while without system; that he must have the proper books; that he can not comprehend his pupils' difficulties unless he knows English well, and that he can never govern his class unless he has a sympathetic understanding of American character. For the "psychological," and still more for the "phonetic" programme, special study is necessary, and no one, foreigner or native, should imagine that he can cope with such a method offhand.

But if the availability and the goodness of the several methods described in the preceding section depend mainly upon the fitness of the teacher, they also depend upon the age of pupils, the probable length of the course, and the size of classes. If the study begins in childhood and the beginner is looking forward to a long and thorough course of the best possible kind, it is obviously the right thing that he devote a large amount of time at first to the acquisition of a faultless pronunciation and an easy command of the colloquial language. He will then have the best

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possible foundation for literary study. But if he begins later in life and the problem is to realize the maximum of benefit from a limited course, he should devote less time to the colloquial language and proceed more quickly to the study of literature. It is also evident that in classes of considerable size the most efficient colloquial practice can not be given; the pupils may learn to understand the language (and this is of course well worth while) but they will not learn to speak with much facility. If this report were intended to meet ideal conditions, that is, if it were addressed to teachers whose training would permit them to choose freely from the methods that have been described and to combine them with wise discretion, the committee might be disposed (although in that case, as we have already remarked, advice with regard to method would hardly be needed) to make some such recommendations as the following: For very young children, say up to the age of 10, the "natural" or imitative method of the nurse or the governess, with some help perhaps from the "psychological" method. For a course of six years, beginning, say, at the age of 12, a combination during the first three years of the "psychological" and "phonetic" methods, accompanied by some study of grammar; after that a more thorough study of grammar, together with the reading and translation of good literature, supplemented by oral practice in the language and written composition. For a four years' course, beginning in the high school, we should recommend a similar procedure, the division between the "psychological-phonetic" and the "reading" method coming, however, somewhat earlier, say, after the first year. In combining the "psychological" and "phonetic" methods the general plan of the former would be followed, while the latter would be imitated in its treatment of pronunciation and, so far at least as French is concerned, in its use of phonetically transcribed texts. For any shorter course we should advise the "reading" method, accompanied, however, by scientific training in pronunciation, drill in the rudiments of grammar, and a moderate amount of oral practice.

Recognizing the somewhat idealistic character of these recommendations, the committee will present further on a scheme of secondary courses, with suggestions relating thereto, which are meant to be adapted to existing conditions. First, however, it is necessary to deal briefly with another subject, or rather with two closely related subjects, which are more or less involved in any consideration of the modern languages in secondary education.

SECTION V.—MODERN LANGUAGES IN THE PRIMARY GRADES; THE EXTENSION OF THE HIGH-SCHOOL COURSE.

In a number of American cities modern-language instruction, mainly German, has already been introduced in the primary[1] grades of the public schools, and the propriety and value of such instruction have been warmly debated in the newspapers and in local educational circles. On the one hand, it is urged that in any community where Germans preponderate or constitute even a large minority of the taxpayers they have a right to demand that the German language be taught in the public schools. The reply is made that the primary schools of the United States have an important function to perform in preparing children for life and citizenship in an English-speaking country, and that this mission will best be performed if the English language and no other is made the subject and the medium of instruction. To this it is rejoined that the learning of a foreign language in childhood need not prejudice the learning of English or of any other important subject, that the rudiments are quickly and easily acquired, and that the early beginning is in accordance with sound pedagogical principles. This line of assertion, in turn, is met with the reply that the primary schools have all they can do in teaching the subjects that are of obvious and undeniable use to everybody, and

[1] We use the word "primary" to denote in a general way all grades below the high school.

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that the smattering of a foreign language which they can impart serves no educational purpose and is of no practical value in life.

When the issue is thus stated one sees at once that there is a measure of soundness in all these contentions. The committee feel that it would be futile to attempt here an answer to the question whether it is or is not desirable, in the abstract, that a foreign language be taught in the primary grades of our public schools. The question in its politico-social bearings is a very large one, but it is a question which every community must and will decide for itself in view of local conditions, and the wisdom of its decision must abide the test of experience. We believe, however, that experience is already sufficient to enable us to formulate certain general principles which should always be kept in view in the practical management of the matter under consideration.

In the first place, if a foreign language is taken up in the primary grades, it should always be as an optional study. This point seems to require no argument. The value of the study is at best so uncertain, so dependent upon circumstances of one kind or another, that the work should not be made obligatory for anyone.

In the second place, it is not worth while, as a rule, that the study of a foreign language be taken up in the primary grades unless the beginner has at least a prospect and an intention of going on through the secondary school. The reason for this opinion is that what can be acquired of a modern language in the primary grades, even with the best of teaching and under the most favorable conditions, is good for nothing except as a foundation. For while it is true that children learn quickly and easily the rudiments of "conversation" in a foreign tongue, it is also true that they forget them no less quickly and easily. The children of parents who speak German at home and expect to speak it more or less all their lives, may be taught in the primary school to use the language a little more correctly; but if they leave school at the age of 12 or 14, they inevitably drop back into the speech habits of those with whom they associate, and their school training thus becomes, so far as the German language is concerned, a reminiscence of time wasted. The children of parents who speak English at home may get a smattering of German at school; but if they leave school at the age of 12 or 14 they soon forget all they have learned.

In the third place, if a foreign language is taught in the primary grades, it should be by teachers who handle the language easily and idiomatically. Classes should be as small as possible and there should be at least one exercise on every school day. Infrequent lessons in large classes amount to nothing. It is important that the teacher know his pupils intimately and be able to adapt his instruction to their individual needs. The general aim should be to familiarize the learner with the vocabulary and phraseology of the spoken language and to teach him to express himself readily and correctly in easy sentences. The free use of objects and pictures is to be recommended.

In what has just been said we have had in view the usual arrangement of work, in accordance with which the secondary or high school is supposed to begin with the ninth grade (the average pupil being then about 14 years old) and to extend over a period of four years. Grades below the ninth we have classed as primary. But while this is still the typical arrangement for the country at large, schoolmen have here and there lengthened the high school by extending it downward; in other words, by making provision that some of the solid disciplinary studies of the secondary period shall begin in the seventh or eighth grade. There appears to be strong argument in favor of this plan. It is urged by thoughtful schoolmen that our American high school has become congested; that the increased requirements of the colleges and the pressing demands of new subjects for "recognition" have given to the secondary school more work than it can do thoroughly in the traditional allotment of time. When, as sometimes happens, the colleges are blamed for this state of affairs and it is suggested that they reduce their requirements for admission, they are able to reply with much force that present

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requirements, even where they are highest, are none too high unless we are willing to fall far below the standard of the Old World. The average graduate of an American high school is of about the same age as the average graduate of a German gymnasium, but the latter is further along in his studies and better prepared for higher work. We have therefore to consider the problem of strengthening the preparatory course while recognizing that the ordinary four-year curriculum can bear no further burdens and should, if anything, be simplified. Of this problem the obvious solution is to begin the proper work of the high school at an earlier date. Instead of dividing our educational years into eight primary, four secondary, and seven or eight higher, we should divide them into six primary, six secondary, and six higher.

It is probable then that the six-year high-school course will meet with increasing favor, for the idea is a good one. At the same time we can not expect that the now usual organization of school work will be changed immediately or even rapidly, and for this reason the model courses to be described below have been drawn up primarily with reference to existing conditions. Our principal object in touching here upon the subject of the six-year secondary curriculum was to prepare the way for an expression of the opinion that, where such extended courses are provided, a modern language can be very advantageously begun in the seventh grade.

Whether Latin or a modern language should come first in a well-ordered course of study is a question upon which teachers differ. It is one of the questions upon which, in the existing state of psychological and pedagogical science, it is just as well not to dogmatize. In fixing the order of studies in any school course, practical considerations of one kind or another will often outweigh general argument. Probably the sanest view of the matter is that it does not make very much difference whether Latin or a modern language precedes, if only the elementary instruction in either case be rightly adapted to the learner's age and mental condition. It is often urged that the discipline afforded by the study of Latin makes the subsequent learning of a modern language easier. This is true, but the converse is no less true. In beginning the serious study of any foreign language there are certain mental habits to be formed, certain faculties to be called into play and exercised. The pupil must learn how to study. He must become familiar with strange forms and with their equivalent in his own tongue. He must learn what idiom means and how to translate; must learn to observe, compare, and think. For the purpose of this elementary discipline one language is as good as another, if only the teaching be intelligent; and the discipline of the first linguistic study makes the second easier. In general, it is safe to assert that the average boy or girl of 12 will take more kindly to French or German than to Latin. The modern language is easier and more interesting. It seems more real and practical. Progress is more rapid. The value of the Latin has to be taken on trust, that of the modern language is more obvious to the juvenile mind. For children of 12 the Latin grammar is a very severe study. It means usually for many months little more than a loading of the memory with paradigms, a blind investment of labor for the sake of a mysterious future profit which the learner can not comprehend. The elementary reading matter is usually dull stuff, devised to illustrate grammar. Up through Cæsar's Commentaries there is almost nothing to touch the feeling, to feed the imagination, or to suggest a real connection with the pupil's own life. It is all a grind; in its time and place, to be sure, a very useful grind. We believe in it heartily. But the question is whether for children of 12 it is not best to break the force of the initial impact with Latin by using a modern language as a buffer.

It may also be remarked, finally, that one who wishes to acquire a modern language thoroughly will always do well to begin in childhood. The later period of youth is distinctly a bad time to begin. In childhood the organs of speech are still in a plastic condition. Good habits are easily formed; bad habits more easily

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corrected. The mind acts more naively, and the memory is tenacious of whatever interests. Forms of expression are readily mastered as simple facts. Later in life, in proportion as the mind grows stronger, it also grows more rigid. The habit of analyzing and reasoning interferes more or less with the natural receptivity of the child. The fixation of speech habits in the mother tongue makes it increasingly difficult to acquire even a moderately good pronunciation, and perfection is usually out of the question.

SECTION VI.—PROPOSAL OF THREE NATIONAL GRADES OF PREPARATORY INSTRUCTION IN THE MODERN LANGUAGES.

Thus far this report has not dealt specifically with requirements for admission to college. In accordance with the idea embodied in the resolution referred to in Section I, we have approached our subject from the point of view of the secondary schools. We have endeavored to state and explain the principles which should be kept in view in order to render our school work in French and German as valuable as possible to the learner. We have recognized that the secondary school does not exist solely or even mainly for the sake of its preparatory function; and what we have said would be in the main true, and we hope valuable, even if there were no colleges. Nevertheless the preparatory function of the secondary school is obviously of very great importance. In practice secondary courses are shaped quite largely with reference to college requirements. The school naturally looks to the college as a regulative influence. It turns to the college catalogue, learns what must be done to prepare its pupils for admission, and concludes, not unnaturally, that this is about what ought to be done from an educational point of view. In the absence of any central control of education in the United States this regulative influence of the college is the most potent agency at our command for creating and maintaining a high standard of secondary teaching. We come, then, to the subject of secondary instruction as related to college requirements.

For the purpose of simplifying the relation between the colleges and the secondary schools and for the purpose of securing greater efficiency and greater uniformity in the work of the schools, it is hereby proposed that there be recognized, for the country at large, three grades of preparatory instruction in French and German, to be known as the elementary, the intermediate, and the advanced, and that the colleges be invited to adopt the practice of stating their requirements in terms of the national grades.

Explanatory.—The proposed three grades are designed to correspond normally to courses of two, three, and four years, respectively, the work being supposed to begin in the first year of a four-year high-school course, and to proceed at the uniform rate of four recitations a week. The elementary course is designed to furnish the minimum of preparation required by a number of colleges in addition to the Latin and Greek of the classical preparatory course. The intermediate course is designed to furnish the preparation required by many colleges which permit the substitution of a modern language for Greek. The advanced course is designed to furnish the highest grade of preparation of which the secondary school will ordinarily be capable in a four-year course.

With respect to the time required, in years and in hours per week, for the satisfactory completion of the work to be outlined below, it should be said that the committee has no thought of imposing upon the schools an inflexible programme. Teachers will continue to make their programmes in accordance with their own judgment and convenience. The rapidity with which the proposed work can be done will, of course, vary greatly in different schools, with the age and aptitude of pupils, the size of classes, the efficiency of teaching, and according as the beginner of French or German has or has not studied Latin. It makes no small difference whether the modern language is begun in the first year or in the third year of the high-school course. In attempting to draw up model courses, however, the com-

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mittee obviously had to make some definite assumption with regard to the time of beginning and the number of recitations per week. It was also necessary to provide for the case of the work beginning in the first year, since many of our best schools already have four-year courses in German or French, or both. It is clearly desirable that such courses be made as good as possible, and that they have a recognized place and value in our general scheme of requirements for admission to college.

With regard to the four recitations per week let it be observed that that number has been made the basis of our calculations, not because the committee prefer it to five, or wish to recommend it to the schools instead of five, but because it is believed to be the smallest number that will permit the proper completion of the work proposed, if the work begins in the first year. Where a modern language is begun in the third year of a high school, it may be possible to complete the intermediate course in two years at the rate of five recitations a week, and the elementary course in proportionally less time. Where French is taken up in the last year of the classical preparatory course, it may be possible sometimes to meet the elementary requirement in one year at the rate of five recitations a week. But this will almost never be possible in the case of German, and in general the committee do not recommend one-year courses. The attempt to meet the elementary requirement in one year will result usually in a cramming process with neglect of that thorough drill upon the rudiments which is necessary for a good foundation.

In drawing up model courses the committee has had in view the needs and the conditions of the United States at large.[1] The work of the subcommittee charged with the matter was first submitted for criticism and suggestions to some two hundred secondary teachers of known ability and experience. It was then carefully revised in the light of the information and opinions gathered, and finally ran the gauntlet of thorough discussion in the committee of twelve. It is believed to represent the best intelligence of the country; to set a standard which is high, but not too high, and to be throughout entirely practicable. Teachers who do not find their own ideas perfectly expressed by the scheme will please remember that the committee had to find its way among a multitude of counselors.

SECTION VII.—THE ELEMENTARY COURSE IN GERMAN.

(*a*) THE AIM OF THE INSTRUCTION.

At the end of the elementary course in German the pupil should be able to read at sight, and to translate, if called upon, by way of proving his ability to read, a passage of very easy dialogue or narrative prose, help being given upon unusual words and constructions; to put into German short English sentences taken from the language of every-day life or based upon the text given for translation, and to answer questions upon the rudiments of the grammar as defined below.

(*b*) THE WORK TO BE DONE.

During the first year the work should comprise: (1) Careful drill upon pronunciation; (2) the memorizing and frequent repetition of easy colloquial sentences;

[1] In the spring of 1896 representatives of Harvard, Yale, Princeton, Columbia, Cornell, and the University of Pennsylvania met in New York and, in conference with representatives of a number of prominent Eastern preparatory schools, agreed upon a scheme of uniform requirements which has since been accepted by the institutions concerned. The modern-language conference framed an elementary and an advanced requirement in French and in German. The elementary requirement of the New York conference is substantially the same as that proposed by this committee, and their advanced requirement is nearly identical with our intermediate requirement. Slight differences appear in phraseology, in estimates of time required, and in the number of pages suggested for reading. But these differences are insignificant. It is believed therefore that the six prominent institutions which have already made so good a beginning in the unification of entrance requirements will have no difficulty in adapting their statements to the scheme which is here proposed for the country at large.

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(3) drill upon the rudiments of grammar, that is, upon the inflection of the articles, of such nouns as belong to the language of every-day life, of adjectives, pronouns, weak verbs, and the more usual strong verbs, also upon the use of the more common prepositions, the simpler uses of the modal auxiliaries, and the elementary rules of syntax and word order; (4) abundant easy exercises designed not only to fix in mind the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (5) the reading of from 75 to 100 pages of graduated texts from a reader, with constant practice in translating into German easy variations upon sentences selected from the reading lesson (the teacher giving the English), and in the reproduction from memory of sentences previously read.

During the second year the work should comprise: (1) The reading of from 150 to 200 pages of literature in the form of easy stories and plays; (2) accompanying practice, as before, in the translation into German of easy variations upon the matter read, and also in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages; (3) continued drill upon the rudiments of the grammar, directed to the ends of enabling the pupil, first, to use his knowledge with facility in the formation of sentences, and, secondly, to state his knowledge correctly in the technical language of grammar.

(c) SUGGESTIONS TO THE TEACHER.

The following paragraphs are submitted in the interest of good teaching, and not in the interest of the most expeditious preparation for college. It is well known that a capable boy or girl can be crammed for a college examination in any subject in much less time than a proper training in the subject would require. Here, however, we are concerned with the proper training. The college entrance examination is admittedly an imperfect test of attainment in a modern language. Where candidates are numerous and the time limited, the examination is necessarily in writing; and then the only available test of the ability to read is the ability to translate, while pronunciation and readiness of speech are not tested at all. It is evident, then, that a good symmetrical training in the secondary school must keep in view more things than are likely to be "required" of the candidate at his examination for admission to college. In what follows we shall take up the more important points that are involved in the teaching of beginners and make some practical suggestions—suggestions that are by no means intended to prescribe a routine, but rather to state and explain guiding principles.

(1) *Pronunciation.*—It is hardly necessary to say that the first matter of importance for the beginner is the learning of a good pronunciation. Drill upon the subject should be kept up steadily and inexorably until right habits are firmly fixed; because wrong habits formed at the outset are very persistent and very difficult to correct. In attempting to imitate his teacher's utterance of the strange German sounds the learner will at first neither hear nor reproduce correctly, but will utter rough approximations of his own. It is necessary to train both his ear and his vocal organs. In doing this most teachers rely only upon oft-repeated imitations of their own pronunciation; and this is the best reliance, always supposing that the model itself be good. What usually happens, however, is that teachers cease or slacken their drill too soon. They find it dull business. After correcting some faulty utterance a score or two of times, they conclude that the result obtained will "do," that it is the best obtainable, that practice will make perfect—in the future. But the learner, being no longer regularly brought to book for his faults, perpetuates them, and makes no further progress except to pronounce badly with greater facility. In this way is acquired the slovenly pronunciation with which too many leave school.

The opinion is sometimes expressed that it is not worth while to take great

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pains in the teaching of pronunciation, since perfection is out of the question. The argument is that American youth will not learn in school, however they may be taught, to pronounce German as Germans pronounce it; and that since they will speak badly anyway, the question of more or less can not greatly matter. But this is not the right attitude. For although one who is not a German will very rarely learn after childhood to use the organs of speech precisely as Germans use them, so that his pronunciation will ring absolutely true, still any boy or girl of average aptitude may by careful attention to the subject acquire a pronunciation so good that it will be pleasing rather than displeasing to a cultivated German ear; just as in the case of Germans learning English, that which is called the foreign "accent" may be reduced to such minute proportions that it does not offend, though it is noticeable. Now this is a result worth working for; but it can only be obtained when the teacher is interested in pronunciation and well-informed with regard to it. And right here comes in the great value of a knowledge of phonetics. Without such knowledge the teacher's only resource is the imitation of himself as model; his own personal habits of utterance become the standard of the class. But his habits may not be the best. If an American, he may have received a faulty training; if a German, he may have dialectic peculiarities which should not be taught to a class. One who knows just how the German sounds are produced, and how they differ from the English sounds with which they are most apt to be confounded, has a great advantage in teaching pronunciation. If he hears a faulty utterance he will know what is the matter and can correct it in the most effective way. If he knows something of German dialects, of provincial or local peculiarities of pronunciation, of the nature and claims of the so-called standard pronunciation, he will know what "correctness" means and will be able to teach more intelligently. And, what is most important of all, for one who has a scientific interest in pronunciation, the class-room drill upon the subject will not be a dull mechanical routine, but a highly interesting employment. He will himself learn much incidentally, and will make his teaching of pronunciation useful to his pupils, not only for German, but also for English.

It is therefore very much to be desired that teachers of German in the secondary schools be qualified to deal scientifically with the subject of pronunciation. For this purpose it is not at all necessary that they be accomplished phoneticians. A very rudimentary knowledge of general phonetics will suffice. Of greater importance is it to have at hand and to have carefully studied a good treatment of the special problems of German-English phonetics.[1]

(2) *The memorizing of colloquial sentences.*—If there is any point upon which progressive teachers of living languages the world over have lately been coming to an agreement, it is that in any course of study making the slightest pretension to thoroughness the proper starting point in teaching is the vocabulary and phraseology of the language as represented in its every-day forms of expression. It is of course possible to learn to read a language with some facility and still not be

[1] Such a treatment can be found in Hempl's German Orthography and Phonology, Boston, 1897. The second "book" of Professor Hempl's work gives, in chapter 1, a sufficient introduction to general phonetics, with bibliography on p. 61; then, in chapter 2, a scientific description of German speech sounds. Chapter 3 discusses such topics as "A standard of pronunciation," "Stage pronunciation," "The best German," "The difference between German and English pronunciation," and, very fully, "The values of the letters." Bibliography, on p. 107. From the works there mentioned we select, as likely to be most useful to the teacher (aside from Professor Hempl's own book): Grandgent's German and English Sounds, Boston, 1892; Brandt's German Grammar (second part), Boston, 1888; Vietor's German Pronunciation, 4th ed., 1890 (Lemcke & Büchner, 812 Broadway, New York, American agents); also Vietor's German essays, Die Aussprache des Schriftdeutschen, 1890, and Wie ist die Aussprache des Deutschen zu lehren? 1893. It is hardly necessary to say that the most widely used school grammars deal very briefly and superficially with the subject of pronunciation and are an insufficient reliance, even when free from positive error.

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able to utter a sentence in it intelligibly or to understand a sentence uttered by another; in short, without acquiring any feeling for the language in its characteristic modes of expression. Scholars and men of science who find it necessary in their work to read a number of foreign languages can very quickly, by the aid of grammar, dictionary, and translation, reach a point at which they can "make out the sense" or "get the drift" of an article or a pamphlet. But this is not learning the language any more than "picking up" a few tunes on the piano is learning music. Such reading, though better than nothing and useful for certain purposes, is unsatisfactory. In the field of belles-lettres, where so much depends upon style, upon niceties of expression, and the subtle association of ideas, it is extremely unsatisfactory. The school, in dealing with languages so important as German and French, should aim at something better. It should aim to be thorough; to begin in the best way and lay a good foundation.

For literary appreciation—that is, for reading of the most profitable kind—one needs before all things a sensitive feeling for the language. One needs the sense of being at home in it. In teaching, this principle should be recognized from the outset. The learner's knowledge is to be made second nature. His faculties and organs must be taught to respond instantly and naturally to the foreign symbols whether they are seen or heard. Idea and form of expression must become so intimately associated that the one suggests the other without any intervening process of ratiocination. To accomplish this, there is no kind of drill so good as the memorizing and frequent repetition of easy colloquial sentences. Such sentences can be given out and learned without any attempt at grammatical analysis and quite in advance of the pupil's grammatical knowledge. To know the meaning of "es thut mir leid" and be able to handle the sentence appropriately, it is not at all necessary that one be able to parse a single one of the words. It is to be borne in mind that psychologically the unit of speech is the sentence or the phrase, and not the individual vocable. Thoughtful teachers sometimes object to this form of drill on the ground that it is mere memory work, that it does not teach the pupil to think or to reason. This, however, is not a valid objection. Such drill does much more than to load the memory. It develops aptitude by making psychological reactions instantaneous; in short, by creating Sprachgefühl. Its value has some analogy to that of the finger-exercises of the incipient pianist.

It is obviously important that what is given out to be learned in this way should consist of nothing but natural, oft-recurring forms of expression. The pupil is to learn how Germans actually say things, and not how they might possibly say something which no one would ever have occasion to say outside the class room. The ideal condition is, of course, that the teacher have such a command of colloquial idiom that he will be able to furnish the necessary materials from the resources of his own knowledge. It will then be best that the pupil's repetitions be elicited by questions addressed to him in German; in other words, that the drill take the form of short dialogues without use of English. But, as we have already intimated, the teacher who does not command the language should not attempt this, but follow a book or note down suitable sentences from his reading of realistic stories and plays. Such sentences may then be given out to be learned and repeated frequently, the teacher giving the thought in English.[1]

[1] For reasons sufficiently obvious the committee does not undertake to recommend particular American text-books for class use. There are a number of publications from which material more or less suitable can be culled. The test in choosing is whether a sentence represents (1) a natural and (2) a usual or oft-recurring form of expression. A scientific manual of spoken German, on the general lines perhaps of Sweet's Elementarbuch des gesprochenen Englisch, is a desiderandum. Worthy of recommendation for its thorough trustworthiness in respect of idiom, and equally good for German and French, is the German edition of Storm's Dialogues français, i. e., Französische Sprechübungen, Leipzig, 1888. For an excellent theoretical discussion of colloquial German, containing many useful hints to the teacher, we call attention to Wunderlich's Unsere Umgangsprache, Weimar, 1894.

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This is perhaps an appropriate place to say a word upon the subject of memorizing poetry, a kind of drill which is highly thought of and largely practised by many teachers. The argument in its favor generally takes some such form as this: Boys and girls are apt to memorize easily, and they must memorize something; then why not have them memorize gems of poetry and great thoughts of great writers rather than the banalities of ordinary discourse? But this argument is fallacious. The object of the drill in colloquial German is, as we have already remarked, not to load the memory with things supposed to be highly valuable in themselves, but to create an instinctive feeling for the language in its usual and natural modes of expression. Now poetry, as the language of emotion, is a more or less artificial—often a highly artificial—form of expression, and it is better that the natural become lodged in the mind first. The beginner who has learned to recite "Sah ein Knab ein Röslein stehn, Röslein auf der Heiden," is hardly in a better, but rather in a worse, position for learning how a German would ordinarily express that idea. It may further be remarked that in simply hearing recitations of poetry in the class room the teacher can be of little use except to see that his pupils have done their task, which is, to make the best of it, one of his lowest functions; to correct mistakes of pronunciation, and to give points in elocution, if his talent runs in that direction. It is an easy business for him, but it is apt to involve a great waste of valuable time for all except the reciter. Finally, it is not to be forgotten that this kind of exercise, if it is felt as an irksome task, may easily create a positive distaste instead of a liking for the gems of poetry. We must remember Lord Byron's pathetic exclamation:

Then farewell Horace, whom I hated so.

To sum up, we would not be understood as condemning altogether the exercise of memorizing poetry, but we have not thought it of sufficient importance to deserve a place in the scheme of work outlined above. At any rate, it should not be made much of in the early stages. The poems given out for committing to memory should be few and short and selected with reference to their simplicity and naturalness of expression. The teacher who omits the exercise altogether during the first year will make no great mistake. The recitation of well-chosen dialogues, with the parts assigned, is a better exercise, and we believe is usually found more interesting to learners.

(3) *Grammar.*—It is assumed that simple exercises in colloquial German will begin with the very first lesson and take a portion of each recitation period, even when the pupil is learning the alphabet and becoming familiar with the values of the letters. It goes without saying that the sentences learned should occasionally be written down as well as often repeated orally. Practice in writing German from dictation is helpful in learning to spell, and should be kept up for some time. It may, however, be discontinued earlier than in case of French, because German spelling is much easier to learn than French.

Whether the script letters should be learned at the same time with the print letters and regularly used in all written work is a question upon which opinions differ. On the one hand, it is urged that the script letters are not at all difficult to master, and that the use of them facilitates learning to spell. Such spelling as *musz*, *müssen*, *Herz*, *sitzen*, and others, come more easily in the German than in the Roman script. It is also urged that, as Germans use the script in their ordinary writing, those who are studying the language should learn to use it. The opposing arguments are that there is nothing educational or practically useful about learning to write the German script; that for Americans it is quite sufficient to be able to read it, in case they should some time get a letter written in it; that boys and girls of high-school age have usually formed their hand in English, and that, unless great pains be taken with them at the start—that is, unless the teacher be both able and willing to teach penmanship for its own sake—they are almost

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sure to learn to write the script in an ugly un-German hand, like nothing ever met with outside the class room. From this it is clear that there is something to be said upon both sides. Upon the whole, the committee are of the opinion that the use of the German script in the schools should not be regarded as a matter of great importance and should never be required at a college examination. Teachers who write it well and are willing to take the time to teach it well may very properly insist upon it. Others will be upon safe ground if they permit the use of the Roman letters in all written work. In that case, however, they should sooner or later give their pupils some practice in reading German handwriting.

It is assumed that learners who are of high-school age will take up the study of grammar after a few preliminary lessons. But for several weeks the grammar lessons should be short and easy, so as to allow an abundance of time each day for colloquial exercises and drill upon pronunciation. As the course proceeds the study of grammar and the doing of exercises directly related to the study of grammar may properly be allowed to absorb an increasing portion of the time, but the colloquial practice should be kept up. In the teaching of grammar the most important principle to be kept in view is that the grammar is there for the sake of the language and not the language for the sake of the grammar. The recitation of paradigms, rules, and exceptions is always in danger of degenerating into a facile routine in which there is but little profit. The important thing is not that the learner should acquire facility in telling off paradigms, quoting statements, and explaining principles according to the book, but that he should acquire facility in understanding and using the language. The maxim should be: Little theory and much application. It is of small use to be able to state correctly the principle of adjective declension, so long as the pupil, in attempting to apply the principle in a simple case, is obliged to stop and think, to recall his grammar, and perhaps to guess after all. The right forms must be so bred into the blood that they come naturally from tongue and pen. This, of course, requires an endless amount of repetition, which may at times become tedious. But the time spent upon this elementary drill is well spent and tells for good throughout the course. Teachers should not be in too great haste to get to reading good literature.

The first difficulty of practical importance in teaching German grammar relates to the gender and declension of nouns. If the attempt is made to master the gender and declension of every noun that is met with, either progress will be very slow (as in case of German children learning the mother tongue), or the learner's memory soon becomes overtaxed. Trying to remember everything, he soon ceases to remember anything with absolute confidence. The best way to deal with this difficulty is to concentrate attention from the start upon those nouns that belong to the language of everyday life—the names of familiar objects, relationships, and ideas—to make sure of these and let the others go. A list of such nouns can be made out which need not contain more than, say, 300 words. The pupil who at the end of a two years' course has really learned that number of nouns, so that the right gender and the right plural come to him instantly, has done quite enough. More should not be expected by the college examiner, so far as concerns those nouns the gender and declension of which can not be determined by inspection. It is of course assumed that the candidate will know about nouns in *chen*, *lein*, *ei*, *heit*, *keit*, *in*, *schaft*, *ung*. Whether he knows any other rules for gender is not very important.

After the inflection of the noun the other grammatical topics that require the most attention are the inflection of the adjective, the forms of the strong verbs and modal auxiliaries, the use of prepositions, and the subject of word order. In dealing with these and the minor difficulties of German grammar it is customary to rely, first, upon grammatical exercises—that is, the translation from German into English and from English into German of collections of sentences devised or selected for the express purpose of illustrating some grammatical point; and, sec-

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ond, upon drill connected with the German reading lesson. Both these resources are good if properly handled, and neither should be neglected. To do its proper work the grammatical exercise should not be simply worked through once and then dismissed, but reviewed and repeated until the right forms come instantly from tongue and pen. From this it follows that the sentences of the grammatical exercise, no less than those learned in colloquial practice, should represent natural forms of expression—things that Germans say or might say under easily supposable conditions. It used to be thought, and perhaps some teachers and text-book makers still think, that anything grammatical will do for teaching grammar. And so, perhaps, it will; but it is possible to teach the grammar at the expense of the language, and the language is what we are after.

To ask a learner to upset into alleged German such sentences as: "The pupils' coats and shoes are in the maids' hands," or "I give warm clothes and red apples to poor little children," is, to say the least, inexpedient. Instead of a help, it is a hindrance to the acquisition of a sensitive feeling for the language. Rather than exercise his wits upon the translation of such English into such German it were much better that the learner should do no English-German translation whatever, but simply read real German and learn the grammar by observation and appropriate drill. Perceiving rightly that the translation of bad exercises is a waste of time and positively harmful, some teachers have been led to the position that all English-German translation is out of place in a beginner's course. They argue that one should not be expected to translate into a language until he knows something about it, until he has a certain working capital in the way of vocabulary, phraseology, and linguistic feeling; that so long as he must look up his words in the vocabulary and painfully and faultily piece them together according to his understanding of the grammar, it is better for him to occupy himself with German produced by those who know the language. This reasoning is not altogether unsound, but properly applied it does not lead to the rejection of all English-German translation in the early stages of study. On the contrary, such translation is itself highly useful in acquiring that larger working capital which is desired. All that is necessary is to avoid difficult or independent translation. Throughout the elementary course the English-German translation should consist of little else than easy variations upon a German text already studied. The German text should furnish or suggest substantially all that the learner needs to know, previous acquirements being of course taken into consideration. Here the maxim should be: A great deal of the easy rather than a little of the difficult.

We come now to the subject of drilling upon the reading lesson. There are various kinds of questions that can be asked about a text, but three types are prominent in the practice of teachers. In the first type the questions call for the recitation of paradigms and rules and the explanation of grammatical principles. In the second type the questions call for the translation into German of English sentences based upon the text. In the third the object is to draw the pupil out and induce him to talk about what is said in the text. To illustrate, supposing the text in hand to be *Der See macht eine Bucht ins Land:*

(1) Decline *Der See.* What is the meaning of *die See?* Decline *die See.* Give the principal parts of *macht.* Inflect *macht* in the present indicative active. Give a synopsis of its tenses in the indicative, first person singular. Why is the accusative used after *in?* Decline *Land.* What is the difference between *Lande* and *Länder?*

(2.) How would you say in German: The lake is quiet. The sea is quiet. My home is on the lake. I see a ship on the sea. There are many lakes in Switzerland? Give the German for: I made. I have made. I shall make. What are you making? Paper is now made of wood. Would it do to say *eine Bucht im Lande?* How would you say: He is coming to land. I am going into the country. I live in the country. That is the case in all lands except the Netherlands?

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(3.) *Was macht der See? Welcher See ist gemeint? Wo befindet sich dieser See? Von welchem Lande ist hier die Rede? Waren Sie je in der Schweiz? Was für eine Regierung hat die Schweiz?*

Now, the best teaching will make some use of all these types of drill questions, but more of the second than of the first or third. The objection to an exclusive or even a predominant use of the first is that it teaches the pupil to "rattle off" paradigms and rules, but not to understand or to use the language. Instead of learning to think in German, as the phrase is, he learns to think grammar in the terms of his text-book. Every college examiner is acquainted with the youth who will write *er hat gekommen* and then, on demand, give correctly the rule for the use of the auxiliaries of tense. What is needed in his case is not more practice in repeating the rule, but more practice in writing and saying *er ist gekommen*. The objection to an exclusive use of type 3 is that it does not specifically teach grammar at all. In types 1 and 2 the questions may, of course, be put in German instead of English. It is to be observed, however, that the German grammatical terms are rather difficult to learn and do not come under the head of "everyday forms of expression." The principal value of grammatical drill conducted in German is to teach the learner to handle the sentence. So far as the vocabulary is concerned he might better be learning something else.

(4). *Reading matter.*—In outlining the work of the elementary course we have recommended that, aside from the German-English exercises of the grammar, the reading matter of the first year consist of graduated texts from a reader. This is the usual practice, and it certainly has some argument in its favor. The advantage of a reader is that it offers variety, introduces the learner to different styles, and leads him gradually from that which is very easy to that which is more difficult. Some teachers, however, prefer to make no use of a reader, but to pass directly from the grammar to complete stories having some literary value. They urge that such reading is more interesting and profitable than the disconnected texts usually found in readers. Others, while approving the use of a reader, will prefer to drop it earlier than our scheme proposes, and to read at least one complete story during the first year. Questions of this kind are not very important; and there are no general principles on which to decide them. Teachers must decide according to the character of their classes. Fortunately there is now no lack of suitable material. We have several very good readers and a large number of *Märchen*, *Geschichten*, *Erzählungen*, and *Novellen*, published both separately and in collections, and all annotated for beginners.

In choosing from the mass of literature available for the second year the aim should be, of course, to find that which is interesting to the young, wholesome, well-written, and not too difficult. It is natural to begin with the fairy stories, or *Märchen*, in which Germany is so prolific, but pupils of high-school age should not be kept too long on a diet of *Märchen*. If, at the end of the elementary course, the pupil is to be able to read easy narrative prose at sight, it is necessary that he have practice in reading different styles. Lively, realistic narrative, with plenty of dialogue, is to be preferred. The German *Märchen* is apt to appear childish to American boys and girls. On the other hand teachers often complain that the most of the tales furnished by conspiring editors and publishers are more or less mawkish love tales, and they sigh for vigorous stories of adventure with the grand passion left out or made little of. This is a demand which future editors may well keep in view. Meanwhile we must remember that the Germans are a more sentimental people than the Americans, and that one of the objects for which we study German in school is to learn what the Germans are like.

Stories suitable for the elementary course can be selected from the following list:[1] Andersen's Märchen and Bilderbuch ohne Bilder; Arnold's Fritz auf Ferien;

[1] In all the reading lists the order is alphabetical. It expresses no opinion with regard to the merit of the texts as compared with one another.

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Baumbach's Die Nonna and Der Schwiegersohn; Gerstäcker's Germelshausen; Heyse's L'Arrabbiata, Das Mädchen von Treppi, and Anfang und Ende; Hillern's Höher als die Kirche; Jensen's Die braune Erica; Leander's Träumereien, and Kleine Geschichten; Seidel's Märchen; Stökl's Unter dem Christbaum; Storm's Immensee and Geschichten aus der Tonne; Zschokke's Der zerbrochene Krug.

Good plays adapted to the elementary course are much harder to find than good stories. Five-act plays are too long. They require more time than it is advisable to devote to any one text. Among shorter plays the best available are perhaps Benedix's Der Prozesz, Der Weiberfeind, and Günstige Vorzeichen; Elz's Er ist nicht eifersüchtig; Wichert's An der Majorsecke; Wilhelmi's Einer musz heiraten. It is recommended, however, that not more than one of these plays be read. The narrative style should predominate. A good selection of reading matter for the second year would be Andersen's Märchen, or Bilderbuch, or Leander's Träumereien, to the extent of say forty pages. After that such a story as Das kalte Herz, or Der zerbrochene Krug; then Höher als die Kirche, or Immensee; next a good story by Heyse, Baumbach, or Seidel; lastly Der Prozesz.

A minor question which sometimes exercises the mind of the teacher is the question of the special vocabulary versus the dictionary. The obvious advantage of the special vocabulary is that it is very much more convenient for the learner. A well-known schoolman in writing to the committee upon this subject, sums up his views in the proposition that "dictionaries are a nuisance." Nor is it easy to find any valid pedagogical objection to the use of a properly prepared special vocabulary. The objection most often urged is that in using a special vocabulary the scholar does not learn, nor try to learn, what the word really means in and of itself, but only what it means in the context where he has found it. It is urged, therefore, that before he can become independent, and acquire scholarly habits of study, he must emancipate himself from the special vocabulary and learn to use the dictionary. There is some force in this argument, but not much; for what the learner invariably does in using the dictionary is to pick out, from the various meanings given, the particular one that suits his occasion. To the others he pays no attention. When he comes across the word in another sense, he looks it up again. It is thus a saving of time if he have the right meaning, unincumbered by the others, given him in a special vocabulary. Really the whole question is mainly one of saving time. If, in getting his lesson, the learner could have at his elbow someone who would simply tell him the meaning of the word, that would be better still, if he would but remember what he were told. But there is undoubtedly some truth in the principle that what is acquired with difficulty, that is, with exertion and exercise of judgment, is the more likely to be remembered. Meanings that come easily in footnotes are apt to go no less easily. The whole question is one upon which no fixed rules can be laid down. There is no serious objection to the use of special vocabularies throughout the elementary course, provided the right texts are available in editions provided with vocabularies, but the choice of reading matter should not turn primarily upon this consideration. It is best to provide a good course of reading, with variety, interest, and progression, even if, toward the end, the dictionary has to be used.

(5) *Translation into English; sight reading.*—In the majority of schools it would appear that, after the first few months, the study of German consists principally in the translation of German literature into English. Translation is the exercise which is felt by both teacher and pupil to be the most important, and it is the one, accordingly, which is most insisted upon. It is also the exercise most easily handled. To sit and hold a book while the members of the class translate, one after the other, into class-room English, to correct their more serious blunders, and help them to "get the sense," requires no great amount of preparation, no great expenditure of energy or ingenuity. But while it has its dangers, the profitableness of translation can not be successfully attacked. Whatever may be

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true of very young children, one who already knows one language will learn another most "naturally," most expeditiously, and most thoroughly by means of comparison with his mother tongue; and this comparison, as was pointed out in a preceding section, is an important instrument of discipline and culture. Moreover, translation is the most effective and the most readily available means of determining whether the sense of a passage is exactly understood. It is the best detective of mental haziness, half-knowledge, and self-deception. At the same time it should not be forgotten that the principal object of study is not to learn to translate, but to learn to read without translating.

How to deal with translation so as to make neither too much nor too little of it, so as to get the good and escape the evil of it, is not a simple problem for the teacher. It is easy to say that good translation should always be insisted on, and that bad English should never be allowed to go uncorrected. As a counsel of perfection, this is no doubt good. The trouble is, however, that really good translation of real literature is an art requiring literary skill. There must be time for the mental balancing of alternatives, the testing of synonyms, etc. No one can do it offhand. To expect schoolboys or college students to do it in the ordinary routine of class work, is to expect impossibilities. On the other hand, slovenly, incorrect, and unidiomatic translation is worse than a waste of time. The young person who gets into the habit of murdering his mother tongue in cold blood, under the pretense of learning a foreign language, does himself more harm than good. What, then, is to be done? The practical answer would seem to be this: Between the extremes of atrocious English, which should not be endured, and the really good English, which is unattainable, there is a wide belt of what may be called tolerable English; English which is not excellent from a literary point of view, but is at least clear, grammatical, free from gross improprieties in respect to idiom, and reasonably faithful to the meaning of the original. Such tolerable English is all that can be expected in the ordinary routine of the class room. It is, however, desirable that the learner become aware that there is a higher ideal, and that he have some practice in trying to reach it. To this end a passage of German text should occasionally be given out for a carefully prepared written translation, with instructions to take time and make the work just as good as possible. Such translations should then be criticised by the teacher and compared with one another in the class. Attention should be called to the small points of idiom, arrangement, choice of words, turn of phrase, etc., which make up the difference between the tolerable and the excellent. In this way the pupil's literary sense will be cultivated; he will become familiar with the idea of translation as an art, and the effect will be to improve gradually the quality of his ordinary work.

The next question is: How long and to what extent should the routine translation of good German into tolerable English be insisted on in the class room? The answer is: So long as and wherever the teacher is uncertain whether the meaning of the original is understood. If there is complete certainty that the learner can translate his passage of German into tolerable English, it is, as a rule, not worth while to have him do it; the time can be used to better advantage. An exception may be made, of course, in the case of pupils who are for any reason unusually backward in their English, or for such as may be suspected of not preparing their lessons. But for capable pupils who have a right attitude toward their teacher and their work, there presently comes a time when the routine translation in class of what they have previously prepared ceases to be profitable. They learn no new German in the process, and they do not improve their command of English. For A, B, C, and D, who have prepared their lessons and know perfectly well how to translate a given passage, to sit in the class while E actually translates it means a waste of time. When that stage is reached it is time to drop the systematic translation of the entire lesson in class, to call only for the rendering

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of words or passages that are liable to be misunderstood, and to use the time thus gained in some exercise more profitable than superfluous translation.

One such exercise is reading at sight. Since the general aim in the elementary course is to learn to read very easy narrative prose at sight and not to learn to translate any specified texts, and since the candidate for admission to college will probably be tested upon some text that he has never studied, it is evident that considerable practice should be given in sight reading. Teachers sometimes object to this exercise on the ground that it encourages guesswork and inaccuracy. But the objection is not valid. The object of the exercise is to increase the learner's vocabulary, to make him feel that he can read German that he has not previously studied and to give him facility in such reading. There is not the slightest objection to his guessing at the meaning of a new word. All our reading is largely a process of divination, and the better we can divine from the context the better we can read. Of course the wrong guesses must be corrected, and the teacher is there for that purpose. It is hardly necessary to say that for sight reading the very easiest texts that can be found should be chosen. Grimm's Märchen are well adapted for the earliest experiments, then Meissner's Aus meiner Welt or Volkmann's Kleine Geschichten.

(6) *Reproductive translation into German.*—It will be observed that the programme of work for the second year of the elementary course provides for practice "in the off-hand reproduction, sometimes orally and sometimes in writing, of the substance of short and easy selected passages." This is what the Germans call "freie Reproduktion," and is one of the most profitable exercises possible. It teaches the pupil to give heed not only to the meaning but to the form in which it is expressed, to put thoughts in German with German as a starting point. The language of the original should, of course, not be memorized verbatim; what is wanted is not an effort of the memory, but an attempt to express thought in German forms that are remembered in a general way but not remembered exactly. The objection to independent translation from English into German is that for a long time it is necessarily mechanical. The translator has no help except his dictionary and grammar. His translation is mere upsetting. In free reproduction, on the contrary, he instinctively starts from his memory of the original. His thoughts tend to shape themselves in German form. In short, he learns to think in German.

SECTION VIII.—THE INTERMEDIATE COURSE IN GERMAN.

(*a*) THE AIM OF THE INSTRUCTION.

At the end of the intermediate course the pupil should be able to read at sight German prose of ordinary difficulty, whether recent or classical; to put into German a connected passage of simple English, paraphrased from a given text in German; to answer any grammatical questions relating to usual forms and essential principles of the language, including syntax and word formation, and to translate and explain (so far as explanation may be necessary) a passage of classical literature taken from some text previously studied.

(*b*) THE WORK TO BE DONE.

The work should comprise, in addition to the elementary course, the reading of about 400 pages of moderately difficult prose and poetry, with constant practice in giving, sometimes orally and sometimes in writing, paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; also grammatical drill upon the less usual strong verbs, the use of articles, cases, auxiliaries of all kinds, tenses and modes (with special reference to the infinitive and subjunctive), and likewise upon word order and word formation.

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(c) SUGGESTIONS TO THE TEACHER.

The intermediate course is supposed to be the elementary course, plus one year's work at the rate of not less than four recitations a week. Suitable reading matter for the third year can be selected from such works as the following: Ebner-Eschenbach's Die Freiherren von Gemperlein; Freytag's Die Journalisten and Bilder aus der deutschen Vergangenheit, for example Karl der Grosse, Aus den Kreuzzügen, Doktor Luther, Aus dem Staat Friedrichs des Grossen; Fouqué's Undine; Gerstäcker's Irrfahrten; Goethe's Hermann und Dorothea and Iphigenie; Heine's poems and Reisebilder; Hoffmann's Historische Erzählungen; Lessing's Minna von Barnhelm; Meyer's Gustav Adolph's Page; Moser's Der Bibliothekar; Riehl's Novellen, for example, Burg Neideck, Der Fluch der Schönheit, Der stumme Ratsherr, Das Spielmannskind; Rosegger's Waldheimat; Schiller's Der Neffe als Onkel, Der Geisterseher, Wilhelm Tell, Die Jungfrau von Orleans, Das Lied von der Glocke, Balladen; Scheffel's Der Trompeter von Säkkingen; Uhland's poems; Wildenbruch's Das edle Blut. A good selection would be: (1) one of Riehl's novellettes; (2) one of Freytag's "pictures;" (3) part of Undine or Der Geisterseher; (4) a short course of reading in lyrics and ballads; (5) a classical play by Schiller, Lessing, or Goethe.

The general principles of teaching set forth in the preceding section apply also to the work of the intermediate course. Translation should be insisted upon so far as necessary, but the aim should be to dispense with it more and more. Every expedient should be employed which will teach the scholar to comprehend and feel the original directly, without the intervention of English. Occasional exercises in preparing very careful written translations should be continued. Practice should be given in reading at sight from authors of moderate difficulty, such as Riehl or Freytag. The "free reproduction" should by all means be kept up. It will be found much more valuable at this stage than independent translation of English into German. In dealing with classical literature thorough literary studies are, of course, not to be expected, but an effort should be made to bring home to the learner the characteristic literary qualities of the text studied, and to give him a correct general idea of the author.

SECTION IX.—THE ADVANCED COURSE IN GERMAN.

(a) THE AIM OF THE INSTRUCTION.

At the end of the advanced course the student should be able to read, after brief inspection, any German literature of the last one hundred and fifty years that is free from unusual textual difficulties, to put into German a passage of simple English prose, to answer in German questions relating to the lives and works of the great writers studied, and to write in German a short, independent theme upon some assigned topic.

(b) THE WORK TO BE DONE.

The work of the advanced course (last year) should comprise the reading of about 500 pages of good literature in prose and poetry, reference reading upon the lives and works of the great writers studied, the writing in German of numerous short themes upon assigned subjects, independent translation of English into German.

(c) SUGGESTIONS TO THE TEACHER.

Suitable reading matter for the last year will be: Freytag's Soll und Haben; Fulda's Der Talisman; Goethe's dramas (except Faust) and prose writings (say extracts from Werther and Dichtung und Wahrheit); Grillparzer's Ahnfrau or Der Traum ein Leben; Hauff's Lichtenstein: Heine's more difficult prose (for example, Über Deutschland); Kleist's Prinz von Homburg; Körner's Zriny; Les-

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sing's Emilia Galotti and prose writings (say extracts from the Hamburgische Dramaturgie or Laokoon); Scheffel's Ekkehard; Schiller's Wallenstein, Maria Stuart, Braut von Messina, and historical prose (say the third book of the Geschichte des dreiszigjährigen Krieges); Sudermann's Johannes; Tieck's Genoveva; Wildenbruch's Heinrich.

A good selection from this list would be: (1) A recent novel, such as Ekkehard or Soll und Haben, read not in its entirety, but in extracts sufficient to give a good idea of the plot, the style, and the characters; (2) Egmont or Götz; (3) a short course of reading in Goethe's prose (say the Sesenheim episode from Dichtung und Wahrheit); (4) Wallenstein's Lager and Wallenstein's Tod, with the third book of the Thirty Years' War; (5) Emilia Galotti; (6) a romantic drama, such as Genoveva or Der Prinz von Homburg. It is assumed that by the time the fourth year is reached, if the preceding instruction has been what it should be, translation in class can be largely dispensed with and the works read somewhat rapidly. Of course they can not be thoroughly studied, but thorough literary study belongs to the college or the university. It is not sound doctrine for the secondary school that one work studied with the painstaking thoroughness of the professional scholar is worth half a dozen read rapidly. In the secondary school the aim should be to learn to read easily, rapidly, and yet with intelligent, general appreciation, somewhat as an ordinary educated American reads Shakespeare. Such a person in reading Shakespeare will find much that he does not fully understand, archaic phrases, obscure allusions, etc. If he were to work out all these things in the manner of a scholar, and go deeply into the literary, historical, and psychological questions involved in a single one of Shakespeare's great plays, it would take a very long time. Nevertheless, he can read the play intelligently in a few hours. An editor's note helps him quickly over the graver difficulties, and when he is done he has a good general idea of the work, and has been greatly profited by the reading of it.

The other lines of work suggested for the advanced course appear to require no further comment. They explain themselves, and grow naturally out of what has gone before.

SECTION X.—THE ELEMENTARY COURSE IN FRENCH.

(*a*) THE AIM OF THE INSTRUCTION.

At the end of the elementary course the pupil should be able to pronounce French accurately, to read at sight easy French prose, to put into French simple English sentences taken from the language of everyday life, or based upon a portion of the French text read, and to answer questions on the rudiments of the grammar as defined below.

(*b*) THE WORK TO BE DONE.

During the first year the work should comprise: (1) Careful drill in pronunciation; (2) the rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural of nouns, the inflection of adjectives, participles, and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax; (3) abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression; (4) the reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English), and in reproducing from memory sentences previously read; (5) writing French from dictation.

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During the second year the work should comprise: (1) The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches; (2) constant practice, as in the previous year, in translating into French easy variations upon the texts read; (3) frequent abstracts, sometimes oral and sometimes written, of portions of the text already read; (4) writing French from dictation; (5) continued drill upon the rudiments of grammar, with constant application in the construction of sentences; (6) mastery of the forms and use of pronouns, pronominal adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Suitable texts for the second year are: About's Le roi des montagnes, Bruno's Le tour de la France, Daudet's easier short tales, De la Bédollière's La Mère Michel et son chat, Erckmann-Chatrian's stories, Foa's Contes biographiques and Le petit Robinson de Paris, Foncin's Le pays de France, Labiche and Martin's La poudre aux yeux and Le voyage de M. Perrichon, Legouvé and Labiche's La cigale chez les fourmis, Malot's Sans famille, Mairet's La tâche du petit Pierre, Merimée's Colomba, extracts from Michelet, Sarcey's Le siège de Paris, Verne's stories.

(*c*) SUGGESTIONS TO THE TEACHER.

The suggestions already offered upon the teaching of elementary German are, in the main, equally applicable to the teaching of elementary French. While each language has its own peculiar difficulties that require special attention from the teacher, the general principles that should regulate the work are the same for both. To avoid needless repetition we refer the reader back to what is said in Section VII, *c*, and content ourselves here with adding a few further observations which may be regarded as supplementary.

The educational value of the study of French in cultivating habits of careful discrimination, of mental alertness, of clear statement, must never be lost from view, and the expediency of an exercise must often be determined by its utility in attaining these ends. The knowledge gained in the secondary school alone can rarely be of immediate commercial value, but it should be a most serviceable foundation for later acquirements, and the advocates of oral methods may fairly lay some stress on this consideration. The demand for more spoken French in the class room rests chiefly, however, on other grounds, which may be summarized as follows:

(1) Tongue and ear are most efficient aids to the memory, and he who depends on eye alone deprives himself of indispensable allies.

(2) Oral work gives vivacity to the class, stimulates the pupil by active participation, and encourages him by making him feel that he is gaining a practical command of the language.

(3) In reproducing French sentences several can be spoken in the time needed to write one.

(4) The hearer is compelled to grasp the sentence as a whole, while the reader is apt to dwell on separate words, distorting and often reversing the sense, which can only be obtained by making the sentence the unit of thought and interpreting each word in the light of its relation to its fellows.

(5) The rapidity of speech also conduces to grasping thought directly from the French with no intermediate English. Many readers really read only the English into which, more or less laboriously, they change the French words. It is needless to dwell on the fact that such readers get their entire thought from a translation, usually a very bad one, and can never have any exact perception of literary excellence in French nor distinguish shades of meaning different from those to which they have been accustomed in English. It is hard to see how such a one can have any vivid conception of a lyric, an oration, or a dialogue; nor can he understand how, when translation is required, the proper order is French-thought-English, and not French-English, with the thought last or never.

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On the other hand, that time may be economically used, rambling, aimless talking must not be tolerated in the class room; and a teacher who does not possess a good pronunciation and a ready command of the language generally does far more harm than good by practising on his pupils. Whatever recommendations the committee has made as to oral work apply only to those teachers who can speak French well.

Especially with beginners should the French spoken be accurately pronounced. Faults of pronunciation once fixed are very difficult to eradicate. In some places French has been introduced into grades below the high school, and the classes intrusted to teachers unable to pronounce well. Irreparable injury has thus been done. The utmost pains must be taken at the beginning, especially with the vowels; and the separate sounds, and words containing them, should be pronounced many times by the teacher and repeated by the pupil. For a long time every new word should thus be treated, and unless a phonetic text is used the pupil should always hear a new word before he tries to pronounce it.

Careful memorizing and frequent repetition of a few lines of simple prose are helpful and furnish a standard of pronunciation to which new words may be referred. Both for this and for mastering colloquial and idiomatic expressions, word order, and grammatical forms, it is advised that a small amount of French, preferably simple prose, be carefully memorized the first year. Later, selections may be made for their literary interest.

Most teachers know how they prefer to teach the rudiments of grammar in a given class. We may remark, however, that it is not for the secondary school to spend time over the many pages of exceptions, peculiarities in gender and number, idioms that one rarely sees and never thinks of using, and grammatical puzzles for which each learned grammarian has a different solution, that form so large a part of some grammars. The great universals, however (the regular and the common irregular verbs; negative and interrogative variations; the common use and meaning of moods and tenses; the personal pronouns and their position; the general principles governing the agreement of adjectives, pronouns, and participles; the partitive constructions; the possessives, demonstratives, interrogatives, and relatives; the most common adverbs, conjunctions, and prepositions), should all be thoroughly understood by the end of the second year of high-school study, and subsequent study should give considerable facility in using them.

The verb seems most formidable; but when it is perceived that most forms of all verbs may be treated as identically derived from the "primitive tenses," the difficulties appear less numerous, and when the principle of stem differentiation under the influence of tonic accent, persisting in the older and more common verbs, is a little understood, the number of really unique forms is inconsiderable.

Translating into English should mean giving in well-chosen language the exact thought and spirit of the original. Thus understood, it is extremely difficult, and should never be attempted by the pupil before the meaning of the original is clear to him. It is then rather an exercise in English than in French. Nothing should be accepted as English which is not English. The teacher who complacently listens while a pupil turns good French into bad English is, to put it mildly, not doing his duty. Translating into English is often the most rapid means of ascertaining whether the pupil has correctly understood the French read, but a few well-chosen questions asked and answered in French, or an abstract in the same language, is often equally effective as a test, and far better as training in French.

Just as English should be English, French should be French; and merely using French words and conforming to grammatical rules do not make a sentence French. At first, sentences formed by pupils should exactly follow French model sentences, being either verbatim reproductions or differing only in simple and immaterial verbal changes. Not until the pupil, by much assimilation of French

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models, has become imbued with the form and spirit of the language, can he be safely left to his own invention. In choosing reading matter, the tendency is to select something too hard. The teacher adopts a book because it is world-renowned, because it interests him personally, because it teaches a valuable lesson, moral or historical. While all pedagogical roads should lead to the Rome of a broad culture, the attempt to teach literature, æsthetics, history, or morality from a work in which linguistic difficulties dismay the pupil and engross his attention, can only end in making him detest both the book and its lessons. The beginner in French can be taught these things best in the vernacular; while searching a dictionary to discover whether *fut* comes from *faire* or from *falloir*, he has little leisure to think of the relative merits of literary schools. Give him at first the easiest reading attainable, remembering that simple language does not mean infantile conceptions nor vice versa. Entertain no thought of teaching literature until the pupil is quite familiar with ordinary prose and can read page after page of the text assigned with no great need of grammar or dictionary. The classics of dramatic literature may very properly be postponed until the fourth year, and we do not consider them always desirable even then; but a few have been given among texts suitable for the third year in the hope that these rather than others will be selected by teachers who, for reasons of their own, choose to read something of the kind at this stage of the course.

The reading lists are meant to be illustrative simply, not exhaustive. Other texts equally good might no doubt be mentioned under each head. The answers to the committee's circulars indicate clearly that teachers would not welcome a narrow range of prescribed reading, such as teachers of Latin have in their Cæsar, Cicero, and Virgil. A definite curriculum of that kind would no doubt have its advantages, but in the case of the modern languages it is not practicable and, upon the whole, not desirable. The disadvantages would far outweigh the advantages. The mass of available literature is so great, the preferences of teachers and the needs of classes so divergent, that the only safe course is to leave a large latitude of choice. This being so, it has seemed best merely to give examples of the kind of reading appropriate to each year.

SECTION XI.—THE INTERMEDIATE COURSE IN FRENCH.

(*a*) THE AIM OF THE INSTRUCTION.

At the end of the intermediate course the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

(*b*) THE WORK TO BE DONE.

This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts, or reproductions from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Suitable texts are: About's stories; Augier and Sandeau's Le Gendre de M. Poirier; Béranger's poems; Corneille's Le Cid and Horace; Coppée's poems; Daudet's La Belle-Nivernaise; La Brète's Mon Oncle et mon curé; Madame de Sévigné's letters; Hugo's Hernani and La Chute; Labiche's plays; Loti's Pêcheur d'Islande; Mignet's historical writings; Molière's L'Avare and Le Bourgeois gentilhomme; Racine's Athalie, Andromaque, and Esther; George Sand's plays and stories; Sandeau's Mademoiselle de la Seiglière; Scribe's plays; Thierry's Récits

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des Temps mérovingiens; Thiers's L'Expédition de Bonaparte en Egypte; Vigny's La canne de jonc; Voltaire's historical writings.

SECTION XII.—THE ADVANCED COURSE IN FRENCH.

(*a*) THE AIM OF THE INSTRUCTION.

At the end of the advanced course the pupil should be able to read at sight, with the help of a vocabulary of special or technical expressions, difficult French not earlier than that of the seventeenth century; to write in French a short essay on some simple subject connected with the works read; to put into French a passage of easy English prose, and to carry on a simple conversation in French.

(*b*) THE WORK TO BE DONE.

This should comprise the reading of from 600 to 1,000 pages of standard French, classical and modern, only difficult passages being explained in the class; the writing of numerous short themes in French; the study of syntax.

Suitable reading matter will be: Beaumarchais's Barbier de Séville; Corneille's dramas; the elder Dumas's prose writings; the younger Dumas's La Question d'argent; Hugo's Ruy Blas, lyrics, and prose writings; La Fontaine's fables; Lamartine's Graziella; Marivaux's plays; Molière's plays; Musset's plays and poems; Pellissier's Mouvement littéraire au XIX^{e} siècle; Renan's Souvenirs d'enfance et de jeunesse; Rousseau's writings; Sainte-Beuve's essays; Taine's Origines de la France contemporaine; Voltaire's writings; selections from Zola, Maupassant, and Balzac.

SECTION XIII.—SPECIMEN EXAMINATION PAPERS FOR ADMISSION TO COLLEGE.

The complaint is sometimes heard from teachers in the secondary schools—and investigation shows it to be not altogether groundless—that even at colleges having the same or very similar requirements for admission the entrance examinations are apt to differ not a little in respect to difficulty and in respect to the general character of the questions asked. To a certain extent this lack of uniformity is inevitable. With the best intentions examiners will differ more or less in their estimate of difficulty and in their choice of test questions. Some will prefer to set a more difficult paper and mark liberally; others to set an easier paper and mark more closely. The only obvious way to bring about uniformity in the papers set would be to intrust the preparation of them each year to a central committee or bureau (say of the Modern Language Association), which should furnish them on demand, in sealed packages and at a fixed rate, to such colleges as might wish to receive them. Such a plan would clearly have much in its favor. Under its operation there would be no room for criticism of particular colleges. The papers would presumably be prepared with very great care; they would improve in the light of criticism, would furnish teachers with a pattern to work by, and so could hardly fail to make for greater excellence and uniformity in the work of our secondary schools. The feasibility of such a plan would depend largely upon the attitude of the colleges, and whether it would work well in practice could only be determined by trial. Difficulties of one kind and another would no doubt arise, but they do not appear in advance to be insuperable. At any rate, the plan seems worthy of serious consideration.

Meanwhile, without wishing to imply an exclusive preference for a written as opposed to an oral test (the best plan, wherever practicable, is undoubtedly a combination of the two), the committee have thought it appropriate to close this report with a series of papers designed to illustrate in a general way the kind of test

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which, in our opinion, the candidate for admission to college may reasonably be expected to pass upon completing any of the courses above described. The papers are by no means offered as perfect models for imitation, but as an approximate indication of what, in our judgment, the college entrance examination should be. The time required is estimated in each case at about two hours. Unless the contrary is expressly stated, the texts are not supposed to have been previously studied by the candidate.

A.—ELEMENTARY FRENCH.

I. Translate into English:

(*a*) Lui, penché sur sa chaise, regardait dans la cheminée, les yeux fixes. Et tout à coup, comme on se taisait, il se tourna de mon côté et me dit d'un ton de bonne humeur:

Voici bientôt le printemps, monsieur Florence, nous ferons encore plus d'un bon tour dans la montagne; j'espère que cette année vous viendrez plus souvent, car vous avez beau dire, vous aimez ce pays autant que moi . . .

Hé! je ne dis pas le contraire, Georges: mais à ton âge, dans ta position . . . Enfin laissons cela . . . Et puisque tu restes, eh bien, oui, tu as raison, nous irons plus souvent nous promener ensemble dans la montagne; je suis toujours content d'être avec toi.

À la bonne heure, dit-il en riant, voilà ce qui s'appelle parler.

Et durant plus d'une demi-heure, la conversation roula sur les fleurs de nos montagnes, sur la belle vallée de la Sarre-Rouge, etc. On aurait cru que rien d'extraordinaire ne s'était dit.—ERCKMANN-CHATRIAN.

(*b*) Le temps était sombre, il tombait une petite pluie de brouillard qui épaississait encore l'obscurité, les becs de gaz brûlaient mal, et leur lumière, réfléchie par les flaques d'eau, éclairait la rue déserte d'une façon incertaine et changeante. Le jeune homme marchait rapidement, son parapluie baissé en avant pour s'abriter de la pluie qui lui frappait dans la figure. Tout à coup, sans qu'il les eût vus venir ou sortir d'une embrasure de porte, il se trouva en face de deux hommes et, surpris de cette brusque apparition, il sauta de côté par un mouvement instinctif et nerveux. Il était à ce moment à une centaine de mètres de chez lui, à l'encoignure d'une ruelle qui descend vers la rue de Charenton.—MALOT.

(*c*) Un jeune homme plein de passions, assis sur la bouche d'un volcan, et pleurant sur les mortels dont à peine il voyait à ses pieds les demeures, n'est sans doute, ô vieillards! qu'un objet digne de votre pitié; mais quoi que vous puissiez penser de René, ce tableau vous offre l'image de son caractère et de son existence: c'est ainsi que toute ma vie j'ai eu devant les yeux une création à la fois immense et imperceptible, et un abîme ouvert à mes côtés.—CHATEAUBRIAND.

II. (*a*) Write the five principal parts of the three verbs (the forms here given occur in I, *b*): *vus, sortir, descend.*

(*b*) Write a synopsis of the conjugation (first person singular of each tense) of *se réjouir* and *savoir.*

(*c*) Write the inflection of: the present indicative of *boire* and *faire;* the future of *pouvoir;* the present subjunctive of *prendre.*

(*d*) Write the forms of the demonstrative pronouns.

(*e*) In what ways may the use of the passive voice be avoided in French?

III. Translate into English:

(*a*) Here is the pen, shall I send it to her? No; do not send it to her; give it to me.

(*b*) Cats and dogs are domestic animals.

(*c*) You must give them some white bread and good coffee, if they have none.

(*d*) The old man is very well this evening, although he has worked all day.

(*e*) We have just searched for your gloves, but we do not find them in the room where you left them a quarter of an hour ago.

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(*f*) Why do we weep for mortals whose life and character we scarcely know? We always have them before our eyes. Whatever we may think of them, they are surely worthy of our pity. (See I, c.)

B.—INTERMEDIATE FRENCH.

I. Translate into English:

(*a*) Nulle part, à aucune époque de ma vie, je n'ai vécu aussi complètement seul. La maison était loin de la route, dans les terres, écartée même de la ferme dépendante dont les bruits ne m'arrivaient pas. Deux fois par jour, la femme du fermier me servait mon repas, à un bout de la vaste salle à manger dont toutes les fenêtres, moins une, tenaient leur volets clos. Cette Provençale noire, le nez écrasé comme un Cafre, ne comprenant pas quelle étrange besogne m'avait amené à la campagne en plein hiver, gardait de moi une méfiance et une terreur, posait les plats à la hâte, se sauvait sans un mot, en évitant de tourner la tête. Et c'est le seul visage que j'aie vu pendant cette existence, distraite uniquement, vers le soir, par une promenade dans une allée de hauts platanes, à la tristesse d'un soleil froid et rouge dont les grenouilles saluaient le coucher hâtif de leurs discordantes clameurs.—DAUDET.

(*b*) Amis, loin de la ville,
Loin des palais de roi,
Loin de la cour servile,
Loin de la foule vile,
Trouvez-moi, trouvez-moi,

Aux champs où l'âme oisive
Se recueille en rêvant;
Sur une obscure rive
Où du monde n'arrive
Ni le flot, ni le vent,

Quelque asile sauvage,
Quelque abri d'autrefois,
Un port sur le rivage,
Un nid sous le feuillage,
Un manoir dans les bois!

Trouvez-le moi bien sombre,
Bien calme, bien dormant,
Couvert d'arbres sans nombre,
Dans le silence et l'ombre
Caché profondément!

—V. HUGO.

(*c*) DENISE. Fernand?

FERNAND. Qu'est-ce que tu veux?

DENISE. Où as-tu mis le livre que tu as été chercher pour mademoiselle de Bardannes?

FERNAND. Là, sur la table. Est-ce qu'elle est déjà prête?

DENISE. Pas encore, mais elle achève de s'habiller. *Elle prend le livre sur la table.*

ANDRÉ, *entrant, à Denise.* Je n'ai pas pu vous demander tout à l'heure, devant tout ce monde, mademoiselle, si vous êtes tout à fait remise de votre indisposition d'hier qui vous a empêchée de dîner avec les amis qui me sont arrivés, dont deux sont déjà des vôtres. J'espère que ce soir j'aurai le plaisir et l'honneur de vous voir à notre table, ainsi que monsieur et madame Brissot.

DENISE. Oui, monsieur, ma mère m'a déjà fait part de votre aimable invitation.

FERNAND, *à André.* Et moi, je vais monter un peu d'avance le cheval de ta sœur pour le bien mettre à sa main; montes-tu avec nous?

ANDRÉ. Non, nous avons une inspection à faire avec M. Thouvenin.

FERNAND. A tantôt, alors.

II. (*a*) Write a synopsis, in the first person singular, including infinitive, participles, and imperative singular, of the five verbs (see I, *a*): *vécu, tenaient, comprenant, amené, vu.*

(*b*) What are the general principles governing the use of the indicative, conditional, and subjunctive moods?

III. Translate into French:

Tell me, what has kept you from selling that old house, the shutters of which always remain closed? It is quite alone; at night one hears strange noises in it;

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and little boys who have to pass near it run away without looking at it. I am sorry you did not sell it to M. André when you sold him your farm and your brother's. You will do well to accept what M. André has offered you for it; and I wish you to go and see him this very evening.

C.—ADVANCED FRENCH.

I. Translate into English:

(*a*) Tous ces dons sont communs aux orateurs; on les retrouve avec des proportions et des degrés différents chez des hommes comme Cicéron et Tite-Live, comme Bourdaloue et Bossuet, comme Fox et Burke. Ces beaux et solides esprits forment une famille naturelle, et les uns comme les autres ont pour trait principal l'habitude et le talent de passer des idées particulières aux idées générales, avec ordre et avec suite, comme on monte un escalier en posant le pied tour à tour sur chaque degré. L'inconvénient de cet art, c'est l'emploi du lieu commun. Les hommes qui le pratiquent ne peignent pas les objets avec précision, ils tombent aisément dans la rhétorique vague. Ils ont en main des développements tout faits, sorte d'échelles portatives qui s'appliquent également bien sur les deux faces contraires de la même question et de toute question.—TAINE.

(*b*) Les règles générales ne sont que des expédients mesquins pour suppléer à l'absence du grand sens moral, qui suffit à lui seul pour révéler en toute occasion à l'homme ce qui est le plus beau. C'est vouloir suppléer par des instructions préparées d'avance à la spontanéité intime. La variété des cas déjoue sans cesse toutes les prévisions. Rien, rien ne remplace l'âme: aucun renseignement ne saurait suppléer chez l'homme à l'inspiration de sa nature.—RENAN.

(*c*) Phèdre, si ton chasseur avait autant de charmes
Qu'en donne à son visage un si docte pinceau,
Ta passion fut juste et mérite des larmes
Pour plaindre le malheur qui le met au tombeau.

Et si tu parus lors avec autant de grâce
Qu'en ces vers éclatants qui te rendent le jour,
Estime qui voudra son courage de glace,
Sa froideur fut un crime, et non pas ton amour.

Aussi, quoi qu'on ait dit du courroux de Thésée,
Sa mort n'est pas l'effet de son ressentiment,
Mais les Dieux l'ont puni pour t'avoir méprisée,
Et fait de son trépas un juste châtiment.

—CORNEILLE.

(*d*) Du Dieu qui nous créa la clémence infinie,
Pour adoucir les maux de cette courte vie,
A placé parmi nous deux êtres bienfaisants,
De la terre à jamais aimables habitants,
Soutiens dans les travaux, trésors dans l'indigence,
L'un est le doux sommeil, et l'autre est l'espérance:
L'un, quand l'homme accablé sent de son faible corps
Les organes vaincus sans force et sans ressorts,
Vient par un calme heureux secourir la nature
Et lui porter l'oubli des peines qu'elle endure;
L'autre anime nos cœurs, enflamme nos désirs,
Et même en nous trompant, donne de vrais plaisirs;
Mais aux mortels chéris à qui le ciel l'envoie
Elle n'inspire point une infidèle joie;
Elle apporte de Dieu la promesse et l'appui;
Elle est inébranlable, et pure comme lui.

—VOLTAIRE.

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II. (*a*) Explain the two cases of subjunctive that occur in I (*c*).

(*b*) Point out two cases of poetic inversion in I (*d*).

(*c*) Define *aimable* as used in classic poetry and as used in modern prose.

III. Write fifteen or twenty lines of French about the author of one of the preceding selections, or about one of the persons mentioned in I (*a*).

IV. Translate into French:

The following day, at three o'clock in the afternoon, they came to Surgères. The cardinal was waiting there for Louis XIII. The minister and the King exchanged many affectionate greetings, and congratulated each other on the lucky chance that had rid France of the relentless enemy who was stirring up Europe against her. Thereupon the cardinal, having been informed by Rochefort that D'Artagnan had been arrested, and being eager to see him, took leave of the King, and returned to the house he occupied, near the bridge of La Pierre. There he found D'Artagnan standing without a sword before the door, and the three guardsmen armed.

D.—ELEMENTARY GERMAN.

I. Translate into English:

(*a*) Ich folgte sogleich dem Boten, und er führte mich in ein kleines Zimmer, das seiner schlechten Einrichtung[1] nach zu den billigsten des Gasthauses gehören muszte. Auf einem Bette lag eine schöne, junge Frau mit geschlossenen Augen und totenbleichen,[2] aber edlen und feinen Zügen. Ein Dienstmädchen war mitleidig um sie bemüht,[3] und neben ihr im Bette sasz ein etwa dreijähriges, blondlockiges Bübchen, jämmerlich[4] weinend und seine Mutter mit den süszesten Namen rufend und flehentlich[5] bittend, sie möchte doch die Augen aufmachen und ihn wieder lieb haben. Ich hob den kleinen Burschen vom Bett herunter und setzte ihn auf den Boden nieder. Er blieb auch ruhig sitzen, seine groszen, blauen Augen unverwandt[6] auf die Mutter gerichtet. Meine Bemühungen, diese wieder zum Bewusztsein[7] zu bringen, wurden bald mit Erfolg belohnt. Die Frau atmete schwer und schlug die Augen auf, aber sie war zu schwach um auf meine Fragen vernehmlich[8] antworten zu können.—*Adapted from* HELENE STÖKL.

[1] Einrichtung, *equipment, furnishings.* [2] Bleich, *pale.* [3] Bemüht, *occupied.* [4] Jämmerlich, *piteously.* [5] Flehentlich, *imploringly.* [6] Unverwandt, *incessantly.* [7] Bewusztsein, *consciousness.* [8] Vernehmlich, *audibly.*

(*b*) *Waldgegend. Vorn rechts ein altertümliches*[1] *Gebäude; vor demselben ein Tisch mit Stühlen und einer Bank, unter einem Baume; links ein Thor; im Hintergrunde eine Mauer. Vor derselben eine Anhöhe.*[2]

HEDWIG, *singt.* Wenn ich ein Vöglein wär'
Und auch zwei Flüglein hätt',

URSULA, *kommt mit Frühstück, das sie auf den Tisch stellt.* Du bist ja schon früh bei der Hand, mein Kind.

HEDWIG. Sagst du nicht immer: Morgenstund' hat Gold im Mund?

URSULA. Das ist schon recht, dasz du mit der Lerche auffliegst, aber die Vögel, die zu früh singen, holt am Abend die Katze.

HEDWIG. Soll ich eine Lerche sein, dann musz ich auch mein Lied für mich haben.

URSULA. Das Lied paszt nur nicht an diesen Ort.

HEDWIG. Aber es paszt zu meinem Herzen. Ja, alte Ursula, ich wünschte, dasz ich ein Vöglein wär', und auch zwei Flügel hätt'.

URSULA. Und wo sollte es dann hinaus?

HEDWIG. Weit, weit weg! Über die Mauer, über die Bäume, über den Wald, über das Feld—in die ferne, schöne Gotteswelt!—KÖNIGSWINTER.

[1] Altertümlich, *ancient-looking.* [2] Anhöhe, *elevation.*

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II. (*a*) Give the nominative and genitive singular (with the definite article) and the nominative plural of *Boten, Füsze, Zimmer, Einrichtung, Hauses, Bette, Frau, Auge, Zügen, Mutter, Fragen, Gestalt.*

(*b*) Decline throughout the German phrases meaning *the new house, my dear friend.*

(*c*) Give the principal parts of *muszte, lag, geschlossen, rufend, bittend, möchte, aufmachen, hob herunter, blieb, sitzen, bringen, schlug auf, können.*

(*d*) Give the third person singular, of each tense in the indicative mode, of *bittend, blieb, schlug auf.*

(*e*) What case is governed by each of the prepositions: *Auf, aus, bei, durch, für, in, mit, über, um, von, wegen, zu.*

III. Translate into German:

(*a*) Who is that old gentleman with the white beard?[1] Surely I have seen him somewhere.[2]

(*b*) So this is your new house. What a lovely view[3] from this window! But I do not see the old castle[4] of which you told me in your letter.

(*c*) He has lived two whole years in Germany, and has just returned. He speaks German pretty well, but does not seem to have read much.

(*d*) I will do the best I can, but you must not expect too much. Perhaps it would be better if you should go to him yourself.

(*e*) Come now, Hedwig, and eat your breakfast. You are not a bird and can not fly. And, after all,[5] is it not better to be a pretty girl than a stupid[6] bird?

[1] Beard, *der Bart.* [2] Somewhere, *irgendwo.* [3] View, *die Aussicht.* [4] Castle, *das Schloss.* [5] After all, *am Ende.* [6] Stupid, *dumm.*

E.—INTERMEDIATE GERMAN.

I. Translate into English:

(*a*) Die Wohnungen in den Bädern von L. sind entweder unten in einem Dorf, das von hohen Bergen umschlossen ist, oder sie liegen auf einem dieser Berge selbst, unfern der Hauptquelle, wo eine pittoreske Häusergruppe in das reizende Thal hinabschaut. Einige aber liegen auch einzeln zerstreut an den Bergesabhängen, und man musz mühsam hinaufkommen durch Weinreben, Myrtengesträuch, Lorbeerbüsche und andere vornehme Blumen und Pflanzen, ein wildes Paradies. Ich habe nie ein reizenderes Thal gesehen, besonders wenn man von der Terasse des oberen Bades, wo die ernstgrünen Cypressen stehen, ins Dorf hinabschaut. Man sieht dort die Brücke, die über ein Flüsschen führt, welches L. heiszt, und, das Dorf in zwei Teile durchschneidend, ein Geräusch hervorbringt, als wolle es die angenehmsten Dinge sagen, und könne vor dem allseitig plaudernden Echo nicht zu Worte kommen.—HEINE.

(*b*) Bernhard schritt durch enge Gassen nach dem Markte, er fand die Straszen voll von geschäftigen Menschen, die den Fremdling neugierig und forschend ansahen, viele unter ihnen in mangelhafter Bekleidung, mit bleichen und vergrämten Gesichtern. Auch die Häuser waren mit Einliegern[1] überfüllt, noch in den Dachfenstern guckten Kinderköpfe und hing die Wäsche armer Leute. Aus den engen Höfen hörte er Gebrüll der Rinder und neben den Hunden liefen grunzende Schweine vor den Hausthüren. Denn viele Landleute waren nach der Stadt geflüchtet und hausten mit ihrem Vieh gedrängt in jämmerlichen Wohnungen. Auch der Marktplatz war mit Bretterbuden und Leinwandzelten[2] besetzt, an welchen armselige Frauen wuschen und kochten und halbnackte Kinder auf den Steinen spielten.—FREYTAG.

[1] Einlieger, *lodger.* [2] Leinwandzelt, *canvas tent.*

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(*c*)[1] GESSLER.

Nun, Tell! weil, du den Apfel triffst vom Baume

Auf hundert Schritt, so wirst du deine Kunst
Vor mir bewähren müssen. Nimm die Armbrust—
Du hast sie gleich zur Hand—und mach dich fertig,
Einen Apfel von des Knaben Kopf zu schieszen—
Doch, will ich raten, ziele gut, dasz du
Den Apfel treffest auf den ersten Schusz!
Denn fehlst du ihn, so ist dein Kopf verloren.
[*Alle geben Zeichen des Schreckens.*]

TELL.

Herr, welches Ungeheure sinnet Ihr
Mir an?—Ich soll vom Haupte meines Kindes—
Nein, nein doch, lieber Herr, das kommt Euch nicht
Zu Sinn.—Verhüt's der gnäd'ge Gott.—Das könnt Ihr
Im Ernst von einem Vater nicht begehren!

[1] The candidate is here supposed to have read Schiller's Tell. If he has not, passage (c) should be replaced by another, taken from a classic previously studied.

II. (*a*) Compare the adjectives *alt*, *kurz*, *bedeutend*, *wild*, *dunkel*, *hoch*, *ober*, *erst*, *deutsch*, *ganz*.

(*b*) Explain the use of *sein* and *haben* as auxiliaries of tense, and put into German: (1) The boy has fallen into the water; (2) he has traveled much, but seen little; (3) I have remained too long; (4) I have been sitting in my room all day; (5) you have slept two hours; (6) the child has fallen asleep.[1]

(*c*) How do the modal auxiliaries differ in conjugation from ordinary weak verbs, and how from strong verbs? Put into German: (1) I will tell you something; (2) we can not go; (3) he had to stay at home; (4) I should like to know; (5) she will not be permitted to come; (6) I have not been able to see him.

(*d*) In passage (*c*) explain (1) the plural Schritt; (2) the subjunctive treffest; (3) the use of the article in des Schreckens.

[1] Fall asleep, *einschlafen*.

III. Translate into German:

There was once an old goat[1] that had seven kids.[2] One day she had to go out into the woods to get food[3] for her young ones. So she called them all to her, and said: "I must go away now, and shall not come back till evening. You must all stay in the house and not let anyone in till I come home. If the wolf comes, you will know him by[4] his[5] rough voice and his black feet." Soon the wolf came and said: "Open the door and let me in. I am your mother and have brought you some cakes." But the kids knew by the rough voice that it was not their mother, and the oldest kid looked out of the window and saw the wolf standing there and told him to go away.

[1] Goat, *die Ziege*. [2] Kid, *Geislein*. [3] Food, *das Futter*. [4] By, *an*. [5] Rough, *rauh*.

F.—ADVANCED GERMAN.

I. Translate into English:

(*a*) Die Kunst ist lang, das Leben kurz, das Urteil schwierig, die Gelegenheit flüchtig. Handeln ist leicht, Denken schwer, nach dem Gedachten handeln unbequem. Die Nachahmung ist uns angeboren, das Nachzuahmende wird nicht leicht erkannt. Selten wird das Treffliche gefunden, seltener geschäzt. Die Höhe reizt uns, nicht die Stufen; den Gipfel im Auge wandeln wir gerne auf der Ebene. Nur ein Teil der Kunst kann gelehrt werden, der Künstler braucht

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sie ganz. Wer sie halb kennt, ist immer irre und redet viel; wer sie ganz besitzt, mag nur thun und redet selten oder spät. Jene haben keine Geheimnisse und keine Kraft; ihre Lehre ist wie gebackenes Brod, schmackhaft und sättigend für *einen* Tag: aber Mehl kann man nicht säen, und die Saatfrüchte sollen nicht vermahlen werden. Die Worte sind gut, sie sind aber nicht das Beste. Das Beste wird nicht deutlich durch Worte. Der Geist, aus dem wir handeln, ist das Höchste. Niemand weisz, was er thut, wenn er recht handelt; aber des Unrechten sind wir uns immer bewuszt. Des echten Künstlers Lehre schlieszt den Sinn auf; denn wo die Worte fehlen, spricht die That. Der echte Schüler lernt aus dem Bekannten das Unbekannte entwickeln und nähert sich dem Meister.—GOETHE.

(*b*) Alle Morgen wird auf unseren Frühstückstisch mit der Zeitung ein Bündel der verschiedenartigsten Neuigkeiten gelegt: Weltlauf und Privatschicksale, Handel und Verkehr, Feuilleton und Theaterskandal, Börse und pikanter Roman. Unter dieser Fülle von Dingen, wie Vieles davon ist brauchbar für unser Leben und unsere Bildung? Wie Vieles nährt das heilige Feuer der Humanität? Und wie Vieles schmeichelt unseren schlimmeren Neigungen und Trieben? Man sage nicht, dasz hier nur das Angebot der Nachfrage entspreche; die Nachfrage hätte zurückgedrängt werden können, wäre das Angebot nicht so eifrig gewesen. Und wenn es dabei bliebe! Aber dabei hat es sein Bewenden nicht, der Leser erhält durch die Zeitung nicht blosz den Stoff, sondern den Stoff in einer bestimmten Form und Fassung, begleitet von einem entschiedehen, wenngleich anonymen Urteil. . . . Und mag sich ein eifriger Zeitungsleser noch so sehr und so lange sträuben, die Meinung des Blattes, das er hält, als die seinige aufzunehmen, es kommen erst Augenblicke, dann Tage und Wochen, in denen es ihm bequem ist, wenn das Journal für ihn denkt, und ist er so weit, dann wird ihm das Denken überhaupt zu mühsam und er überläszt es ein für allemal seinem gedruckten Orakel.—SCHÖNBACH.

II. (*a*) Without translating, paraphrase the following passage in ordinary German prose:

Es ist der Krieg ein roh, gewaltsam Handwerk.
Man kommt nicht aus mit sanften Mitteln, alles
Läszt sich nicht schonen. Wollte man's erpassen,
Bis sie zu Wien aus vier und zwanzig Übeln
Das kleinste ausgewählt, man paszte lange!
—Frisch mitten durchgegriffen, das ist besser!
Reisz dann, was mag!—Die Menschen, in der Regel,
Verstehen sich aufs Flicken und aufs Stückeln,
Und finden sich in ein verhasztes Müssen
Weit besser als in eine bittre Wahl.—SCHILLER.

(*b*) Explain in German (1) the use of the uninflected forms, *roh gewaltsam;* (2) the difference between *passen* and *erpassen;* (3) the use of *durchgegriffen.*

(*c*) Give the first five lines as they would appear in a report introduced by *er sagte.*

(*d*) Explain in German the meaning of the last two lines.

III. Write fifteen or twenty lines in German upon the plot of some play or novel that you have read.

IV. Translate into German:

One of the most beautiful traits in the character of Frederick the Great was his strict love of justice. Who does not know the story of the windmill at Potsdam, which the King wished to buy of the owner because it stood in his way in the laying out[1] of the park of Sans-Souci? The miller refused steadfastly to sell his property, though the King offered him a large sum and promised to have another mill built for him. But the obstinate old fellow only answered, "My grandfather built this mill, I inherited it from my father, and my children shall inherit it from

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me." The King now became impatient and said, "But you know, I suppose, that I might have your mill for nothing if I wished?" "Yes," answered the miller, "if there were no chamber of justice[2] at Berlin." Pleased at the confidence which the old miller had in the Prussian courts, the King dismissed the man without further words.

[1] Laying out, *die Anlage.* [2] Chamber of justice, *das Kammergericht.*

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CHAPTER XXVII.

UNIVERSITY TYPES AND IDEALS.

CONTENTS.—Address of Dr. E. Levasseur in response to the toast, "American Universities."—Address of Dr. H. Moissan: "The University of Chicago."—Address of Dr. Michael Foster at the Johns Hopkins University.—Notes on the University of Turin, by M. E. Haguenin.

In all countries there is noticeable at this time great activity in respect to higher education, and particularly in respect to means for promoting international relations and exchange of ideas and of instructions. This country contributes a large and ever increasing quota of students to European universities, and efforts are made to bring foreign professors of note to lecture in our universities. These movements naturally increase the desire of Americans to understand the administration and the daily routine of foreign universities, and also to know the opinions that foreign critics entertain of institutions on this side of the Atlantic.

In response to this interest there are reproduced in this chapter the addresses of three distinguished foreigners who have lately visited certain leading universities of this country. These addresses derive particular value from the fact that incidental comparisons are maintained in each case with the university which the speaker represents. In this way the foreign standpoint is made clear. The difference between the American system of degree examinations and that of France is noticed particularly by M. Levasseur. This is a difference of prime importance to the American student who seeks a degree under the favorable conditions now offered by the French universities. The address of Dr. Michael Foster makes clear the recent modifications that have been made in examinations at Cambridge, England. The notes on an Italian university (Turin), cited from an article by a French writer, M. Haguenin, emphasize again by contrast the peculiar features of the French system. It is interesting to observe that in the Italian university, whose organization bears outward resemblance to that of the French university, there is encountered substantially the same system as regards examination that prevails in the universities of this country. We note, also, that the French observer is affected by the presence of women in Italian universities in the same way as his countrymen are affected by their general admission to American universities. In France, so far as the law goes, women are freely admitted to the universities, but custom has so limited the privilege that it still has, for French women at least, the appearance of a novel innovation. They are seldom found mingling with the men students excepting in the public lectures. This does not interfere with their aspirations for degrees, since students from private courses are admitted to the state degree examinations by paying the necessary fees and giving proof of the requisite preparation.

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RESPONSE TO THE TOAST "THE AMERICAN UNIVERSITIES," AT THE AMERICAN UNIVERSITY CLUB DINNER (PARIS).

[By Dr. E. LEVASSEUR.]

I have been in America twice. The first time I visited the country, in 1876, I was engaged especially in studying the schools without, however, neglecting to observe the economical condition of the great Republic. On the second occasion, in 1893, my attention was devoted to the working classes and the industrial condition of the country in fulfillment of the mission with which I had been charged by the Academy of Moral and Political Sciences, and to prepare myself for the publication of L'Ouvrier Américain, but I nevertheless did not neglect my studies of education. I was struck with the progress which seventeen years had made in every place I revisited, both from an economical point of view, in the increased size of the cities, and the growth of manufactures, and also in the increased number of schools, and the scope of their artistic, literary, and scientific studies. I would have been more surprised, perhaps, if I had not been previously notified of the changes I was to witness in letters from American friends. It was sufficient for me to contemplate the colonnades and domes of the "White City" at the World's Fair—an imposing ensemble, remarkable in many ways, and too little appreciated then by European critics (and, I may add, by the New York critics, too), and then to recall the "halls" of the centennial exhibition, and this comparison gave me a kind of measure of the progress in taste and the feeling for art that the United States had made from 1876 to 1893.

But, gentlemen, the president has not called upon me to speak either of industry or art, nor to speak to you of education in general. I discussed the system of American common schools in my work on primary instruction in civilized countries, and I deemed that system interesting and original enough to devote the longest chapter in the volume to it. I will, therefore, say nothing upon this subject, for I think it is only superior education that I am called upon to speak to you about.

In this branch, too, remarkable progress has been made in our generation which merits our attention, I may say our admiration, in certain respects. If young America comes to Europe to attend our lectures, it furnishes Europe with examples that we might well occasionally copy.

The Parisian students who attend the magnificent palace of the new Sorbonne can not imagine by comparison what an American university is, but the young Englishmen who promenade in the quadrangles and under the shade of the ancient trees of Oxford could form a better idea of it. American universities usually occupy vast spaces, except in a few large cities like New York, where Columbia College has recently quitted the too valuable ground on Forty-ninth street to build splendid edifices farther away, near the Hudson. Even in those cities which have grown up around the universities, as at Harvard or Yale, the university buildings, for the most part of Gothic or Roman architecture, are situated in a park which is often of great extent. I traveled through the park of the University of Wisconsin in a carriage; and I well remember the surprise I felt, twenty-two years ago, when I saw a river in the campus of Cornell University, with an imposing cascade and a series of hillsides from which the city and lake lying below could be seen. While I speak I am again in imagination in the president's house, surrounded with a grove of fine trees, and I remember with pleasure that I there formed a friendship with the president, Mr. Andrew White, now ambassador of the United States at Berlin, which I still cherish. One of the reasons why these university parks are so large is that land (even in the western part of New York), does not cost much, and that most of the universities received a territorial endowment at their birth.

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The liberality of private individuals to the institutions of superior education is one of the characteristics of the American nation. In 1895–96—the last year of which I have accounts—the sum of these liberalities amounted to more than 41,500,000 francs ($8,343,000). Although this was not an especially favorable year for this species of charity, 14 universities received more than $100,000 each, Yale taking for her part $445,000. Gifts of over $1,000,000 are mentioned. I know of 18 of such in twenty years, of which the largest, made in successive payments, is that of Mr. Rockefeller to the University of Chicago, which amounted to $7,426,000. This university, scarcely eight years old, has already covered a great part of its extensive campus with large and handsome buildings. It has 330,000 volumes in its library, and in 1897 received 2,000 students. Only a short time ago a new dormitory, Blair Hall, was completed on the campus at Princeton at a cost of $150,000, the gift of the New Jersey philanthropist, Mr. John I. Blair.

Most of the States have effected useful legislation in the matter of education, which I commend to the attention of our own statesmen. They have declared that the gifts and legacies made to educational institutions should not be diverted to other purposes than those originally specified, and the same is true in regard to other institutions of public utility.

It is from the gifts above mentioned that the enormous wealth of these various universities is derived. Their total invested funds were estimated at $109,562,000 in 1896, and the value of their lands and buildings at $118,106,000, without counting the value of their scientific equipment or libraries, which would be probably over $20,000,000 more.

The United States Government and many municipalities have endowed a certain number of universities, especially in the West. But these endowments, which were made sometimes in money and more often in lands, only constitute the smallest part of the university fortune. The Federal Government contributed to this endowment principally for the foundation of colleges of agriculture and the mechanic arts or the annexation of a department of this kind to an already existing university. The land-grant act of 1862, introduced by Senator Morrill, is the first and most important of the legislative measures taken for this object.

The income of the 484 universities and colleges, coming partly from the students' fees and partly from the interest of the investments, was nearly $20,000,000 in 1895–96. Despite the sumptuous presents made to some of the younger universities of the middle West and the Pacific coast, it is still the Northeast that holds the first rank in this respect. Although the universities of that portion of the country are only 16 per cent of the total number, they possess more than half (55 per cent) of the wealth of superior instruction. If the University of Chicago has to-day an invested fund of $5,000,000, Cornell has $6,300,000; Harvard, $8,900,000; Columbia, $9,400,000; and Girard College, the name of which recalls a French philanthropist, and where instruction is of a special character, $15,000,000. It is true that besides the rich universities there are others which are very poor. Out of the 484 which send returns to the Commissioner of Education, 158 had no endowment, and 54 had less than $25,000.

I hope, gentlemen, you will have the indulgence to pardon a statistician for citing these figures to you. It is a somewhat indigestible food for dessert and is probably a superfluous aliment for the Americans here present, who know these figures better than I. But it is well that Frenchmen should know what progress has been made on the other side of the Atlantic. Now, statistics, although they may not give all the truth, or be absolute truth itself, do furnish, when they are prepared with sincerity and employed with discernment, a more precise measure of progress than pompous phrases of laudation.

The oldest American university, Harvard, was founded in 1636. In the South, William and Mary's College (at Williamsburg, Va.), which dates from the end of the seventeenth century, formerly enjoyed a reputation equal to that of Harvard.

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Jefferson was one of its directors. President Eliot, of Harvard, and General Walker wrote three years ago that the University of Virginia was the first to introduce upon the American continent the real methods of superior education. About twenty other colleges were founded before the nineteenth century. In the second half of this century new institutions have multiplied, more than 65 having been opened in each decade. In 1895–96, as I have said, 484 universities and colleges sent their returns to Washington. The number of students has augmented still more rapidly. In 1872, when the statistics of education were first collected, the number of students in the colleges (who are far from being all the university students) was 23,392. In 1895 the number was 81,952, an increase, the proportion of which was twice as great as that of the population. More than a fifth of the colleges and universities are unsectarian, and consequently open to students of any religious denomination. Fifty-eight are Catholic, 57 Methodist Episcopal, and 50 Baptist. The Presbyterians and Methodist Episcopalians of the South, the Congregationalists, the Lutherans, and the Christians have from 39 to 20 for each denomination.

There are many small universities and some large ones. In 1897, 34 had over 1,000 students.

Women have for a long time had the doors of superior education opened to them. There are about 17,000 of them in 183 establishments which are attended by young men as well, and they possess 162 establishments of their own, which had 24,663 students in 1896.[1]

In 1896 Dr. Harris found a total of 159,372 students in the colleges and universities, but from this total 47,000 should be deducted, that figure representing students of preparatory courses who receive secondary instruction. The 68,629 college students themselves receive instruction on a par with that of a part of our lycées. A German professor lately questioned whether he could legally give the name of university to American institutions, because he found great differences between their programmes and that of the University of Berlin. We may answer him that there is no single type of university, but each country has, and ought to have, its own originality in this respect. The new French universities do not resemble the German, even after all the changes and improvements in our faculties in the last twenty years, and the American universities, more or less derived from the English type, are unlike both.

The college is the essential foundation of American university education. The age of admission to them is between 13 and 19 years usually, but the age of the majority of freshmen is nearer 19 than 13. Many universities have opened preparatory courses by means of which they draw to themselves part of the clientèle of the secondary schools, public or private, the high schools, academies, latin schools, etc. But it is in college only that the university courses begin, to which applicants are admitted without examination, or after one which is more or less severe, according to the importance and renown of the university. These courses last four years, and bear in succession the names of freshman, sophomore, junior, and senior years. During the first two years the studies do not ordinarily pass above the secondary grade. Dr. Harris has computed, by leaving out the freshmen and sophomores, and a portion of the special students, that 62,974 young men were following superior studies comparable to those of the students of European universities. Perhaps he would have deducted more if he had taken for comparison the lycées of Paris which have a higher degree of rhetoric. Practically there is one student for 1,111 inhabitants in the United States, while in France there is one to 1,344. The proportion would, probably, not be sensibly different in the two countries if the students of the special superior schools in France were added

[1] A table of all the universities and colleges, with the number of graduates, students, books in the libraries, and the names of the presidents for 1897, is given by M. Levasseur in a foot note to this paragraph, taken from the Report of the Commissioner of Education, as are, naturally, most of the statistics cited in this article. Whenever such statistics are given in tabular form they are omitted here, as they have been already published. (AM. ED.)

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to those attending the faculties, such schools being more numerous in France than in the United States.

America, which has a highly organized system of primary schools, although this system is susceptible of improvement, particularly in regard to the selection of the teachers, is much less advanced in the organization of her secondary instruction, in spite of the increased number of high schools. Both pedagogues and committees are studying this question of reorganization of secondary instruction, which is the feeblest side of the American educational system to-day. The intellectual condition of the majority of the young men who enter college indicates the insufficiency of their preparation. In the large universities, like Columbia, Yale, and Harvard, conditions of admission are required, but in many universities the examination may be cut into two parts and may be held in many places,[1] and besides, each professor examines candidates separately. In others, indulgence is pushed very far, so as to attract students. In the large universities young men without diplomas are authorized to follow certain courses as special students.

The system that has prevailed for the last fifteen years is a liberal one. It is that which allows the student an option in his studies by virtue of which he makes his choice of the subjects taught, but with a fixed minimum of courses, and he is obliged to attend regularly those he has chosen. The authorized American pedagogues do not wish to impose a superficial omniscience upon their students, but they require that they should know well a certain number of obligatory or elective studies.

I take two examples of school organization, one from a college of moderate importance and the other from the first university of the United States.

Swarthmore College was founded in 1864 by the Society of Friends. The buildings, situated upon a hill, have a monumental appearance, with a gently-sloping lawn in front and a park with fine trees on the sides. The principal building contains the dormitories, the lecture rooms, and physical and other laboratories. In the park are several other buildings, including a gymnasium and an observatory. The site is entirely rural. The village containing the houses of the professors is at several hundred yards distance. The system is that of coeducation, and the students live on the premises. The price of board [and tuition] is $450, which does not include books and apparatus. Religious exercises are compulsorily attended by both male and female students. Smoking is prohibited. The entrance examination includes mathematics, grammar, English composition, and—according to the branch the student intends to follow—Greek, Latin, French, or German for the classical course; and for the literary course Latin, French, and German, and the same for the engineering and scientific courses, with some variations. The years are divided into freshman, sophomore, junior, and senior, as is customary. In the arts department besides classical antiquity the studies consist of ancient languages, literature, history, modern languages, the sciences, and applied political economy. The degree is bachelor of arts. The literary department covers nearly the same matters excepting the dead languages, Latin being elective. The degree is bachelor of letters. The scientific department gives some space to the modern languages and a much larger to mathematics, physical and natural sciences and laboratory work. The degree is bachelor of science. The course in civil engineering leads to the degree of bachelor of science (engineering). The course is both liberal and technical. The courses last two scholastic semesters, and some are elective. After the degree of bachelor the students may prepare themselves for the degree of master and civil engineer.

[1] The writer does not seem to understand exactly the significance of the division of "entrance examinations" into two parts. This is done only by the highest institutions, those whose requirements are most severe. An interval is sometimes allowed between the two examinations as a means of reducing the strain on the candidate, and also of allowing him longer time to prepare in the more difficult subjects. (AM. ED).

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Harvard University is the most complete type of the American university. The faculty of arts and sciences, comprising the college, the scientific school, and the graduate school constitute the principal body of instructors. During the four years of college the studies consist of the dead and living languages, history and social science, the exact and natural sciences, and the student advances by degrees (elementary and advanced studies) and by a series of examinations held in February and June to a final examination by which he obtains the diploma of A. B., or bachelor of arts. Some of the students stop on the way, but the great majority strive to reach the end, even if it is necessary to make several attempts.

From what I learned in America I place the diploma of the three or four principal universities, judging, if not by the subjects, at least by the degree of intellectual development acquired by the students, somewhere between our baccalauréat ès-lettres and our licence. The comparison, however, between the American and French systems has no common ground, because of the difference of the programmes and in the methods of granting degrees. In the United States the examination for bachelor, like the entrance examination, is conducted by each teacher separately for the subjects he teaches, without publicity and without control. Now there have been instances in certain universities where the professors have shown favoritism toward students to whom they have given private lessons, or whose patronage they desired. It has happened, too, that professors owe their positions to political influence more than to attainments.[1]

The Lawrence Scientific School at Harvard and the Sheffield Scientific School at Yale, while being part of the university faculty, yet have their own deans and administration, and they give less latitude to their students. They give the degree of bachelor of science (B. S.) after a course of four years, in which, naturally, science and modern languages predominate.

At the end of the four years' course the seniors celebrate, with comic ceremonies, their "class day," which marks their exit from the university. This is a traditional occasion in nearly all the universities, which precedes the official solemnities of commencement, when the degrees are conferred. The college and scientific school are called the undergraduate departments. The graduate department, which has its own administration, is open to the students who have the degree of bachelor, although special students are admitted without diplomas. They can not, however, obtain degrees, as a rule. The students of the graduate department should be classed in the grade of real superior education. They draw up themselves, with the approval of the corps of professors, the programme of studies they wish to pursue. After a year they can take the degree of master of arts (M. A.), and after two years that of doctor of philosophy (Ph. D.) or of science (S. D.), if they have presented theses of sufficient originality and have successfully undergone the oral examination. The doctorate is the highest degree granted for liberal studies and is the badge of the well-educated man, in the world and public life as well as in the professions.

The other university departments have a professional character. The Harvard Divinity School is "unsectarian;" that is, it is not attached to any one of the Protestant churches. Admission is granted to bachelors of arts or to those who give proof of having received an equivalent education. The course is three years and leads to the degree of bachelor of divinity (D. B.).

The law school, to which admission is gained by the bachelor's diploma or by examination, leads, after three years, to the degree of bachelor of laws (LL. B.). The medical school, situated in Boston, to be near the hospitals, gives a four years' course of theoretical studies and practical exercises. Entrance is gained

[1] These cases are extremely rare; indeed, judging from the criticism of many Frenchmen of their own system, not more common than under the centralized control of the French universities. (AM. ED.)

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by diploma, either from a college or scientific school, or special examination, and the degree is doctor of medicine (M. D.).

The dental school, which is also situated in Boston, admission to which is obtained on the same conditions as the medical school, has a three years' course and gives the degree of doctor of dental medicine.

To complete the view of this varied education we must still add the school of veterinary medicine and the school of agriculture and horticulture called the "Bussey Institute," the summer courses, created principally for the benefit of the professors during vacations, and the woman's annex, all of which receive separately, but by the same teachers, the college instruction. An astronomical observatory, richly endowed, is attached to Harvard.

In nearly all the establishments the students in the colleges are the most numerous. Dr. Harris calculates for the year 1895 that 31 per cent of the student population was in the preparatory schools, 42 per cent in the colleges, 3 per cent in the graduate departments, 16 per cent in the professional schools, and 8 per cent in other branches. Thus the degrees of bachelor of arts were the most numerous. Out of 9,972 degrees granted in 1894–95, 4,891 were bachelors of arts, including bachelors of philosophy.

There are, however, universities where this proportion does not hold. I will cite one which is, assuredly, one of the most remarkable types of higher instruction to be found in America; I mean the Johns Hopkins University, which was founded in 1876, at Baltimore, and has been ever since its origin under the direction of Mr. Daniel C. Gilman, and which has been almost entirely devoted to "post-graduate studies;" that is, to a higher grade of studies that young men wish to pursue who have already received at least the degree of bachelor of arts. At Johns Hopkins the examinations are made by a special jury which is paid for performing that duty. During the first seventeen years of its existence this institution had only literary and scientific departments, which, moreover, were not divided into the usual four years' course and whose special object was to develop original research. The medical school has been in existence only five years, but the reputation of the institution is already well established after even the few years of its activity, and already many university professors have graduated from the Johns Hopkins University. I can speak personally only of the department of social science, which is in charge of Mr. Herbert B. Adams, and which might be held up as a model.

Some universities have a special department of fine arts; many have an engineering department, a speciality for which the industries and railroads of the United States offer large opportunities. Harvard has no school of this kind because there is a well organized institution of the kind in Boston, the Massachusetts Institute of Technology, of which the lamented Gen. Francis A. Walker, whose friendship I had the honor to have, was director, and whose flourishing condition was largely due to his energy. This school had an attendance of 1,300 in 1896, when there were 48 special technological schools in the United States with a total of 12,816 students. These schools were mostly State institutions.

The large universities publish reviews and journals, which are sometimes conducted wholly by the students, or are reviews to which the professors contribute. Some of them enjoy a merited reputation, and I may mention those with which I am familiar, The Quarterly Review of Economics, at Harvard: The Yale Review; Johns Hopkins University Studies in Historical and Political Science; and The Journal of Economics, of the University of Chicago.

University life seems to be on the average more expensive in America than in France, but the American student, like the American workman, has a kind of elasticity of needs and desires, which enables him to content himself with a little when his resources are limited. In many universities one must have $100 or $200

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for living expenses, besides the university expenses proper, which may be put at $50, besides different accessory expenses. The total will amount to $225 on an average. The secretary of Harvard said in 1893 that a student could get along, with strict economy, on $400 a year, but that one-fourth of the students spent $600, another fourth $600 to $800. "Every dollar," he added, "over $1,200 is a dangerous dollar." Poor students can get assistance from various fellowships which are open to competition, or are given for other reasons, which have been established in many universities, or by giving lessons as "tutors" to fellow students more fortunate financially than themselves, or by devoting themselves to some lucrative occupation in their leisure hours. It is not unusual to see students earning money during vacation as hotel waiters at the summer resorts with which to pay their way the next year. When I was a guest at the University of Chicago we were waited on at table by students who were paid for their services. Americans have the good nature not to be surprised at such things. Often, indeed, they approve of them as evidences of energy.

Most of the universities have dormitories installed in the university building itself, as at Swarthmore, or more usually in separate buildings, as at Harvard, Yale, and Cornell, and divided into rooms, some being provided with two beds for poor students, and others with one, and more or less luxuriously furnished, according to the fancy of the occupant. These rooms are finished in a superior manner, and in the larger universities they must be engaged in advance. In the universities organized for coeducation the young women ordinarily have a separate dormitory, but not always. The student's room is his home, and he is subjected to very easy discipline. As in England, he enjoys great freedom, and he is looked upon as a man who is responsible for his conduct. There are also "commons," or dining halls, but many students find it more agreeable or economical to live outside of the campus, and generally there are professors or families not connected with the university who take boarders.

The students have clubs and associations, more or less secret in their character, which they nearly all endeavor to enter as soon as they become members of the university. There are football clubs, baseball clubs, croquet and lawn-tennis clubs, boating clubs, and music and athletic clubs. It is in these associations more than in the regular course of studies that the bonds of comradeship are formed. Many of them are quite celebrated in America, and there is a pride in being members of them, so that mature men boast of having belonged to them and recur to them with pleasure.

I am entirely incompetent to judge of the ensemble of the university programmes in the United States, which deal with nearly every branch of human knowledge. I have only wished to indicate the general character of higher education there, which is original and liberal. I will confine myself to adding a few words on the department of historical and social sciences, which I know a little better than the others, and which, usually, combine history, geography, politics, political economy, and sometimes statistics. This class of studies is given to the college students and those of the graduate departments. I may mention particularly in this connection the Johns Hopkins University, the University of Pennsylvania with its Wharton School, Harvard University, Columbia University, the Chicago University, etc. The courses are numerous and varied. They bear, in nearly all the large establishments, upon special or practical subjects rather than upon general or dogmatic expositions. Often one semester is sufficient to treat these subjects, the professor seeming to devote himself especially to guiding the students in the direction of personal studies, whether in simple elementary studies of the manual or in research or composition.

In the majority of colleges political economy is not carried so far. Thus at Swarthmore, in the arts department, it is only studied during one semester in the junior year, during which the professor treats of socialism and money. In the

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department of letters it is studied during two semesters, but the scientific theory of the subject is made to yield to details, pauperism, crime, charities, intemperance, the Salvation Army—all questions of a social rather than an economical order.

What I saw in 1876 and in 1893, and what I have learned in the interval and since my return, has convinced me that in this department, as probably in others, manifest progress has been made in the last quarter of a century. The published works of the professors testify to this, and the greater impetus of the young men toward a university education confirms this view. Among Americans, as among all other peoples, there are diverse aptitudes, but, generally speaking, young Americans are unwilling to lose either their time or money, and the majority of them obtain results which, if they are not brilliant, are at least proportional to the outlay which they have made with a view to opening a career. My knowledge enables me to augur that in another twenty-five years the great American universities will nearly keep step with the great European universities by importing into the business of letters and the sciences the originality of their own character. Thus they will more and more fill the part that I pointed out in my work on the French population in discussing the European emigration, and I beg your permission to cite the passage I refer to here:

> The groups of Europeans which have formed themselves at different places on the globe are interesting, not only from the commercial point of view, but also from the general standpoint of civilization. They constitute so many new foci of intellectual activity; nature, life, and society are regarded from points of view which are absolutely different from those in which Europeans are placed. Human thought takes on a certain originality, and colonists may repay to civilization by their intellectual works some portion of their debt to it. Without doubt these growing societies are, and will be for a long time to come, especially preoccupied with their material interests. But they are cultivating letters and sciences—especially the latter. North America has already shown that she can contribute largely to their progress.

I was not really qualified to speak on behalf of American universities, but as I have the honor to have the title of doctor from one of them, as I have lectured in two of them, and have been the guest of still another, I have responded with pleasure to the invitation which was extended to me, and I end this summary account by sending to my colleagues in America the good wishes of cordial fellowship of a French university man, I respond to the toast: "To the continuation of the progress of American universities."

THE UNIVERSITY OF CHICAGO.

[By DR. HENRY MOISSAN.]

The council of the University of Paris did me the honor last year to select me as its representative at the sesquicentennial celebration of the University of Princeton. On that occasion I visited the principal centers of instruction of the United States. Having had the pleasure some time before to offer the hospitality of my laboratory to Professor Lengfeld, of Chicago, I looked forward with interest to studying that university in process of formation, and I will now state briefly how that great institution was created.

There was once at Yale University a professor of the Hebrew language named Harper. He had traveled extensively and knew thoroughly the educational institutions of his country, and he had the idea of founding the greatest university in the United States. Unceasingly he followed that idea, devoting himself and his best intelligence to it. It became a fixed idea with him and he reasoned it out completely. He maintained that a university worthy of the name should have certain distinctive qualities. He wished, for example, to separate superior instruction from secondary, which is not often done in the United States. All his professors were to advance science by their original investigations. He laid down

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the principle that a man can not be a professor of superior instruction unless he has made some successful explorations in the remoter fields of scientific investigation. He believed that young men would have more confidence in those who have personally ventured upon such explorations than in others who are content to describe horizons they have never seen. He maintained that a professor of superior education has not performed his full duty when he has given a certain number of lectures and conducted examinations, and that if he has not contributed to the progress of the science he teaches he is incapable of inspiring the love of it in his students.

Professor Harper had still another idea. He believed that knowledge should be made active, and should be made to emerge from the selfish and impregnable position in which certain minds have wished to retain it. Knowledge, he argued, becomes useful by its applications and the increase of light which it can produce. He wished that his university should not only attract students from everywhere, but should extend itself in every direction. He expected to modify and direct the movement of ideas by lectures, by scientific journals, and by books.

After he had studied the question thoroughly and from every point of view, he determined to pass from theory to practice, and, like a true Yankee, he did not lose a minute, but betook himself to Chicago, where he met a "good fairy," named Rockefeller, to whom he unfolded his ideas and plans. After having all the details explained to him, this man entered into the ideas of the professor of Hebrew, and at the first touch of the ring gave him $600,000 with which to lay the foundation of his university. This benefactor, like all others of the kind in America, was essentially practical, and attached to this first present two conditions—the first was that Professor Harper should be president of the new university, and the second was that the citizens of Chicago should furnish the sum of $400,000 with which to build laboratories.

Good examples are contagious, as everyone knows (and usually tries, accordingly, to avoid them). The spirit of imitation is very well developed in Chicago. In that essentially American community, that is to say, a very practical community and one absorbed in business, the importance and interest of high intellectual culture was at once perceived. Mr. Marshall Field offered a tract of land valued at $125,000 for the building site, and Mr. Kent undertook the construction of the chemical laboratory at his own expense. Others followed, and in less than thirty days the required sum was raised. This happened in May, 1889.

The good fairy Rockefeller was so well pleased that when the ring was rubbed again he placed this time a million at the disposal of Professor Harper, on the trifling condition that the citizens of Chicago should double that sum, or nearly so. All the great capitalists of Chicago, wishing to see the university a success, furnished the sum demanded. This second installment was made in September, 1890, and this little play continued in the same way in February, 1892, December, 1892, and so on, until Mr. Rockefeller had promised, by the end of 1895, the bagatelle of $7,700,000, and the citizens of Chicago $5,000,000.

The professor of Hebrew rubbed his hands, because he saw his dreams becoming realized.

You possibly imagine that he waited until the architects had finished their work before summoning the professors and students. That is not the way they do in Chicago, however. President Harper, who had had much experience in many universities, and was skilled in matters of education, knew that you must strike the iron while it is hot, and he deemed it best not to allow even American enthusiasm to cool. As soon, therefore, as the first contribution of $1,000,000 was secured, he proceeded to summon professors from different parts of the United States. He took a physicist here, a professor of history there, and brought a chemist and a theologian from afar. And if a professor hesitated about going to Chicago, he had an original way of convincing him of the expediency of so doing,

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viz, by doubling or tripling his salary. The professor was persuaded by such good arguments and came to Chicago, and then he built his laboratory and began his lectures.

As there were no buildings at first, professors and students had to find room as best they could, for the students reached the ground as soon as the professors. Houses were rented; a floor of a hotel was used as a chemical laboratory. I should think that the laboratory odors, which are always more or less evil, would have aroused some objection on the part of the proprietor. But what of that! The university was founded, the students were arriving, the courses of lectures and practical work were being organized, and during this time gifts continued to flow in and the buildings were going up all around a vast campus covered with trees. Everything moved rapidly, and yet with order. President Harper, who combined the functions of director, rector, dean, and professor, was in his office from as early an hour as 4 o'clock in the morning. Instruction in modern languages, Latin, Greek, Hebrew, theology, and literature was organized at once. At its start the university did not include law, medicine, and fine arts in its programme, but will do so eventually. Then came mathematics, physics, and chemistry. Finally, as the laboratories became ready, a beginning was made in anatomy, zoology, botany, geology, and paleontology. An astronomical observatory was established 80 miles from Chicago, which was inaugurated last month. To each chair adjunct professors and assistants were attached. A gymnasium was also built and libraries were established.

Meanwhile, since much attention is paid in the United States to the material welfare of the students, cheerful, healthy, well ventilated and lighted houses were built for them, thanks to new donations which kept coming in.

The university also attached to itself, at their request, a number of institutions of secondary instruction, whose programmes and course of instruction it superintends, which is an excellent way of preparing good students for the future. Add to this outside lectures and evening classes by the professors, the expenses of which are paid by the university, which have a total of 25,000 auditors, and further consider the learned and literary societies, the regular journals and publications of the university, to the number of a dozen or more, and you will see that to superintend all this President Harper well deserves his salary of $10,000.

In 1895 the university expended $660,000. It had about 2,000 students, of whom 500 were in the faculties of letters and sciences.

This university is open the year around. President Harper thinks that four months' vacation is too great a loss of time. In America no one is afraid of overdriving. The school year begins July 1 and is divided into four parts, each of twelve weeks, with one week's vacation between each period. It is a curious fact that the first trimester, that of July, August, and September, is attended by a great number of teachers, male and female, of secondary instruction, who wish to complete their education or gain some degree.

In most American universities there are poor students who perform some kind of manual work outside of their study hours in order to earn money with which to pay their tuition fees, which amount at Chicago to some $35 a trimester. Thus one will take the position of gas-lamp lighter, another will be a hotel waiter, another will pay his way by being steward or cook for his comrades, another will save up from a moderate salary in order to come to the university and get a degree.

When I had the pleasure of visiting Chicago last year, President Harper said to me as we were walking around in the university, "We already have physical, chemical, and botanical laboratories, lecture rooms for the humanities and theology. We shall erect a building over there for zoology and one yonder for physiology. We have much yet to do, but the movement has begun and the University of Chicago will be grand, active, and independent." And he added,

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"Why do you not modify your doctorate? We would send you our best students with pleasure. But you know that our young men have a practical turn of mind and they will not go to Paris unless they can get the doctor's degree, and they can not pass your baccalaureate and license at once."

I said to myself, "President Harper hardly knows what he is asking. Modify our doctorate indeed! Great Heavens! an enormous undertaking that!" I was as much astonished at this request as I was on another occasion when I was walking through the fine technological collection of Columbia College and the professor who accompanied me said, seeing my admiration of a specimen in one of the cases. "That specimen seems to please you; allow me to present it to you." He opened the cabinet and handed me a fine specimen of silicified wood. I instinctively looked around to see that no watchman had observed us. What was more remarkable was that the specimen had neither mark nor number, and was not catalogued. It is only in America that one sees such things.

To return to Chicago. The grand example of initiative energy shown by President Harper, Mr. Rockefeller, and the generous givers of Chicago is not a rare spectacle in the United States. Most of the universities were founded without State aid, but result from private munificence.

At New York Columbia College needed a library. Its president tendered it $1,000,000. At Princeton the university is theological and literary, and it wished to become scientific. It could find a Mr. Green to give it laboratories. At Princeton, too, Mr. Marquand rebuilt the library at his own expense. Johns Hopkins left $3,500,000 to found the university at Baltimore. Some other benefactor will leave $100.

Examples of this kind are abundant, but perhaps the most curious is that of Mr. and Mrs. Leland Stanford, of California. Mr. Leland Stanford had made a great fortune in business. He had the misfortune to lose his only son some years ago. Together with his wife he planned to employ the greater part of his fortune in the creation of a university for the benefit of happier families, whose children remain to them. They desired that this university "should furnish all the resources for original research for graduates and specialists." They desired "that the instruction in letters and sciences should be carried as high as possible, believing that in education there can be nothing superfluous." In pious remembrance of their son they gave his name to this university, and in 1884 they offered the legislature of California the sum of $30,000,000 to establish it.

This private initiative, this self-confidence and clear and downright will, are what most strike the foreigner on his arrival in the United States.

We must not think, however, that everything at Chicago was better than in other countries. I am not one of those travelers who can not see anything abroad without falling into ecstasies over it and calling it a miracle. I do not like too ready admiration, nor systematic disparagement either. I know very well that with plenty of money you can build palaces; but I also know that a palace does not constitute a university.

The citizens of the United States have their difficulties as we have ours. They have their secession experiments; weakening of the race by excessive will power; a questionable distribution of wealth; difficulties in domestic and political life. But they have a clear perception of obstacles to overcome.

They wished to create centers of intellectual culture and patriotic initiative, and they have succeeded admirably. I admire that effort.

How much talk of decentralization there has been in France in the last thirty years. I have heard many an orator repeat earnestly the discourse on this subject which we all know by heart, and when, the next day, this man of strong convictions was asked for a subscription for some useful work he would perhaps give a few cents with an ill grace, and grumble, "Why not apply to the Government for

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assistance? It would be much simpler." If we really want decentralization we must give our money, our time, and our hearts to independent works.

It seems to me that the moment has come for us, too, to show our initiative. It seems to me, from certain precursory symptoms, that the new generation will be more active than ours. I mean it will have a more efficacious if less deliberate activity.

Our universities are being rejuvenated and reformed by a new law. They can own and manage their property in full liberty and augment or form new instruction. They can make new degrees. They receive the larger part of the students' fees. They choose their professors, for if the State has preserved the right of nomination, the minister, most of the time, merely confirms the choice of the universities.

This new law reunites and groups together all the different branches of instruction of our faculties. The creation of free courses allows anyone to be a professor. The liberty of lecturing has rejuvenated education. The students' societies which have been formed about our schools give an esprit de corps to our pupils. Finally, we now have the indispensable condition for augmenting and enlarging scientific research, viz, laboratories and liberty.

Now let private initiative come to the aid of our universities, and rich as they are in the traditions of a long past, and rich in the habits of work, their social importance will also increase.

Now that the apparatus of our universities has increased, we must increase our scientific productivity.

To give young minds a taste for research is to increase their curiosity and develop their initiative. It shows them how to overcome or avoid difficulties and teaches them what the imagination can expect from the experimental method. At the same time it opens up new horizons for them. When one is once possessed by the love of a science there is no greater pleasure than in advancing it.

For twenty years we have been giving too many degrees and have done too little original research.

The reform of our education answers the question that the president of the University of Chicago put to me. Henceforth our laboratories shall be open to foreigners as in the past. But to-day our universities can give the degree of doctor to all these whom the love of science draws to us and who come for advice and direction in undertaking new discoveries.

These are important results. If at the same time we can preserve the literary form, which is the charm of our education and one of its forces, if we can preserve that limpidity and clearness which is a French characteristic and will always be our best portion, our universities will become glowing centers of intellectual light, and we shall no longer need to envy even the University of Chicago.

UNIVERSITY EDUCATION.[1]

[Address delivered at the Johns Hopkins University, Baltimore, October 11, 1897, by Dr. MICHAEL FOSTER, Sec. R. S.].

The Johns Hopkins University, which has done me the honor to ask me to say a few words on this occasion, is, although already distinguished, a new and young university. I can remember well its beginning, and as Dr. Gilman has hinted, I may claim to have taken some small part in its birth. When I moved in 1870 from London to Cambridge, I took with me a bright lad of whose ability and industry I had already taken notice. At Cambridge he became my right-hand man, and I had some hopes that I should long have his help; but President Gilman appeared upon the scene, and his influence was so strong that I felt that my own

[1] Reprinted from the Bulletin of the Johns Hopkins Hospital, April, 1898.

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interests were not to be considered, and that I ought to send that favorite across the waters to occupy the first chair of biology in this new university. Although the memories of him whom I need scarcely name, Henry Newell Martin, are tinged with melancholy, still I feel that this university must always look back with pride and affection on the work which he has done in this country, and in this affection and pride I claim a small share for myself.

Your university is a new one. I come from a very old one; one which was founded six hundred years ago, which has lived through all those centuries, and which, though it has some of the charms, has also some of the evils of antiquity. The traditions of the past weigh heavy upon us. When we attempt to stretch our limbs to meet the new needs of new times we find some old written law, some well-established prejudice, some vested interest preventing our full development. You are a new university; and although I have purposely refrained from refreshing my mind as to the exact status of your regulations, and as to how far you may have already entangled yourselves in the toils of enactments, still I will take it for granted that you differ from us in the freedom with which you can move forward toward the needs of the coming times; and I think perhaps I could not do better at the present moment than to use the opportunity offered me to take my old university as a text, and to draw from it and its history some few plain reflections which I hope may be practical and useful with regard to the conduct of universities. Although I understand that I have been especially invited by the medical faculty, I will take leave to treat only of general things, since the welfare of the medical faculty is bound up in that of the whole university.

The morphologists tell us we can learn much by studying the embryo, and something perhaps may be learned by looking back at this old University of Cambridge in the days of long ago—in the days when it, too, was a relatively young university. Things were very different then from what they are now. The dimly lighted streets or alleys in which the students lived were an emblem of the whole university. There was little outward show of glory then; there were no beautiful buildings, few books, and each student's duty was, in part, to listen to the lecture, to the reading of something which was written, but which he could not see with his own eyes. In spite of all these difficulties there were certain features of the university of that time which I trust I may say have been, with some little wavering here and there, maintained since, and which I can not help thinking have contributed in very large measure to make it what I may venture to call it, a famous and great university.

One of the most striking features of the attitude of both students and teachers at that early time was that they recognized in the training of the university a preparation for practical life. There were at that time three main occupations in which learning was of practical use; and in correspondence to those three occupations there were established the three great faculties of the university—the faculty of theology, the faculty of law, and the faculty of medicine. And, if one reads what those men of old wrote concerning what they thought ought to be done in the university, one is very much impressed by the conviction which they had that the teaching should be an earnest preparation for practical life. If it soon became necessary to establish a fourth faculty, the faculty of arts, that was simply as a faculty preparatory to the others, as one supplying the first steps for and leading up toward the knowledge which should be of use in practical life; and it is worth noting that although they called that faculty the faculty of arts, and although the acquisition of the Latin language was one of the chief studies of that faculty, necessarily so because all the instruction which could be given was given in that tongue, among what they called the arts were the beginnings of the kind of knowledge which we now call science.

Another feature of the university life of those early times was the very strong feeling that the work of the university consisted not in the mere acquisition of

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knowledge, but in the training of the mind. The amount of knowledge which they had for distribution was very limited; but they used that small stock of knowledge to the very best of their ability, as the means of awakening the minds of the students and training them for thinking and arriving at conclusions. This is seen even in what they called at that time examinations, though the word then had a very different meaning from what it has now; there were then no written examinations; there was not that demand on paper so characteristic of modern times, and that great necessity of modern civilization, the waste-paper basket was unknown. The examiners went quietly to work to ascertain in the most sure way whether a student had profited by what he had listened to. Instead of having two examiners for some hundreds of students, they appointed nine to each student; and these went in with him and out with him until they satisfied themselves that he knew something, and had gathered something from what had been told him. And then as a final test they put him on the "stool" and made him debate in public, the test being used in such a way as to bring out his stock of knowledge, and especially his power of using it and of showing that his mind had been trained at the same time that he had gathered in a certain number of facts.

There was another feature of the university which we sometimes find difficult to realize: the spirit of inquiry was rife among them. At that time the ways of thinking were devious; but still within the limited circle in which they moved, along the only lines then open to them, the thinkers used their minds in the spirit of free inquiry. When one reflects upon the circumstances in which they worked, one can not help realizing that their long-drawn-out discussions were at the bottom an expression of the love of inquiry, and that if they had had the advantages which we enjoy now, that which we call their subtlety would have broken out into discovery and invention.

Lastly, it was a feature of the university at that time that it was willing to take into its bosom anyone who showed that he had any promise of benefiting by the instruction there given. It was an open home for all who wished for learning.

These are some of the features of the University of Cambridge in the olden times; and may we not, using them as a text, attempt to draw some conclusions as to what are the proper and essential functions of a university, and what ought to be some of its guiding principles? As I said just now, the knowledge which they possessed was extremely limited, the facts with which they had to deal were very few. What can we say of knowledge at the present time? May we not say, if theirs was too little for them, ours threatens to be too great for us; that we are entering upon an age in which the facts which have to be learned, and the various kinds of knowledge which have to be acquired are becoming too many for us? It is, or it may be perfectly true that one of the advantages of learning is that it enables the learner to learn more rapidly; but is not this true, notwithstanding, that the increment of knowledge is increasing far more rapidly than the increment of the power to learn? Is it not a serious matter for consideration that the things that the university has to teach are rapidly becoming far too numerous for the learner to learn? Is it not true that we can not do now as they did in those old times, teach the student all that was known? We are compelled to make a choice; we must teach to the student some things and omit to teach him others. That is a necessity which it seems to me is increasing as the years go on. Nevertheless, that position is a cruel one; for it may be truly said that every kind of knowledge has a value of its own; each kind of knowledge has for the learner a value which can be given by no other kind, and he who fails to gain any one kind of knowledge is thereby a loser. For building up the student into the full and complete man, the best course would be to take in all the knowledge which can be offered by a university; but, as I said just now, a choice must be made, and the consideration of the principles which should guide the decision as to what should be chosen and what should be left, demands the most serious attention. Here I think we may

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venture to follow the example of the old university. Admitting that each kind of knowledge is particularly fitting for a particular calling; that for every particular calling in life there is a knowledge, or there are kinds of knowledge which are suited or fitted for that calling, and without which that calling can not be pursued with success, in the necessary choice which must be made between this study and that, is it not a wise course to take that which best serves the future calling of the student? I can not but think that in this choice of which I am speaking, the arguments for what is sometimes called technical education are unanswerable; that one of the principles of most importance in determining the choice of the studies to be taken up by the student lies in the fitness of the study for giving him power in the calling which he proposes to adopt. We must, however, remember that the knowledge which is thus to be imparted to him must be not merely a knowledge of facts, but bring with it the power ot thinking. If technical education is understood in this way, not as a mere accumulation of facts, not as the mere heaping of knowledge, but as the training of the mind in some particular kind of knowledge, the dangers, I venture to say, which some fear will prove unreal, and it will be seen to be a true principle of university education.

There is another aspect in which we may look at university duties. May we not say that the tendency of modern civilization is to smooth down individual differences, and that the whole tendency of the environment of man is to make each man increasingly more like his brother? There was a time when one could tell by the dress where a man came from; but this has become less and less easy, and it is not in dress alone, but in his very nature that man all over the world becomes more like his fellows. I myself during the short time I have been in this country have felt it more and more difficult to tell what are the differences between an American and an Englishman, and I trust that these differences are equally difficult to you. This may be a favorable aspect, but there is an unfavorable side to this continual influence of things about us. Mr. Francis Galton has shown that there is a great tendency in things to make men more and more alike in stature, and there seems a corresponding tendency to make men all alike in the stature of their minds. We seem tending in many ways to a monotonous mediocrity of intellect. This influence is especially strong among young people. I see for myself in the University of Cambridge that when one young man does one thing they all do it; they go astray like sheep, and they also go straight like sheep. Surely it ought to be a function of the university to counteract this tendency, and so to bring the influences of learning upon the young as to develop individual differences. That, I take it, is one of the most important functions which a university can exercise, but one which is not always kept in view in university enactments. Here I can speak of my own university, and in doing so can lay the blame for the present condition of things on the traditions of the past. I find in my own university discouragement for the development of individual power. Every lad who comes to the University of Cambridge is compelled to pass through the same examination, to know the same things to the same extent, whatever may be the nature of his mind. He must know a little Latin, a little Greek, a little mathematics, a little history, and one or two other subjects. Each one who comes, whatever his previous history, must pass through this one gate; the whole university has been pushed through this one common gate. Now, I know that this may be defended. It may be said, for instance, that it is a bad thing not to know Latin. I quite agree with that. I think it a very bad thing not to know Latin; but I also think it a very bad thing for a lad to be thrown into life, it may be to go through life, without any clear idea whatever of the fundamental laws which govern the phenomena of living things. It may be said that it is a bad thing not to know Greek. I agree with that. Not to know Greek is to my mind worse than not to know Latin, but I think also that it is a bad thing for a lad to go through

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life ignorant of the fundamental laws of chemical action. If you go along in that line of argument, you end by compelling a lad to know everything before he enters the university. If I had my way, and could wipe out the traditions of the past, I should vary that entrance examination. I should hold on to the old tradition of the university that it was ready to receive everybody who was likely to profit by its instructions. I should make the examination look, not backward as it does now, but forward, and should only insist that the lad must give such proofs of intelligence and industry as to lead to the hope that the years of university life would not be spent in vain. When the lad has really entered the university (at times he does not do so until he has spent two or even three years at the place in preparation, and sometimes goes away from the place without having really been admitted), it seems to me there should be a still wider scope for his studies. He has even now, it is true, an opportunity to take a degree in one or other of several branches of learning, but in each case he must follow out a particular schedule which has been laid down, and which compels him to walk along a particular path and no other. If he wishes, for example, to study mathematics with philosophy, he would find that he could not do so, for in the examinations mathematicians have nothing to do with philosophy, and philosophy nothing to do with mathematics; and so in other things. I venture to think that this is not a satisfactory condition of things, and that throughout the whole academic course there should be a freedom of the young mind to develop in the line in which it was intended to develop. When I urge this upon my friends they all say, "It is very good, but it is impossible; the examination machinery would become so complicated as to break down." But I would ask the question, Are examinations all in all? Were the examinations made for universities, or were universities made for examinations? I myself have no doubt about the answer. I trust that this new university, which can walk with freedom along new lines, will find some way of so arranging studies and examinations that the two will not conflict, and that anybody coming here will find that the particular gifts that have been given to him, and which it was intended should be developed, will meet their fullest expansion.

Lastly, there was another feature which the old university possessed and which I may also call an essential feature of a university; that is the spirit of inquiry. No university can prosper as a university that not only does not do its best to favor special inquiries when these are started within it, but also in the whole course of its teaching does not develop or strive to develop the spirit of inquiry. Now, here again, I fear that examinations—such, at all events, is my experience—are antagonistic to inquiry; and I would suggest that in arranging examinations one ought always to look ahead to see how far one can possibly order those examinations so as to favor the teaching which teaches in the real and true way—teaching by regarding each bit of learning as in itself an act of inquiry, and so as to favor in the highest degree actual inquiry when it is taken in hand. This of course is antagonistic to one function of examinations, namely, that of putting young men to compete against each other. You can not so judge inquiries as to put the inquirers in any class list or in any order; the most you can do is to give an inquiry the stamp of approval of the university, a testimony that the inquiry has been carried out in a satisfactory way. It is true that in this way you lose that which is sometimes thought to be of great value, emulation between the scholars; but if you take away that kind of emulation you substitute for it another one far more strong and effective, that emulation that comes of striving with nature. I take it that the good which is done to a lad in starting him upon an inquiry is infinitely greater than any which can be gained by competition with his fellow-students. Here I am glad to say a good word for my own university; for we have in a very quiet way, and unobserved, secured the adoption of an enactment which allows a lad to enter the

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university and obtain his degree and all which follows upon that without entering into a single examination. At the present moment it is possible for one—it is true, under exceptional circumstances—to come to the University of Cambridge in England, and if he convinces a competent body of judges that he is a person likely to carry on inquiry in a successful manner, he can enter the univeristy as a student; and if he satisfies another body of men after a time that his inquiries have resulted in a real contribution to knowledge, he can secure his degree. He can get that without ever having touched a written examination paper, and I am proud that we are able to offer that to the world; for it has happened again and again that a man who had real genius for a particular line of inquiry stumbled over the preliminary studies of which I have spoken, knocked at the door of our university in vain and was sent away. Now such an one would be admitted, and I venture to say that in the long run the university will be the gainer.

These, then, are some few thoughts concerning universities and their methods. I say I have purposely learned nothing about your enactments; but from what I know of your short past I feel confident that this university will in the future be conspicuous for progress. May I hope that it will carry on education along some of the lines which I have indicated to-day, and perhaps some day we in the old country may mend our ways after your pattern.

THE UNIVERSITY OF TURIN

[By M. HAGUENIN.[1]]

The university year lasts theoretically nine months and a half, from October 15 to July 30; but this includes the examinations. The lectures do not begin until the early part of November and end June 15. They really last, then, a little more than seven months. From this must be deducted the vacations, Sundays, and holidays, twelve days for Christmas and New Years, eighteen days for the carnival and Easter, the national holiday, and the birthdays of the king, the queen, etc., so that only one hundred and fifty days are left for study. This time is also often abbreviated by parades, insurrections, and strikes of the students, who are anxious to prolong the vacations and insist on having their dignity respected.

ORGANIZATION OF INSTRUCTION.

The licenza liceale (the equivalent of our baccalaureate, with the exception that the professors do not pass upon it) confers the right of inscription at the university and of obtaining the inscription book in which is certified the payment of dues and fees and the attendance of the student at the obligatory courses. By virtue of the inscription and the observance of these conditions the students can pass the "special examinations" and apply for the academic degrees.

Special examinations are those which are restricted to a single "discipline" or study, and comprise the programme approved by the faculty at the beginning of the year, or, in short, the programme that the professor proposes to follow in his course. These examinations take place either at the end of the year or, when the matter studied is distributed over several years and forms a whole not easily divisible, at the end of the total course bearing on this subject. After the student has passed the special examinations in all the matters prescribed he obtains the certificate of license.

Besides the special examinations, and following all of them, there is an examination of "laurea," which corresponds to the doctorate as they understand it in Ger-

[1] M. Haguenin represented in his mission the Société d'enseignement supérieur. This account is translated from a communication of his to the Revue internationale de l'enseignement, April and May, 1898.

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many. In order to be admitted to the "laurea" examination the student must have attended the courses of the faculty during the prescribed number of years (medicine and surgery, six years; jurisprudence, four years; physical, mathematical, and natural sciences, four years; philosophy and letters, four years; pharmacy, four years), and have passed the special examinations in all the obligatory matters. This examination for "laurea" consists in the discussion of a principal dissertation written by the candidate upon some thesis selected by himself and other less important theses, and in one or more practical tests. All examinations are public.

THE UNIVERSITY PERSONNEL—THE PROFESSORS.

The government of the universities belongs, under the supervision of the minister and in conformity with the laws and regulations, to the following authorities:

(1) The rector (who has charge of the clerical force and the treasury), who is elected for ten years and is taken from each faculty in succession.

(2) The academic council.

(3) The president (dean) of the faculty.

(4) Council of the faculty.

(5) General assembly of the professors.

The official instruction of the professor takes the double form of lectures and discussions. He may devote a part of each lecture to a colloquy with the students.

There are liberi docenti, extraordinary and ordinary professors, and chargés de cours.[1]

One can not become an ordinary—that is, full—professor without having been a professor extraordinary. The professorships are filled either by considering the known merit of the applicant (titres) or upon examination. Among the titles (proofs of the instruction he has given and copies of his publications) there must be at least one original printed memoir on a subject pertaining to the science in which the chair to be filled gives instruction. For the chair of Latin or Greek the memoir must be in Latin. These "titles" are submitted to a commission of five members, selected as follows: Each ordinary professor of the faculty or school to which the chair to be filled belongs proposes five names, selected from those of professors who have taught, or savants who have cultivated, the part of the science in question. The ten names which have obtained the greatest number of votes are published in the official bulletin of the ministry, and among these ten names the minister selects the five members of the commission; but for "special reasons" he may increase the number by two or four, and take these supplementary commissioners from outside the ten names given him.

The commission then proceeds to the examination of the titles, and votes by secret ballot (yes or no) upon the eligibility of each candidate. By open voting it assigns their rank to the candidates who have been declared eligible and their points of relative merit.

If the commission judges that the titles presented do not allow of a decision as to eligibility or to classification it proceeds to an examination, which consists of (1) a discussion maintained by each competitor upon one of the printed memoirs, which must last at least an hour for each competitor; (2) a lecture of at least forty minutes in length; (3) one or more practical experiments, if one of the experimental sciences is the subject of competition.

The results of the examinations are judged, conjointly with the titles, by a single vote. A report of the examination is sent to the superior council, which adds its own comments to it, and it is then printed in the official gazette.

[1] The salaries are, for a professor extraordinary, 3,500 lire ($700), 3,000 lire ($600), down to 1,250 lire ($250); ordinary professor, 5,000 lire ($1,000), with an increase of 500 lire ($100) every five years until 8,000 lire ($1,600) is reached; for a chargé de cours, 1,250 lire ($250), and for a libero docente, 12 lire ($2.50) per student

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A professor extraordinary can become an ordinary one either at his own request or by the proposal of the faculty. The minister submits the request or proposal to a commission appointed as above. Professors extraordinary can be promoted to ordinary, provided (1) that they have been professors extraordinary for at least three scholastic years consecutively; and (2) that they present new scientific titles and give evidence of their ability to teach.

The liberi docenti acquire the right of teaching either by titles after due notice from the faculty to the superior council and a favorable decision by the latter by a two-thirds majority, or by an examination which consists (1) of a dissertation upon a subject proposed by the examining committee and which the candidate is allowed three months to prepare; (2) of a discussion of at least one hour's length upon this subject and upon the part of science which he is to teach; (3) of a lecture of at least forty minutes in length upon a subject proposed by the commission. The candidate, in order to be judged fit to teach, must obtain at least two-thirds of the whole number of marks.

Finally, ordinary or extraordinary professors may be chargés de cours (but only of one course outside of their own); so may doctors who are fellows of the faculties, the liberi docenti, etc. The minister appoints chargés de cours on the nomination of the faculty, if obligatory instruction is in question, and on advice of the faculty and superior council in case of private instruction.

The University of Turin is the second in the kingdom for the number of students. It had 2,021 on January 1, 1893, and 2,434 January 1, 1896. The increase is constant and, as it seems, proportional to that of other universities. It is therefore due to a general increase of the university population and to the desire which is more and more diffused of occupying places which are growing less and less numerous. The 2,434 students for 1896-97 were divided as follows: Medicine and surgery (six years), 741; law (four years), 631; physical, mathematical, and natural sciences (four years), 338; letters and philosophy (four years), 205; course of notariat and procedure (two years), 64; course of pharmacy (laurea four years besides practica one year, or diploma three years besides practica one year), 245; obstetrics for midwives (two years), 191; special hearers, 16.

I have studied the annual catalogues of the University of Turin and have found material for statistics which I give below:

FACULTY OF MEDICINE AND SURGERY.

	1892-93.	1893-94.	1894-95.
Number of students	654	708	733
Number of special examinations during summer and autumn	2,242	2,618	2,526
Successful	2,010	2,113	2,042
With simple approbation	1,284	1,430	1,330
With full number of legal votes	523	492	503
Absolutely full number of votes	162	159	194
With praise	31	23	25
Candidates for laurea	87	95	80

FACULTY OF JURISPRUDENCE.

Entered for the laurea	589	644	661
For degree of notary and procureur	48	52	52
Special examinations, summer and autumn	2,812	3,146	3,036
Successful	2,454	2,816	2,560
With simple approval	1,948	2,232	1,913
With full number of legal votes	361	373	471
With full number of absolute votes	130	194	167
With praise	15	17	9
Candidates for laurea	96	126	137

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FACULTY OF MATHEMATICAL, PHYSICAL, AND NATURAL SCIENCES.

	1892-93.	1893-94.	1894-95.
Entered	291	311	345
Special examinations	1,027	1,080	1,024
Successful	741	831	744
With simple approval	620	702	631
With full number of legal votes	81	82	70
With full number of absolute votes	31	38	35
With praise	9	9	9
Candidates for laurea	18	16	8
Failures	1	6	.....
School of pharmacy: Entered	201	227	233

FACULTY OF PHILOSOPHY AND LETTERS.

Entered	150	163	201
Hearers	14	13	15
Entered for laurea in—			
Letters	58	63	80
Philosophy	10	10	14
Special examinations	541	524	489
Successful	287	480	450
Simple approval	300	283	271
With full number of legal votes	128	109	105
With full number of absolute votes	48	51	57
With praise	11	17	17
Candidates for laurea	24	31	36
Failures	1	2	2
Candidates for laurea in philosophy	8	4	14
Candidates for laurea in letters	16	27	22

These statistics show that the average of success is about 83 per cent and that of failures 17 per cent. These averages would surprise a Frenchman, and seem to indicate a good deal of indulgence on the part of the professors. It is possible, indeed, that the independence of the professors in regard to the candidates may not be perfect. They can not forget that they are their students. They know them too well and know that too great severity might provoke revolts, against which the higher authorities would not sustain the professors, or at least lead to unpleasant antipathy. On the other hand, the prosperity of the university might suffer from too great severity. All this is true or probable, and from this point of view the want of State examinations or of general examinations common to all universities, conducted by a jury which is free from all local influence, makes itself felt.[1] But it should be remembered that on account of the close relation between the examination and the course—the limited field which has been gone over by the professor determining the extent of the examination—the preparation is easy, and, so to say, too easily completed. The student has only to listen. A little attention is all that is necessary, and the memory is more called upon than the intelligence. That is why these averages prove less than one would believe, and are against the professors and in favor of the students. If the success is too easy, the fault lies with the organization of the instruction.

There is more than one occasion for criticism, notably in the distribution of the different courses. The great principle which rules the university is that of liberty both for the professor and the student. This liberty does not accommodate itself to a useful system of examinations, which carries with it the requirements of regularity. The professor gives what lectures he chooses and the student follows the ones he likes, on condition that he enters his name for the year in at least three obligatory studies, each calling for three lectures a week of an hour each. Besides,

[1] This comment is interesting, as indicating the grounds on which a French professor would defend the system of State examinations in his own country. (AM. ED.)

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the attendance required by law is only so in appearance, few professors insisting upon it, but they sign the attendance book when it is presented to them. They can, however, refuse to sign, and when the column of the book called attestato di diligenza (certificate of diligence) is blank the student is obliged to reenter his name. In order to help students in selecting their obligatory studies the council of the faculty draws up an order of studies, with the hours of each, which the students are not obliged to follow, but to which they usually conform to avoid troublesome combinations. The order [1] for the faculty of letters and philosophy for 1897-98 classes together the students of letters and philosophy for the first two years (1° biennio), but they are separated afterwards (2 biennio).

The atmosphere in which professors and students move is not a matter of indifference. Turin is a city which would be called quiet rather than dull, with its great patrician houses, wide squares and long, straight streets, at the ends of which arise snowy mountains or hills "with verdure clad." It is Versailles full of life. It has lost the name of capital city, but preserves the prestige and beauty of one, and the glory remains to it of possessing a great number of institutions of charity and of learning, which is its most striking feature, if we look beyond its regular and imposing physical aspect. Whether we judge it from the heart or the mind, it is one of the "strong places" of Italy, as the Italians say and believe. My province is to speak only of instruction as I saw it there. Turin has a royal academy of sciences (physical, mathematical, and natural sciences forming one class, and moral, historical, and philological sciences another class), medical societies, engineering societies, etc., a philological club, and a society for the study of foreign languages and instruction therein. It is the center of a club of the Italian League of Education. It has schools of higher instruction—the royal school of applied engineering, the royal Italian industrial museum, an agricultural school, military schools, together with laboratories and clinics, among which is the psychiatric institute of Cæsare Lombroso. In secondary instruction there are a technical institute (a kind of institution for modern education), three lycées, six gymnasiums (a grade below the lycées), five technical schools (professional), a business college, a national boarding school (internat), a woman's normal school, and even a

[1] (1) Biennio of the course of letters and philosophy: First year, Italian literature (Graf), Tuesday, Thursday, Saturday at 3 o'clock; Latin literature (Stampini), Monday, Wednesday, Friday at 3; geography (X), Monday, Wednesday, Friday at 2. Second year, Italian literature, Latin literature, same as in first year; Greek literature (Fraccaroli), Tuesday, Thursday, Saturday at 10; comparative history of the classical and neo-Latin languages (Pezzi), Tuesday, Thursday, and Saturday at 9; ancient history (X), Tuesday, Thursday, Saturday at 11; modern history (Cipolla), Monday, Wednesday, and Friday at 10; theoretical philosophy (d'Ercole), Monday, Wednesday, Friday at 11.

(2) Biennio of the course of letters: Third year, Italian literature, Latin literature, same as in first and second years; Greek literature, ancient history, modern history, same as in second year. Fourth year, Greek literature, same as in second and third years; archeology (Ferrero), Tuesday, Thursday, and Saturday at 2; history of philosophy (Bobba), Monday, Wednesday, and Friday at 9; comparative history of the neo-Latin literature (Renier), Monday, Wednesday, Friday at 2.

(2) Biennio in philosophy: Third year, Italian literature, Greek literature, same as above; ancient history, same as second and third years in letters; theoretical philosophy, same as in second year; history of philosophy, same as fourth year in letters. Fourth year, history of philosophy, same as fourth year in letters and third in philosophy; moral philosophy (d'Ercole), Monday, Wednesday, Friday at 2; pedagogics (Allievo), Monday, Wednesday, Friday at 4; general physiology (Mosso), Monday, Wednesday, Friday at 5.

Complementary course: Greek and Latin grammar (Valmaggi), Tuesday, Thursday, Saturday at 4; Egyptology (Rossi), Tuesday, Thursday, Saturday at 4; Persian and Sanscrit (Pizzi), Monday and Wednesday, Thursday and Saturday, Tuesday and Friday at 4; Semitic languages (Arabic and Hebrew) (Pizzi), Wednesday and Friday from 9 to 11.

Private instruction: Ancient history (Garizio), Monday, Wednesday, and Saturday at 5; Latin literature (same), Monday, Wednesday, and Friday at 4: Greek literature (Zuretti), Tuesday, Thursday, and Saturday at 4; Latin literature (Valmaggi), Tuesday, Thursday, and Saturday at 5; French language and literature.

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normal school of gymnastics for women, in which the theory and practice of gymnastics are taught, including anatomy, physiology, and hygiene, pedagogics, history, and singing. In primary instruction I counted some 20 city schools, 26 suburban, 14 evening schools, besides an evening commercial school, evening schools for drawing, etc. There are, besides, some 30 private schools for boys and 40 for girls.

This state of things shows a culture which is widely diffused, if not profound, and manifests a lively interest in everything that concerns knowledge and education, and superior education ought to feel the stimulating effects of such surroundings and feel itself supported by them. Certainly the professors work, and work hard, and their publications are numerous. The professors, both by their number and quality, show the intellectual current of contemporary thought in Italy. This is manifested in the first place by a breadth and quickness of intelligence which come from climate and race, the desire and power to take an interest in everything, a kind of natural "general culture;" and, in the second place, by a preference for history and the historical point of view, and, finally, by a decided taste for monographs. These tendencies can be criticised, and it may be said that one of them indicates too great ambition and the others too much modesty; but it can be replied that the first is always praiseworthy, and the two others are justified by success.

THE STUDENTS.

I am everywhere told that the students are recruited from the less well-to-do classes of the bourgeoisie, and that their object is to gain as soon as possible a chair in some gymnasium or lycée. They can secure a remission of fees and obtain subsidies from the "Collège des Provinces," the Collège Caccia for the province of Novara, and from private legacies and institutions, by virtue of certain certificates and examinations. The Collège des Provinces distributes 70 lire ($14) a month each to some forty students during the nine months of the scholastic year. The written examinations which the competitors for this subsidy undergo consist in a Latin and an Italian essay (one of which must be historical), one on some philosophical subject, a Greek translation, problems in arithmetic and geometry and in physics. Each of these tests requires four hours, including the dictation of the subject, and the whole examination occupies three days; whereupon the oral examinations take place upon the subjects of the written, or upon the programme of the licenza liceale; the competitors must have an average of 70 per cent in the written and oral examinations separately. When students come to the university they already have the licenza liceale, the examination for which includes the three literatures, modern history, philosophy, and the physical, mathematical, and natural sciences. What do this examination and the studies at the lycée amount to?

To speak of only two points, it is certain that the philosophical knowledge of the young students is entirely insufficient, although they should have been instructed during the three years of the lycée. As to Latin, they have never written Latin compositions and have not even translated from Italian into Latin. Their written exercises have been limited to the translation of easy passages from Latin authors. They have, then, much, if not everything, to do at the university. Do they work there? You can see them promenading under the arcades of the great Piazza Castello or along the Via Po, where the university is situated. They rarely have a book or notebook in their hands. They are never in a hurry, and talk together without much animation, for the Piedmontese are rather quiet. In the court of the university, to which its marble busts give an imposing air, and in the gallery of the first floor they have the same appearance. The type of the "good student" does not appear. I watched them in the lecture room of Professor Graf. The room was full. There were many students—quite

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a large number of young women, also students for the most part[1]—besides a dozen adult or elderly men and a few priests. The professor, whose subject this year was the general introduction to the history of the neo-Latin languages, spoke eloquently of Rome and the Barbarians. His authoritative position, for he holds a veritable chair of learning, gave effect to his words. The students listened with moderate attention, only about twenty out of the whole taking notes, and these were young women. One student was reading a newspaper under his overcoat, and a young woman was reading a book concealed by her arm; but we must not judge them by these appearances. If only a few take notes, it is because they do it for all, and afterwards publish, with the professor's consent, lithograph copies of the lectures, or summaries of them. It is true, nevertheless—and the professors say so themselves—that the students do not work hard. Their object in attending the university seems to be not to gain instruction, but to pass easy examinations and profit by the advantages which will accrue from them. The fault here lies in the organization of the instruction. They have never had the idea of making the students exert themselves and of affording them the means and opportunity of responding to and sharing in the instruction they receive. The professors might profitably devote some of the time of their lectures to hearing discussions among the students. Thus, Professor Pezzi, as far as classical philology is concerned, gives his students Henry's Comparative Grammar, and every Saturday a student gives an account of what he has read of it; and Professor Stampini does the same occasionally on some point in Latin literature.

But most of the professors seem to consider it their duty to occupy their lecture hours with their own labors, and they do not believe that they can count upon the good will of the students for work that is not required by the rules.

This lacuna is, unfortunately, not filled by the establishment in each university of a scuola di magistero (school of discipline). This is an ensemble of discussions which the students can attend by entering their names for a whole year, after completing the first biennio and passing the examinations belonging to it. After two years, students who have attended the discussions and have obtained the degree of laurea, can have a degree called that of magistero, which has a professional value. For the faculty of sciences there are four groups of discussions, viz, one each of physics, chemistry, natural sciences, and mathematics. For students of the faculty of letters there is a common discussion of didactics in general, and three sections, viz, literature (Italian, Latin, and Greek), history (ancient, modern, and geography), and philosophy, including pedagogics. There is a degree for each of these sections, and a student can not be entered in more than two sections at once. But too few students trouble themselves to attend these discussions. Besides, there are too few of them, and the advantage of attending them is not clear. Formerly they initiated the students to scientific methods, but nowadays they are entirely devoted to pedagogics. At all events, certain professors see in them a means of supplementing their lectures, and use them for making a more special course. Finally, the students do not permit anyone to demand too much application from them, and when they do it is a question how to utilize this application. They do not, as a rule, know modern languages, except in Piedmont, where French is understood. It is, therefore, difficult, particularly in the domain of philology, to get any good out of their work.

I was able to test the result of four years of university studies for students in the faculty of letters, and attended a dozen examinations for laurea. The examining committee was composed of eleven members. One of the members reports upon the thesis of the candidate, who listens, seated at a small table. After five

[1] Female students are quite numerous (at Turin) and come from the same lycées with the young men. They have the same rights. Most of them enter the faculty of letters. They usually intend to become teachers in secondary instruction, particularly the normal schools, but some of them occupy chairs in technical schools and lycées. The conduct of the female students at the university lectures, a professor told me, is usually correct.

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or ten minutes of reading, the candidate answers and discusses with the reporter. At the end of fifteen minutes at the longest the president strikes a bell and closes the discussion. Each candidate presents three theses, and in three quarters of an hour at most he is made a doctor. Here are some of the subjects: The commerce of Genoa at the time of her supremacy. Music and the other elements of the opera. Has Cicero a philosophy? Origin of the Gens Romana. Did Rome dominate over Etruria? Can Mary of France be identical with Mary of Compiègne? Family sentiment in the poems of Catullus. The cosmogony of Moses and modern science.

The candidate who dealt with the last subject said: "For Moses, God was a spirit; for modern science, He is material." Another, *à propos* of a historical subject which he was found not to have treated thoroughly, remarked: "I did not mention that part of the subject because it was not treated in the books." The manuscript theses, of very diverse importance, vary between some forty pages and two or three hundred. Some are very brief; e. g., in an essay on a verse of the Miles Gloriosus, the candidate remarked: "We must here refer to authentic manuscripts." "What are they?" asked the professor. "I mean those written by the author himself," was the reply. Some candidates discuss with accuracy and good taste. Most of them speak with animation and manufacture fine phrases, place stress upon the words they employ, show little care for truth, and insist obstinately upon their own meaning, while others do not respond to the questions at all and yet get the laurea. An excess of good nature seems to prevail in these examinations. If the professor touches upon a fault of the candidate, he does not press it, and if the candidate does not speak, he speaks himself. He understands that the candidate is not fully responsible. The preparatory instruction before entering the university is often faulty. This defect explains certain weaknesses common to all the students, and the great reproach of all the theses, viz, that they lack skillful composition, the idea (if there is one) often not appearing until the last page, and there is no gradual preparation for it, or leading up to it.

To sum up: The students work little, at least in the faculty of letters and philosophy. I understand that they work harder in the faculty of law. There are two or three causes of the low results I have mentioned. The university organization is very imperfect; the professors have too little immediate relations with their students, and perhaps what there are would be considered too familiar. Finally, politics occupies and disturbs the young Italians; and it is only necessary to read the newspapers to see what an excessive importance is attached to their extrauniversity manifestations. How can energetic and noteworthy professors come from such students? Of course, there are exceptions, and the student sometimes works best when he is no longer a student. According to an Italian saying, a student is a young man who enjoys himself a good deal and never works. The saying exaggerates, or, at any rate, can only apply to a short time, for there are no old students in Italy; twenty-four years at latest is the limit of his stay; and then begin his real studies.

THE LABORATORY OF POLITICAL ECONOMY OF THE UNIVERSITY OF TURIN.

One of the most recent and most active institutions of the University of Turin is the laboratory of political economy, which is annexed to the faculty of law and conducted by the professor of political economy, assisted by a "coadjutor" and two assistants, neither of these positions receiving any salary. The university students are admitted to the laboratory as scholars, while the laureati and persons who have no academic titles are entered as soci residenti. The director contributes 30 lire ($6) a year, the coadjutor 15 ($3), the assistants 10 ($2), the soci residenti 10, and the scholars 5 ($1), which sums are exclusively for the benefit of the laboratory, the object of which is defined to be to encourage and facilitate the scientific study of the phenomena of economics and of the questions connected therewith The soci residenti have the right to frequent the laboratory, while it

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is the duty of the students to do so, and both can use the scientific material of the laboratory for their work.

The practical exercises of the laboratory "have for their object to give or supplement scientific education, and eventually to facilitate original researches. They consist of papers and discussions upon selected or designated subjects relating to economical questions of a scientific or practical nature, or of critical reports, oral or written, upon visits to managements or establishments. Reports of these exercises are drawn up by the assistants."

The laboratory is open the whole year, except a short time in the autumn vacation. It can give prizes consisting of scientific works, and publish the works of its scholars and the soci when they are sufficiently meritorious.

This laboratory was founded in 1893–94 and installed in the former quarters of the laboratory of general pathology. The rooms are small and inconvenient, but the director, S. Cognetti de Martiis, professor of political economy, hopes to have them enlarged. "Meanwhile," he says "the want of space has its advantages, for it compels us to keep everything in order." The little rooms are crammed with documents, all kept in perfect order and catalogued by the scholars. This "scientific material" is divided into inquiries, bulletins, acts of Congresses, monographs, administrative reports, consular reports, statistics, atlases, annual reports on economical subjects, expositions, descriptive studies, legislation (special laws affecting industries), periodicals. I was sorry to see so small a number of French reviews. The spirit of the laboratory work is purely scientific. "Here," said Professor Cognetti de Martiis, "we have no tendencies, and, especially, no influence. In scientific matters," he added with a smile, "the only discipline possible is anarchy." This broad, scientific direction is placed under the guaranty and safeguard of the promoters or most illustrious representatives of economical science, without accepting their doctrines, and their portraits adorn the rooms with appropriate quotations from their works. Thus, under the bust of Aristotle is written (in Greek) "It is clear that the city is a natural growth and that man is a political animal"— i. e., a civic animal or citizen. Under the portrait of Vico is the quotation (in Italian) "The order of ideas ought to follow the order of things." Under that of Adam Smith "The division of labor occasions in every art proportionable increase of the productive powers of labor," and so on.

The first year there were 21 students and soci in the laboratory, 11 monographs were presented, read, and discussed, and several published, e. g., one by Prof. E. Masé-Dari on the agricultural condition of Russia; one by Dr. L. Albertini on the eight-hour question, etc. The next year, 1894–95, there were 29 inscribed, and six monographs were published, among them one by Professor Cognetti de Martiis on labor and nervous diseases; one by Dr. L. Costantino on types of rural contracts in Italy, and one by Dr. L. Einaudi on the agrarian crisis in England. There were many meetings for discussion upon publications. In 1895–96 the attendance was 34 scholars and 15 soci—49 in all, and 26 meetings.

Among the oral communications and publications were studies on the work of the labor council of Belgium, a similar work on the German commission of labor statistics, on the effects of the law of July 19, 1874, relating to the attempts of anarchists, on labor accidents, and on cooperative societies of labor.

In 1896–97 there were again 49 inscribed, of whom 22 were soci and 27 scholars. The meetings numbered 21, and among the papers and monographs were studies on the strikes at Carmaux and the glass works at Albi, on governmental inquiries into straw work in Italy, on Greek proverbs relating to economics, on the cotton industry and abolition of night work, and on the development of the system of railways in the United States and its variations.

The laboratory will take part in the national Italian exposition of 1898, with a great diagram showing the movement of Italian commerce since 1880, and a stereogram showing Italian emigration since 1876.

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CHAPTER XXVIII.

STATE SUPERVISION OF DEGREE-CONFERRING INSTITUTIONS.

There are in this country a large number of institutions called universities, colleges, institutes, seminaries, etc., possessing the degree-conferring power and maintaining widely varying courses of study leading to degrees.

As the degree-conferring power is granted to institutions by the several States, an attempt has been made to ascertain how, and the conditions on which, such power is usually granted. To this end, in April, 1898, a circular letter was sent to each State in the Union asking for certain information concerning the granting of charters to institutions authorizing them to confer degrees. In reply to this letter answers were received from 41 States. Of this number it was found that in 15 States charters to educational institutions are granted by special acts of the State legislatures, in 24 States the charters are granted by certain State or county officials under a general law for the organization of corporations, and in 2 States both methods are in vogue. The following tabular statement gives the result of the above-mentioned special inquiry:

	Are universities and colleges chartered under a general law or by special acts of the legislature?	Who is authorized, under the general law, to grant charters allowing institutions to confer degrees?	What conditions or requirements must be fulfilled by institutions to enable them to obtain the right to confer degrees?			
			Concerning property.	Concerning teachers.	Concerning course of study.	Concerning admission requirements.
North Atlantic Division:						
Maine	Special acts.					
New Hampshire	do					
Vermont	do					
Massachusetts[a]	do					
Rhode Island	do					
Connecticut	do					
New York	General law.	Regents of University of State of New York.	$500,000	6 college professors.	4 years of college grade.	4 years of high school work.
New Jersey	Special acts.					
Pennsylvania	General law.	County courts of common pleas on recommendation of college and university council.	$500,000	6 college professors.	4 years' college course.	Subject to approval of council.
South Atlantic Division:						
Delaware	Special acts.					
Maryland	do					
Dist. Columbia	Both					
Virginia	Special acts.					
West Virginia	General law.	Secretary of state	None.	None.	None.	None.
North Carolina	Special acts.					
South Carolina	General law	do	None.	None.	None.	None.
Georgia	do	Superior courts	None.	None.	None.	None
Florida	Both	Circuit courts	None.	None.	None.	None.

[a] French-American College was incorporated by secretary of state.

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	Are universities and colleges chartered under a general law or by special acts of the legislature?	Who is authorized, under the general law, to grant charters allowing institutions to confer degrees?	What conditions or requirements must be fulfilled by institutions to enable them to obtain the right to confer degrees?			
			Concerning property.	Concerning teachers.	Concerning course of study.	Concerning admission requirements.
South Central Division:						
Kentucky	General law	Secretary of state	None	None	None	None.
Alabama	Special acts					
Mississippi	General law	Governor	None	None	None	None.
Louisiana	Special acts					
Texas	General law	Secretary of state	None	None	None	None.
Arkansas	do	Board consisting of governor, secretary of state, and superintendent of public instruction.	None	None	Customary collegiate course.	None.
North Central Division:						
Ohio	General law	Secretary of state	$5,000	None	None	None.
Indiana	do	do	None	None	None	None.
Illinois	do	do	None	None	None	None.
Michigan	do					
Wisconsin	do	do	None	None	None	None.
Minnesota	do		None	None	(a)	None.
Iowa	do		None	None	None	None.
Missouri	do	Secretary of state	None	None	None	None.
South Dakota	do	do	None	None	None	None.
Nebraska	do		$5,000	None	None	None.
Kansas	do	Secretary of state	None	None	None	None.
Western Division:						
Wyoming	General law		None	None	None	None.
Colorado	do		None	None	None	None.
Utah	Special acts					
Nevada	do					
Washington	General law	Secretary of state	None	None	None	None.
Oregon	do	do	None	None	None	None.

a It must be as thorough and comprehensive as is pursued in similar institutions in the United States.

As stated above, in 17 of the States reported on charters are granted by special acts of the legislatures. As each legislature is a law unto itself in this respect, there are no fixed requirements which institutions need meet to enable them to obtain the degree-conferring power. If the power is denied by one legislature, there is nothing to prevent the granting of such power by the following legislature.

In a large number of States the legislatures are prohibited by the State constitutions from passing special acts conferring corporate powers, but the granting of such powers is provided for by a general law for the incorporation of educational institutions. In such a general law it is usually provided that a certain number of persons, the number varying in different States, may be incorporated as a college or university by filing in a certain office or offices, usually with the secretary of state, and in some cases also with the county recorder of deeds, a certificate setting forth the name of the institution, the number of trustees, the object for which they wish to be incorporated, the location of the institution, and that it shall have power to grant such literary honors and degrees as are usually granted by colleges and universities in the United States. As a rule these are the only requirements, and on the filing of such certificate the proper officer, usually the secretary of state, issues a certificate or articles of incorporation. In but four States having a general incorporation law is there any property requirement—New York, Pennsylvania, Ohio, and Nebraska. The laws of New York and Pennsylvania differ very materially from the other general laws in force.[1] Briefly, the laws of New York and Pennsylvania provide that no institution shall receive the power to confer degrees unless it has property to the amount of $500,000, has six professors whose entire time is devoted to giving instruction to college classes,

[1] See pp. 1466–1476.

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has a four-years' course of college study, and whose requirements for admission, in the case of New York, cover four years of high-school work, while in the case of Pennsylvania the requirements are subject to the approval of the college and university council.[1]

The laws of New York and Pennsylvania on this subject have received the warmest approval of the educators throughout the country, and their adoption, together with the abuse of the degree-conferring power by some institutions, have led to an agitation of the subject by educational conventions, with the hope that more restrictive legislation might be adopted by other States.

At the meeting of the National Educational Association in Milwaukee, in July, 1897, the following resolution was unanimously adopted by the department of higher education:

Resolved, That the State should exercise supervision over degree-conferring institutions through some properly constituted tribunal having power to fix a minimum standard of requirements for admission to or graduation from such institutions, and with the right to deprive of the degree-conferring power such institutions not conforming to the standard so prescribed.[2]

In a paper[3] read in support of the above resolution, President Henry Wade Rogers, of Northwestern University, after describing the steps necessary to incorporate a university or college under a general incorporation law, says:

Under laws like these institutions are incorporated as colleges and universities that are without endowment, and in not a few instances are permitted to confer degrees, although the conditions prescribed for graduation are not higher than those prescribed for admission by institutions of high rank. Institutions whose total endowment is not equal to the necessities of an academy of the first rank presume to confer the doctorate of philosophy on nonresident students, and have more candidates enrolled for that degree than they have college students in actual attendance. * * *

The cause of professional as well as of academic education suffers from the want of adequate State supervision. Professional schools have been established, generally in the large cities, which are governed by purely commercial standards. We have in this country schools of law, medicine, dentistry, and pharmacy that appear to be organized and conducted for the purpose of making money. They are stock corporations, the stock being generally held by members of the teaching force, the teachers being chosen, not for their fitness for any particular chair, but because of their willingness and ability to put up the money that is needed. The shorter the course of study, the cheaper the class of teachers, the less expended for books and apparatus, and the easier it is made to be admitted and graduated, the greater the number of students becomes and the larger the amount of the dividends paid. Men who make merchandise of professional education have low professional and scholastic ideals. They are inclined to receive all students who apply for admission, without much regard to their previous preparation or their moral character. They allow the students thus admitted to continue in their school without being concerned greatly as to the manner in which they apply themselves to study. They graduate them after an attendance for the allotted period without scrutinizing too closely the extent of their ignorance, and confer upon them a degree which in theory is supposed to stand for high attainments. This sort of thing, impossible in Europe, should be made impossible in America. Such a condition of affairs is demoralizing beyond question. The tendency of it is all in the direction of low standards. It destroys the value of degrees. It imposes on the public a class of educational charlatans and works injury to the students whom it falsely pretends to educate. It multiplies the difficulties in the way of those institutions that are endeavoring to do their work according to the highest standards.

After referring to and stating the provisions of the laws of New York and Pennsylvania concerning the incorporation of degree-conferring institutions, President Rogers continues:

There should be established in each State a council of education, which shall be intrusted with powers similar to those vested in the regents of the University of

[1] For the minimum requirements adopted by the council, see report for 1896-97, p. 466.
[2] Proceedings N. E. A., 1897, p. 700. [3] Idem, pp. 701-708.

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[the State of] New York, and it should be composed of the most eminent men in the State, without any reference to political considerations. No degree-conferring institution should be incorporated without the approval of the council of education, which should be indorsed upon or filed with the certificate of incorporation. That council should have the right to fix the minimum standard of requirements for admission and graduation, and the conditions under which degrees may be conferred; and the degree-conferring power should be withheld from all institutions not complying with the regulations established. Such legislation should be made applicable to all institutions thereafter incorporated, as well as to those already incorporated, when the State has reserved the power to modify the powers conferred. It could not be made to apply to institutions already incorporated in cases where the State has not reserved power to do so.

There appears to be no good reason for doubting the constitutionality of the proposed legislation. No constitutional provision is violated by creating a council or commission, and giving it the power to decide the questions which otherwise would be left to each institution to decide for itself. The principle that legislative power can not be delegated is not involved. On determining the question submitted to it, the council is no more engaged in acts of legislation than would be the institutions themselves or the individual incorporators. "Can not the legislature," asks the New York court of appeals, "confer upon a commission the power, upon the application of individuals, to make the same determination for the individuals which they could make for themselves?" The court answered the question in the affirmative, and so, I believe, would the courts of the country generally.

May we not hope that, in the several States legislation may be obtained which shall protect the universities of the country from the evils which exist from the failure to exercise a supervision deemed essential by European States? We Americans need to rid ourselves of the notion that a "go-as-you-p'ease" policy is good enough for us. The time has come when institutions doing only preparatory work should not be permitted to confer university degrees, and when professional schools, established as money-making manufactories, should be deprived of the right to sell degrees.

In the discussion which followed the reading of President Rogers's paper, President James H. Baker, of the University of Colorado, said:

The State should exercise control over degree-conferring colleges, because (*a*) the country is developed beyond the period when crude expedients for higher education are necessary; (*b*) the majority of the States provide, at public expense, higher education of a good standard, making colleges of inferior grade unnecessary; (*c*) the State should guard the people against the deceptive claims of institutions not properly equipped to maintain work according to the accepted standards of the country; (*d*) for practical considerations, as well as reasons of sentiment, a degree should be such as to merit the respect of genuine scholars; (*e*) proper control would reduce the number of unnecessary colleges; (*f*) the kind of degrees should be subject to control, and the abuse of honorary degrees should be regulated; (*g*) in this matter the advantage of freedom and competition are more than offset by the disadvantages.[1]

The section on legal education of the American Bar Association, at a meeting held at Cleveland, Ohio, in August, 1897, unanimously adopted the following resolutions:[2]

Resolved, That the section on legal education recommends the American Bar Association to adopt the following resolution:

Resolved, That the American Bar Association disapproves the policy which now generally prevails in the several States and which makes it possible for persons to organize law schools and confer degrees without reference to the length of course of study or the qualifications required for admission and graduation of students, and that this association believes that the degree-conferring power should be subject to strict State supervision, to be exercised in a manner somewhat similar to that which is exercised by the regents of the University of [the State of] New York; and

Resolved further, That this association emphatically disapproves of the conferring by law schools of the Ph. D. degree or any other than the strictly law degree.

In April, 1896, the North Central Association of Colleges and Preparatory Schools appointed a committee, consisting of Presidents James B. Angell, of the

[1] Proceedings N. E. A., 1897, p. 708. [2] School Review, Vol. VI, pp. 350-351.

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University of Michigan; Henry Wade Rogers, of Northwestern University; F. H. Snow, of the University of Kansas; R. H. Jesse, of the University of the State of Missouri; Joseph Swain, of Indiana University; George E. MacLean, of the University of Nebraska; A. S. Draper, of the University of Illinois; William F. Slocum, of Colorado College, and George A. Gates, of Iowa College, to consider the question of possible legislation regulating the granting of academic degrees. At the meeting of the association in April, 1898, the committee presented a report with recommendations. After detailing the resolutions adopted by the department of higher education of the National Educational Association and the section on legal education of the American Bar Association, and giving extracts from the paper of President Rogers read at the meeting of the National Educational Association in 1897, the report continues:[1]

The committee desires to condemn with the utmost severity a state of the laws which makes possible the existence of such an institution as the National University of Chicago, whose proceedings have been denounced in the British Parliament and in the press of the United States. In like manner the committee condemns a condition that makes it possible for a law school to confer the purely academic degree of Ph. D., or for an agricultural college to give the degree of D. D., things as utterly improper as it would be for a veterinary college to assume to confer the degree of bachelor of arts. The state of the law on this subject brings reproach upon our educational system and is highly discreditable. The value of our academic degrees is greatly impaired both at home and abroad by the total lack of any supervision by the State over our degree-conferring institutions, and which makes it possible for institutions doing preparatory work to confer the highest academic degrees. The time has come when this condition of affairs should be brought to an end and when an appeal should be made to our legislative bodies to reform the laws in a manner that will make impossible the longer continuance of the abuses which now exist.

The committee submitted the following recommendations:[2]

1. That in each State represented in the association an effort be made at the earliest opportunity to establish by law a body to be known as "The Educational Commission of ——" [inserting the name of the State].
2. That the commission be composed of not less than six members nor more than nine.
3. That the members of the commission be appointed by the governor and confirmed by the senate. That no person be eligible to appointment on the commission who is a member of the faculty, or board of trustees, or other governing body, of any educational institution within the State. And that membership in the commission be forfeited *ipso facto* if at any time subsequent to the appointment aforesaid the person so appointed becomes connected with any educational institution in the manner above mentioned.
4. That the members of the commission hold office for a period of not less than six years. And that the term of office be so arranged that not more than one-third shall retire in any one year.
5. That institutions hereafter incorporated shall derive the degree-conferring power from the commission and not otherwise. That institutions heretofore incorporated, and which now possess the degree-conferring power, may continue to exercise the same unless deprived of the right so to do by the commission on the ground that the institution affected falls below the standard which the commission has established.
6. That the commission shall not grant the degree-conferring power to any institution incorporated as a business enterprise, or to any one in which any part of the assets or income can be divided among stockholders, or to any institution having lower requirements for admission or graduation than the minimum standard therefor established by the commission, or to any institution hereafter established as a college or university unless its productive endowment shall amount to at least $100,000.
7. The commission shall not confer the degree-conferring power upon any institution until such institution has applied therefor in writing and accompanied the application with the sworn statement of the president and treasurer as to the amount of its productive endowment, the provision made for buildings, furniture, apparatus, and the requirements for admission and graduation.

[1] School Review, Vol. VI, p. 354. [2] School Review, Vol. VI, pp. 355–356.

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8. The commission shall have the right, after having given reasonable notice, to withdraw the degree-conferring power from any institution upon which it has conferred it whenever an institution fails to meet the conditions necessary to justify the granting of the power in the first instance.

9. The commission may require any institution to which it has granted the degree conferring power to report under oath to it, at such times as it may designate, upon such matters as it deems necessary to enable it to exercise intelligently the powers reposed in it. And the failure of an institution to report within a reasonable time and in a satisfactory manner shall justify the commission in withdrawing from an institution so offending its degree-conferring power.

10. Any institution which exercises the degree-conferring power contrary to the provisions hereinbefore set forth shall forfeit its right to exist as an educational institution, and it shall be the duty of the law officers of the State to wind up its affairs. And the members of a board of trustees so offending shall be individually liable to fine or imprisonment, or both, according to the discretion of the court.

In an editorial on the report submitted to the North Central Association of Colleges and Preparatory Schools, the Educational Review for June, 1898, says:

The [proposed] law is an admirable one, and ought to be adopted by every State in the Union, in order that wild-cat education may go the way of wild-cat banking. It would be well, we think, to add a provision to the proposed law to the effect that no educational institution should be allowed to bear the name of a municipality or commonwealth unless supported by such municipality or commonwealth and under its control. Much uncertainty and ambiguity would be at once cleared up by such a provision. Private colleges would appear openly as such, and public names would be reserved for public institutions.

In the following pages are given the laws or extracts from laws concerning the incorporation of educational institutions, furnished by officials of the several States:

COLORADO.

Any church, congregation, or society formed for religious worship, educational or benevolent purposes may become incorporated by electing or appointing, according to its usages or customs, at any meeting held for that purpose, two or more of its members as directors or trustees, wardens or vestrymen (or such other officers whose powers and duties are similar to those of trustees as shall be agreeable to the usages and customs, rules and regulations of such congregation, church, or society), and may adopt a corporate name, and upon the filing of an affidavit by the chairman or secretary of the meeting setting forth the above facts, it shall be and remain a body politic and corporate by the name so adopted, said affidavit to be filed in the office of the recorder of deeds in the county in which such organization is formed, or in the office of the secretary of state.

Any corporation now or hereafter existing for educational purposes, under the laws of this State, which shall maintain one or more institutions of learning of the grade of a university or college shall have authority, by its directors or board of trustees, or by such person or persons as may be designated by its constitution or by-laws, to confer such degrees and grant such diplomas and other marks of distinction as are usually conferred and granted by other universities and colleges of like grade.

DISTRICT OF COLUMBIA.

Any five or more persons desirous of associating themselves for the purpose of establishing an institution of learning may make, sign, and acknowledge, before any officer authorized to take acknowledgment of deeds in the District, and file in the office of the recorder of deeds, a certificate in writing, to be recorded in a book kept for that purpose, and open to public inspection, in which shall be stated:

First. The name or title by which the institution shall be known in law.

Second. The number of trustees, directors, or managers, and their names.

Third. The particular branch of literature and science, or either of them, proposed to be taught; and

Fourth. If the institution is to be of the rank of a college or university, the number and designation of the professorships to be established.

Upon filing such certificate, the persons signing and acknowledging the same, and their successors and associates, shall be a body politic and corporate, by the

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name and style stated in the certificate, and by that name and style shall have perpetual succession, with power to sue and be sued, plead and be impleaded, to acquire, hold, and convey property in all lawful ways, to have and use a common seal, and to alter and change the same at pleasure, to make and alter from time to time such by-laws, not inconsistent with the Constitution of the United States or the laws in force in the District, as they may deem necessary for the government of the institution, and to confer upon such persons as may be considered worthy such academical or honorary degrees as are usually conferred by similar institutions.

(Act May 5, 1870.)

GEORGIA.

A private corporation for any purpose whatever except banking, insurance, railroad, canal, navigation, express, and telegraph may be created in Georgia by complying with the following provisions of the code:

1. The persons desiring the charter shall file in the office of the clerk of the superior court of the county in which they desire to transact business a petition or declaration specifying the objects of their association and the particular business they propose to carry on, together with their corporate name, and the amount of capital to be employed by them actually paid in, and their place of doing business, and the time, not exceeding twenty years, for which they desire to be incorporated, which petition or declaration shall be published once a week for four weeks in the nearest public gazette to the point where such business is located before said court shall pass an order declaring said application granted. After the granting by the court of the order of incorporation, the petition and said order shall be recorded together by said clerk in a book to be kept for that purpose, and to be known as "The Record of Superior Court Charters," and which shall be kept appropriately indexed by said clerk; but this shall not dispense with the recording of the order of incorporation upon the minutes of the court, also, as a part of the proceedings of the court.

2. If, upon hearing such petition, the court shall be satisfied that the application is legitimately within the purview and intention of this code, it shall pass an order declaring the said application granted, and the petitioners and their successors incorporated for and during a term not exceeding twenty years, with the privilege of renewal at the expiration of that time according to the provisions above set forth. A certified copy of this petition and order, under the seal of the court, shall be evidence of such incorporation in any court in this State.

3. No corporation created under this article shall commence to exercise the privileges conferred by the charter until 10 per cent of the capital stock is paid in, and no charter shall have any force or effect for a longer period than two years, unless the corporators, within that time, shall in good faith commence to exercise the powers granted by the act of incorporation; and in case of the failure of said corporation, the stockholders shall be bound, in their private capacity, to any creditor of said corporation for the amount of stock subscribed for by him until the said subscription is fully paid up, or until the stockholder shall have paid, out of his private property, debts of the said corporation to an amount equal to his unpaid subscription.

4. The clerk of the court, for his services, shall receive the usual fees allowed for similar services in other cases.

5. Corporations thus created may exercise all corporate powers necessary to the purpose of their organization, but shall make no contract or purchase, or hold any property of any kind except such as is necessary in legitimately carrying into effect such purpose, or for securing debts due to the company.

ILLINOIS.

Societies, corporations, and associations (not for pecuniary profit) may be formed as hereinafter provided. Any three or more persons, citizens of the United States, who shall desire to associate themselves for any lawful purpose, other than for pecuniary profit, may make, sign, and acknowledge, before any officer authorized to take acknowledgments of deeds in this State, and file in the office of the secretary of state, a certificate in writing, in which shall be stated the name or title by which such corporation, society, or association shall be known in law, the particular business and objects for which it is formed, the number of its trustees, directors, or managers and the names of the trustees, directors, or managers selected for the first year of its existence.

Upon filing a certificate as aforesaid, the secretary of state shall thereupon issue a certificate of the organization of the corporation, society, or association, making

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a part thereof a copy of all papers filed in his office in and about the organization thereof, and duly authenticated under his hand and seal of State; and the same shall be recorded in a book for that purpose, in the office of the recorder of deeds of the county in which the principal place of business of such corporation, society, or association is located. Upon complying with the foregoing conditions the corporation, society, or association shall be deemed fully organized and may proceed to business: *Provided*, The secretary of state shall not issue a certificate of organization to any corporation, society, or association under the name of any then existing. (Act April 18, 1872.)

Trustees, directors or managers of educational institutions may prescribe the courses of study and grant such literary honors and degrees as are usually granted by like institutions, and give suitable diplomas. (Act March 24, 1874.)

AN ACT in relation to the incorporation of educational institutions.

SECTION 1. *Be it enacted by the people of the State of Illinois, represented in the general assembly*, That whenever property, real or personal, has heretofore been or shall hereafter be devised or bequeathed by last will and testament, or granted, conveyed, or donated by deed or other instrument, to trustees, to be applied by them to the foundation and establishment in any of the cities, villages, and towns of this State of any educational institution, it shall be lawful for the acting trustees in any such case, in order to promote the better establishment, maintenance, and management of such institution, to cause to be formed a corporation under the provisions of this act, with the rights, powers, and privileges hereinafter provided for.

§ 2. Such acting trustees may make, sign, and acknowledge before any officer authorized to take acknowledgments of deeds in this State, and file in the office of the secretary of state a statement in writing in which shall be set forth the intent of such trustees to form a corporation under this act; a copy of the will or other instrument by which endowment of said educational institution has been provided; the name adopted by the proposed corporation (which shall not be the name of any other corporation existing); the city, village, or town in which the educational institution and the principal place of business of the corporation will be located; the number of managers who may be denominated trustees, managers, or directors of the corporation, and the names of the trustees, managers, or directors who are to constitute the original board of such officers and who shall hold until their successors, respectively, are elected and qualified as in this act provided.

§ 3. Upon the filing in his office of such a statement as aforesaid the secretary of state shall issue to the incorporators, under his hand and seal of State, a certificate, of which the aforesaid statement shall be a part, declaring that the organization of the corporation is perfected. The incorporators shall thereupon cause such certificate to be recorded in a proper record book for the purpose in the office of the recorder of deeds of the county in which the said educational institution is to be located, and thereupon the corporation shall be deemed fully organized, and may proceed to carry out its corporate purposes, and may receive by conveyance from the trustees under said will, deed, or other instrument of donation the property provided by will or otherwise as aforesaid for the endowment of said educational institution, and may hold the same in whatever form it may have been received or conveyed by said trustees until such form shall be changed by the action of said corporation.

§ 4. Organizations formed under this act shall be bodies corporate and politic, to be known under the names stated in the respective certificates or articles of incorporation, and by such corporate names they shall have and possess the ordinary rights and incidents of corporations, and shall be capable of taking, holding, and disposing of real and personal estate for all purposes of their organization. The provisions of any will, deed, or other instrument by which endowment is given to said educational institution and accepted by said trustees, managers, or directors shall, as to such endowment, be a part of the organic and fundamental law of such corporation. The trustees, managers, or directors of any such corporation shall compose its members, and shall not be less than three nor more than seven in number, which number may be changed within said limits from time to time by the trustees, managers, or directors of any such corporation, in such manner as may be provided in their by-laws; *Provided, however*, That the number of trustees, managers, or directors shall never be less than the number of trustees provided by the will creating any such trust for the administration thereof; shall elect the officers of the corporation from their number, and shall have control and management of its affairs and property; may accept donations and in their discretion hold the same in the form in which [they] are given, for all purposes of education, science, literature, and art, germane to the object and purpose of said corporation. They may fill by election, subject to the approval

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of the chief justice, for the time being, of the supreme court of Illinois, vacancies occurring in their own number by death, incapacity, retirement, or otherwise, and may make lawful by-laws for the management of the corporation and of the educational institution, which by-laws shall set forth what officers there shall be of the corporation, and shall define and prescribe their respective duties. They may appoint and employ, from time to time, such agents and employees as they may deem necessary for the efficient administration and conduct of the educational institution and other affairs of the corporation. Whenever any trustee, manager, or director shall be elected to fill any vacancy a certificate under the seal of the corporation, giving the name of the person elected, shall be recorded in the office of the recorder of deeds where the articles of incorporation are recorded. The trustees, managers, or directors of such corporation shall, in the month of January in each year, cause to be made a report to the governor of the State for the year ending on the thirty-first day of December preceding, of the condition of the educational institution and of the funds and other property of the corporation, showing the assets and investments of such corporation in detail.

Approved, June 21, 1895.

KENTUCKY.

AN ACT to provide for the organization of Eleemosynary and Educational Institutions.

Be it enacted by the general assembly of the Commonwealth of Kentucky: § 1. Any number of persons may associate to form a corporation, society, or association, having no capital stock, for religious, charitable, educational, or any other lawful purpose, from which no private pecuniary profit is to be derived. Such persons shall sign articles of incorporation, and the same shall be filed in the office of the secretary of state and recorded in the county clerk's office of the county where the principal place of business of the incorporation is located. The articles shall set forth the name of the proposed corporation, society, or association, which shall not be the name of any existing corporation, and the object for which it is formed, and such other facts as the signers of the articles deem proper to mention.

§ 2. When the articles are filed and recorded as provided, and a certificate of that fact is issued by the secretary of state, the signers of the articles, their associates and successors, shall be a body corporate and politic, and by the name selected shall have the right to sue and be sued, contract and be contracted with, have and use a common seal, and alter the same at pleasure; and to receive and hold such property, real and personal, whether obtained by purchase, gift, or devise, as may be necessary to carry on or promote the objects of the corporation, society, or association, and may sell or dispose of such property at pleasure, unless the property has been received as a gift or devise for some special purpose, and if so received it shall be used and applied only for such purpose.

§ 3. Corporations, associations, or societies organized under this act may adopt such rules for their government and operation, not inconsistent with law, as the directors, trustees, or managers deem proper, but shall not be operated, managed, or used for private gain, or engage in any plan or scheme of banking or insurance.

§ 4. Existing corporations, associations, or societies heretofore incorporated or chartered, and not operated, managed, or used for private profit, and such as may become organized under this act, may, by the consent of two-thirds of the directors, managers, or trustees, amend any part of the charter or articles of incorporation by filing and recording the amendment in the manner herein provided for filing and recording original articles.

§ 5. Corporations, associations, or societies organized under this act shall not be subject to any of the laws relating to corporations having a capital stock, or organized for pecuniary profit, except that requiring an agent on whom process may be executed, but shall at all times be subject to visitation by the legislature.

§ 6. In view of the fact that one or more of the existing institutions affected by this act desire to reorganize at once under its provisions, therefore an emergency exists, and this act shall take effect from its passage.

Approved, March 22, 1892.

NEBRASKA.

EDUCATIONAL CORPORATIONS.

How incorporated.—Any number of persons, not less than five, desiring to establish a college, university, normal school, or other institution for the purpose of promoting education, religion, morality, agriculture, or the fine arts may, by complying with the provisions of this subdivision, become a body corporate and politic with perpetual succession, and may assume a corporate name by which they may sue and be sued, plead and be impleaded in all courts of law and equity;

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may have a corporate seal, and the same alter and break at pleasure; may hold all kinds of estate, real, personal, or mixed, which they may acquire by purchase, donation, devise, or otherwise, necessary to accomplish the objects of the corporation, and the same to dispose of and convey at pleasure.

Value of property.—To ascertain the property and value thereof, of any institution desirous of becoming a body corporate, under the provisions of this subdivision, it shall be the duty of the probate judge of any county of this State, on application in writing, of any number of persons not less than five, of whom not less than five shall be resident freeholders of the county where such application is made, or where such institution is or is intended to be located, setting forth the objects for which they desire to become incorporated, to select three disinterested freeholders of the county and voters therein, as appraisers, who shall first take an oath for the faithful discharge of their duties, before some competent officer, and such appraisers shall then proceed to make a schedule, and upon actual view to appraise the true value, in money, of all such goods, chattels, lands, and tenements, choses in action, rights, credits, and subscriptions as such applicants shall exhibit to such appraisers, and shall return such schedule with their appraisement and certificate of some officer authorized to administer oaths that such appraisers were first duly sworn by him to discharge their duties as such appraisers, to the probate judge of the proper county; and if the amount so found shall be equal to the sum required for the commencement of any such institution as said applicants desire, such probate judge shall give such applicants a certificate of the fact, and they shall enter it in a book of records, by them provided for that purpose, which certificate, together with the corporate name and the articles of association, they shall also cause to be recorded in the county clerk's office of the county where such institution is or is intended to be located, and they shall thenceforward be a body corporate and politic, according to the provisions of this subdivision; and such probate judge, appraisers, and county clerk shall be entitled to the same fees as for like services in other cases and no more.

Trustees.—The corporators of any college or university which may be organized in accordance with the provisions of this subdivision may elect five or more trustees, of whom not less than five shall be resident freeholders of the county where such college or university is located, who shall constitute a board of directors for such institution, and they shall have power to fill vacancies that may occur in their board, and shall hold their offices until their successors are elected and qualified according to the rules and by-laws that may be adopted by the board of trustees, but at all times at least five of such board of trustees shall be residents, freeholders of the county where such institution is located; and when any such board, in their corporate name, shall have acquired for the benefit of such institution five thousand dollars in real and personal property, to be ascertained as herein provided, said trustees shall have power to appoint a president, professors, tutors, and teachers, and any other necessary agents and officers, and fix the compensation of each, and may enact such by-laws not inconsistent with the laws of this State or the United States, for the government of the institution, and for conducting the affairs of the corporation, as they may deem necessary, and shall have power to confer, on the recommendation of the faculty, all such degrees and honors as are conferred by colleges and universities of the United States, and such others, having reference to the course of study and the accomplishment of the student, as they may deem proper.

UNIVERSITIES.

How incorporated.—Whenever any person or persons shall have become possessed of funds, securities, and property of the value of one hundred thousand dollars or more for the purpose of an institution of learning of the rank and grade of a college or university, it shall be competent for him or them to present to the judge of the district court of the county in which such institution is, or is proposed to be situated, a petition setting forth the fact, and such circumstances as may be pertinent, praying the appointment of one or more commissioners to examine into the truth thereof; and thereupon it shall be the duty of the said judge to appoint a commissioner or commissioners for the purpose aforesaid. The person or persons so appointed shall be, by said judge, sworn to full inquiry and true report make of the matters given to him or them in charge, and the said oath, duly subscribed by the parties and certified by the said judge, shall be filed in the office of the clerk of said county. The said commissioner or commissioners shall thereupon personally examine the property, funds, and securities alleged to be set apart for the purpose aforesaid, and shall appraise the same and report the facts thus ascertained to the said judge. If, from the said report, it shall appear to the said judge that the sum of one hundred thousand dollars in property, funds,

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and securities of that value have been set apart for the purpose aforesaid, so as to be irrevocably and inviolably appropriate thereto, the said judge shall indorse the said report with an order approving the same, and directing that the same be filed in the office of the said county clerk, together with the petition aforesaid, and other papers presented to him in the same matter, which petition, report, order, and papers shall be recorded by the said clerk in the book of incorporations to be kept in his office.

Trustees.—Whereupon, the person or persons possessed of the said funds, securities, and properties may, under his or their hands, appoint five or more persons to be trustees of the said institution, who shall thereupon become a body politic and corporate under a name and style to be named, designated, and appointed for the purpose by the aforesaid person or persons in the said writing appointing the said trustees, which paper, writing of appointment, shall be filed and recorded in the book of incorporations in the office of the said county clerk, and the said trustees, under the name and style so named, designated, and appointed, may sue and be sued, plead and be impleaded, in all courts of law and equity, have a common seal, and the same alter, break, and renew at pleasure, and hold all kinds of estate, real and personal and mixed, which they may acquire by purchase, donation, devise, or otherwise, necessary to accomplish the purpose of the corporation, and the same to dispose of and convey at pleasure. And a certified copy of the said paper, writing, appointing said trustees, and naming, designating, and appointing the name and style of such corporation, shall be *prima facie* evidence in all courts and before all officers, boards, commissioners, and tribunals of the due incorporation of such body politic and corporate.

Powers of trustees.—The said board of trustees shall have power to fill all vacancies in their number, to make rules, regulations, and by-laws for the government of their board and of the institution; to appoint a president, professors, tutors, and teachers, and any other necessary officers and agents, and fix the compensation of each; to erect within and as departments of said institution such schools and colleges of the arts and sciences and professions as to them may seem proper, and to confer such academic degrees and honors as are conferred by colleges and universities of the United States, and to borrow from time to time, for the purpose of paying indebtedness, such sum or sums of money as they may see fit, and to secure such loan or loans by mortgage or trust deed executed by their president and secretary, upon their college or university buildings and grounds, and otherwise as they shall deem expedient; *Provided*, That if such institution has stockholders, the said board of trustees shall first be authorized to borrow such money and execute said mortgage or trust deeds by vote of the owners of a majority of the stock.

Foreign corporations—Diplomas, etc.—That any corporation organized under the laws of any other State or States, Territory or Territories, for the purpose of establishing, maintaining, and conducting institutions of learning of the rank or grade of a college or university, which has complied with or hereafter may comply with the provisions of section 215 of chapter 16 of the compiled statutes of the State of Nebraska, and of this act, be, and the same are hereby, permitted, authorized, and empowered to issue diplomas and to confer degrees and honors such as are conferred by colleges and universities of the United States.

Same—Status ascertained—Procedure.—Whenever any such corporation shall have become possessed of property and funds of the value of one hundred thousand dollars or more, whether in land, buildings, funds, securities, or endowments, and shall have established an institution for the purposes aforesaid within this State, it shall be competent for such corporation to present to the judge of the district court of the county in which the said institution shall be located, a petition setting forth the facts and stating that the said corporation has complied with the provisions of the section aforesaid and of this act, together with such other facts as may be pertinent, and praying the appointment of three commissioners to examine into the truth thereof. And thereupon it shall be the duty of the said judge to appoint three disinterested commissioners, residents of the said county, for the purposes aforesaid. The persons so appointed shall be, by the said judge, sworn to true inquiry, and full report make of the matters given them in charge, which said oath shall be subscribed by the parties and certified by the said judge, and shall be filed in the office of the clerk of said county, as hereinafter provided. The said commissioners shall thereupon immediately proceed to the discharge of their said duties, and shall personally examine the property, funds, securities, and endowments of the said institution alleged to be set apart for the purposes aforesaid, and shall appraise the same and shall report facts thus ascertained in writing, duly signed by the said commissioners, to the said judge. If to the said judge it shall appear from the said report that the said corporation has complied with the provisions of this act, and that the said sum of one hundred thousand dollars or more, in property,

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funds, securities, or endowments, has been set apart for the purposes aforesaid, to be irrevocably and inviolably appropriate thereto, the said judge shall indorse said report with an order approving the same, and shall in said order fix the compensation of the said commissioners, and shall direct that the said order, together with the petition and oaths and all other papers pertaining to the said matter, be filed in the office of the clerk of said county, and the said petition, oaths, report, order, and other papers shall be recorded by the said clerk in the book of incorporation provided by law to be kept in his office.

Same—Powers, diplomas, etc.—That thereupon the said corporation may, by its regents, trustees, or other government officer or officers thereof, upon the recommendation of the faculty of said institution, issue diplomas and confer degrees and honors, as provided in section 1 of this act.

NEW YORK.

Educational institutions are chartered by the regents of the University of the State of New York.

Regents.—The university is governed and all its corporate powers exercised by 19 elective regents, and by the governor, lieutenant-governor, secretary of state, and superintendent of public instruction, who are ex officio regents. The regents may confer by diploma under their seal such honorary degrees as they may deem proper, and may establish examinations as to attainments in learning, and may award and confer suitable certificates, diplomas, and degrees on persons who satisfactorily meet the requirements prescribed.

Charters.—The regents may, by an instrument under their seal and recorded in their office, incorporate any university, college, academy, library, museum, or other institution or association for the promotion of science, literature, art, history, or other department of knowledge, under such name, with such number of trustees or other managers, and with such powers, privileges, and duties, and subject to such limitations and restrictions in all respects as the regents may prescribe in conformity to law.

Conditions of incorporation.—No institution shall be given power to confer degrees unless it shall have resources of at least $500,000, and no institution for higher education shall be incorporated without suitable provision, approved by the regents, for buildings, furniture, educational equipment, and proper maintenance. No institution shall institute or have any faculty or department of higher education in any place or be given power to confer any degree not specifically authorized by its charter; and no institution of higher education shall be incorporated under the provisions of any general act authorizing the formation of a corporation without grant of a special charter on individual application, and no corporation shall, under authority of any general act, extend its business to include establishing or carrying on any such institution.

Change of name or charter.—The regents may at any time, for sufficient cause, by an instrument under their seal and recorded in their office, change the name, or alter, suspend, or revoke the charter or incorporation of any institution which they might incorporate, if subject to their visitation or chartered or incorporated by the regents or under a general law; provided, that unless on unanimous request of the trustees of the institution, no name shall be changed and no charter shall be altered, nor shall any rights or privileges thereunder be suspended or repealed by the regents, till they have mailed to the usual address of every trustee of the institution concerned at least thirty days' notice of a hearing when any objections to the proposed change will be considered, and till ordered by vote at a meeting of the regents for which the notices have specified that action is to be taken on the proposed change.

Among the ordinances adopted by the regents are the following:

College defined.—An institution to be ranked as a college must have at least six professors giving their entire time to college and university work, a course of four full years of college grade in liberal arts and sciences, and must require for admission not less than the usual four years of academic or high-school preparation or its equivalent, in addition to the preacademic or grammar-school studies.

Degree-conferring power.—No charter hereafter granted shall authorize any institution to confer any honorary degree or any degree on examination without residence, or any degree on lower requirements than those fixed by the university ordinances as the minimum for that degree.

Honorary degrees.—The bachelor's degrees in arts, philosophy, science, and literature, and the doctor's degree in philosophy shall not be conferred by the university or by any institution in this State causa honoris.

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Nonresident degrees.—No degree shall be conferred in this State on examination without completion of a prescribed course, of which at least one year has been taken in regular attendance on the usual exercises of a teaching institution registered for that degree.

PENNSYLVANIA.

AN ACT to provide for the incorporation of institutions of learning with power to confer degrees in art, pure and applied science, philosophy, literature, medicine, law, and theology, and for the supervision and regulation of the same, and providing a method by which institutions already incorporated may obtain the power to confer degrees, and exempting from the provisions of this act colleges heretofore incorporated by the courts of common pleas with power to confer degrees in cases where such colleges have at the time of the passage of this act a specified amount of capital or resources.

SECTION 1. *Be it enacted, &c.*, That all institutions of learning hereafter to be incorporated as colleges, universities, or theological seminaries with power to confer degrees in art, pure and applied science, philosophy, literature, law, medicine, and theology, or any of them, shall be incorporated in the manner hereinafter set forth, with general power as follows:

First. To have succession by their corporate names for the period limited by their charters, and when no period is limited thereby, or by this act, perpetually, subject to the power of the general assembly, under the constitution of this Commonwealth.

Second. To maintain and defend judicial proceedings.

Third. To make and use a common seal and alter the same at pleasure.

Fourth. To hold, purchase, and transfer such real and personal property as the purposes of the corporation require, not exceeding the amount limited by its charter or by law.

Fifth. To appoint and remove such subordinate officers and agents as the business of the corporation requires, and to allow them suitable compensation.

Sixth. To make by-laws, not inconsistent with law, for the management of their property and the regulation of its affairs.

Seventh. To enter into any obligation necessary to the transaction of their ordinary affairs.

Section 2. Whenever five or more persons, three of whom at least are citizens of this Commonwealth, shall voluntarily associate themselves together for the purpose of obtaining a charter of incorporation as a college, university, or theological seminary with power to confer degrees as aforesaid, they shall prepare a certificate of such intended incorporation, which shall set forth:

I. The name of the corporation.

II. The purpose for which it is formed.

III. The place or places where its business is to be transacted.

IV. The term for which it is to exist.

V. The names and residences of the subscribers.

VI. The number of its directors, trustees, or managers, and the places of residence of those who are chosen as such for the first year.

VII. The amount of assets in the possession of said subscribers which are to be devoted to the purpose of establishing and conducting said college or university.

VIII. The minimum number of persons whom it is intended to regularly employ as members of the faculty of said corporation.

IX. A brief statement of the requirements for admission and of the course of study to be pursued in said institution.

Section 3. Notice of the intention to apply for any such charter shall be inserted in two newspapers of general circulation, printed in the proper county, for three weeks, setting forth briefly the character and object of the corporation to be formed and the intention to make application therefor.

Section 4. The said certificate of incorporation shall be acknowledged by at least three of said subscribers, and before the recorder of deeds, et cetera, of the county in which the business of the corporation is to be transacted, to be their act and deed and for the purposes therein contained, and the same having been duly certified under the hand and official seal of said recorder of deeds, et cetera, shall be presented to any law judge of a court of common pleas of said county, accompanied by the proof of publication of the notice of such application, who is hereby required to peruse and examine said instruments, and, if the same be found to be in proper form and within the purposes of this act and shall appear lawful and not injurious to the community, he shall endorse thereon these facts and shall thereupon direct the prothonotary or clerk of said court to transmit to the superintendent of public instruction of the Commonwealth a certified copy of said certificate of incorporation, together with the said endorsements thereon.

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Section 5. No charter for such incorporation, with power to confer degrees as aforesaid, shall be granted until the merits of the application, from an educational standpoint, shall be passed upon by a board to be styled the "College and University Council," which shall consist of twelve members, namely, the governor, the attorney-general, and the superintendent of public instruction, who shall be members ex officio, three persons selected from the presiding officers of undenominational colleges or universities of this Commonwealth, three persons selected from the presiding officers of denominational colleges or universities of this Commonwealth, and three persons holding official relationship to common schools of the State. Those who are not ex officio members shall be appointed by the governor, with the advice and consent of the senate, for a term of four years.

Section 6. No institution shall be chartered with the power to confer degrees, unless it has assets amounting to five hundred thousand dollars invested in buildings, apparatus, and endowments for the exclusive purpose of promoting instruction, and unless the faculty consists of at least six regular professors who devote all their time to the instruction of its college or university classes, nor shall any baccalaureate degree in art, science, philosophy or literature be conferred upon any student who has not completed a college or university course covering four years. The standard of admission to these four year courses or to advanced classes in these courses shall be subject to the approval of the said council.

Section 7. Upon receipt of said certified copy of certificate of incorporation as directed in section four of this act, the said superintendent of public instruction shall, within sixty days thereafter, cause said "college and university council" to be convened at such time and place as he may designate, and said council shall thereupon hear and consider said application, and if the course of instruction and standard of admission to said institution and the composition of the faculty shall appear to said council to be sufficient, and the educational needs of the particular locality in which the proposed institution is to be situated and of the Commonwealth at large are likely to be met by the granting of said application, the said council shall thereupon cause to be endorsed on said application or certificate its findings and its approval of the same, together with a recommendation to the law judge or court before whom the same was originally presented that the same be granted. If, in the judgment of the council, the said application should not be granted, it shall endorse thereon its findings, and its disapproval of the same with a recommendation that said application be refused. The said certified copy of said certificate shall, with the endorsements thereon, thereupon be returned to the said law judge or court, who, in finally passing upon the application, shall be guided in his decree by the finding of the college and university council. In case the law judge, after giving his consideration to the findings of the said council, shall be satisfied with the propriety of the application in view of all the facts, he shall approve the same and order and decree that, upon the recording of said certificate with the recommendation of said council and a copy of said order of court in the recorder's office aforesaid, the subscribers thereto and their associates and successors shall be a corporation for the purpose and upon the terms therein stated, and thenceforth the persons named therein and subscribing the same, and their associates and successors shall be a corporation by the name therein given. In case of the disapproval of said application by the council aforesaid, the proposed charter shall not be granted.

Section 8. In the transaction of business of said "college and university council" the concurrence of a majority of the members thereof shall be required.

Section 9. All institutions chartered under this act shall be subject to visitation and inspection by representatives of the council, and if any one of them shall fail to keep up the required standard the court shall, upon the recommendation of the council, revoke the power to confer degrees.

Section 10. The council shall meet regularly on the first Tuesday of October preceding the biennial session of the legislature, and shall submit to that body a biennial report upon higher education in Pennsylvania; said report to be printed in connection with the report of the superintendent of public instruction.

Section 11. Any college, university or theological seminary, heretofore incorporated under the laws of this Commonwealth, may apply to any law judge of any court of common pleas of the county in which the business of such corporation is transacted for amendments to its charter, enabling it to confer degrees in like manner as institutions originally incorporated under this act, and in the application therefor it shall follow the requirements of this act in respect of applications for original charters of incorporation and the method of procedure prescribed therefor. Such applications for amendments shall be acted upon by the same authorities and in the same manner as provided in this act for the original incorporation of colleges, universities, and theological seminaries. No such amendment

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shall be granted, however, unless the institution applying therefor shall bring itself within the provisions of this act as fully as is required in the granting of original charters under this act.

Section 12. When a college or theological seminary has heretofore been incorporated by special act of assembly, it may obtain the power to confer degrees from the courts, as above set forth, provided it has invested funds amounting to one hundred thousand dollars at the time of the passage of this act. This act furthermore shall not impair the authority of colleges heretofore incorporated by such courts of common pleas with power to confer degrees in cases where such institutions have property or capital, at the time of the passage of this act, of at least one hundred thousand dollars, and which shall, within three months after the passage of this act, file with the superintendent of public instruction of this Commonwealth a sworn statement that the assets held by them individually for the purpose of promoting education in the higher branches of human learning amount to the sum of one hundred thousand dollars, nor shall this act impair the authority of universities similarly incorporated by the courts with the power to confer degrees in cases where such institutions possess property at the time of the passage of this act amounting to the sum of five hundred thousand dollars, and which shall, within three months from the passage of this act, file with the superintendent of public instruction of this Commonwealth a sworn statement that the assets held by them individually for the purpose of promoting instruction in the higher branches of human learning amount to the sum of five hundred thousand dollars; none of the provisions of this act, however, shall be construed as applying to institutions possessing capital stock and established for the purposes of private profit or gain.

Approved—The 26th day of June, A. D. 1895.

TEXAS.

Private corporations may be created by the voluntary association of three or more persons for the support of any benevolent, charitable, educational, or missionary undertaking.

The charter of an intended corporation must be subscribed by three or more persons, two of whom at least must be citizens of the State, and must be acknowledged by them before an officer duly authorized to take acknowledgment of deeds. Married women may be subscribers to charters.

Such charter shall be filed in the office of the secretary of state, who shall record the same at length in a book to be kept for that purpose, and retain the original on file in his office. A copy of the charter, or of the record thereof certified under the great seal of the State, shall be evidence of the creation of the corporation.

The existence of the corporation shall date from the filing of the charter in the office of the secretary of state, and the certificate of the secretary of state shall be evidence of such filing.

The president, professors, or principals shall constitute the faculty in academy, college, or university corporations, and shall have power to enforce the rules and regulations enacted by the directors or trustees for the government and discipline of the students, and to suspend and expel offenders, as may be deemed necessary.

The directors or trustees named in the charter, as required by this title, of any college, academy, university, or other corporation to promote education, and their successors, may make all necessary by-laws, elect and employ officers, provide for filling vacancies, appoint and remove professors, teachers, agents, etc., and fix their compensation, confer degrees, and do and perform any and all necessary acts to carry into effect the objects of the corporation.

Such corporations may procure, to be used as a part of the course of education, shops, tools, and machinery, land for agricultural purposes, and necessary buildings for carrying on their mechanical and agricultural operations.

Any such corporation may convert its property, except when held upon some special trust, into stock or scholarships, and file a certificate of their action, as required in the case of an increase of capital stock of a corporation. Such conversion can only take place by the consent of a majority of the stockholders.

The directors of any such corporation, whose property is held not as stock but upon trust or by devise, donation, gift, or subscription, shall not contract debts beyond the means of the corporation. If they do contract debts to a larger amount, they shall be held individually liable for the same after the means of the corporation are exhausted.

Any such corporation may, by a vote of three-fourths of the directors, or if the same is owned in shares of stock, then by a vote of three-fourths of the stock-

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holders change the location and name of the institution and transfer the effects thereof to where removed, or may apply the property thereof to other purposes of education than those named in the original charter filed with the secretary of state.

WEST VIRGINIA.

Joint stock companies may be incorporated for universities, colleges, academies, seminaries, schools, or institutes, for the purpose of teaching any branch or branches of useful information or learning or promoting religion, morality, military science, or discipline.

The charter is granted by the secretary of state on the presentation to him of an agreement signed by not less than five persons, stating the name of the corporation, its purpose, location, duration, and certain information concerning the stock. The agreement must be acknowledged before a justice, notary, or judge, and must show that a certain portion of the capital stock has been paid in good faith.

WISCONSIN.

Three or more adult persons, residents of the State, may form a corporation for the establishment, maintenance, and use of schools, high schools, academies, seminaries, colleges, and universities, or for the cultivation and practice of music.

Any such corporation may be formed, to have a capital stock divisible into shares or without any capital stock, upon such plan as may be agreed upon.

In order to form such a corporation, the persons desiring to do so shall make, sign, and acknowledge written articles, containing:

1. A declaration that they associate for the purpose of forming a corporation under the revised statutes, and of the business or purposes thereof.
2. The name and location of such corporation.
3. The capital stock if any, the number of shares, and the amount of each share.
4. The designation of general officers and of the number of directors, which shall not be less than three.
5. The principal duties of the several general officers respectively.
6. The method and conditions upon which members shall be accepted, discharged, or expelled.
7. Such other provisions or articles as they may deem proper to be therein inserted for the interest of such corporation or the accomplishment of the purposes thereof.

Such original articles, or a true copy thereof verified as such by the affidavits of two of the signers thereof, shall be recorded by the register of deeds of the county in which such corporation is located, and no corporation shall, until such articles be so left for record, have legal existence. A like verified copy shall, within thirty days, be filed with the secretary of state, and for a failure so to do each signer of any such articles shall forfeit $25. The certificate of corporation is issued by the secretary of state.

Any corporation formed for the establishment and maintenance of schools, high schools, academies, seminaries, colleges, or universities, or for the cultivation and practice of music, shall have power to prescribe and regulate the courses of instruction therein, and to confer such degrees and grant such diplomas as are usually conferred by similar institutions, or as shall be appropriate to the courses of instruction prescribed.

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CHAPTER XXIX.

REPORT ON SCHOOL STATISTICS,[1] MADE BY A COMMITTEE OF THE DEPARTMENT OF SUPERINTENDENCE OF THE NATIONAL EDUCATIONAL ASSOCIATION.

To the Department of Superintendence:

GENTLEMEN: Your committee, consisting of the undersigned and Messrs. James MacAlister and George P. Brown, holding over from the last year, conclude their report[2] on statistics by offering, first, a list of the items which, in their opinion, should be collected to show the workings of a school system.

They have arranged these items in three classes. The first class includes the essential data which should be taken every year, and from all schools. This first list contains the essential and indispensable items for every annual report.

[1] From Report of Proceedings of the meeting of the Department of Superintendence held in Brooklyn, N. Y., February, 1892. The appendices have been revised and somewhat enlarged.

[2] PRELIMINARY REPORT MADE IN FEBRUARY, 1891.

GENTLEMEN: Your committee appointed at the last annual meeting for the purpose of considering and reporting on the subject of School Statistics, beg leave to offer the following preliminary report, setting forth the results of their studies on the subject, and postponing for another meeting, or for the work of another committee, if it be your pleasure, the completion of the details of a scheme of statistics which will afford the data required for a comparative study of domestic and foreign educational systems.

Your committee would first call attention to the object and purpose of collection of statistics, which they conceive to be the following:

Statistics reveal the nature and efficiency of the powers and forces involved in a process. Forces and powers are revealed in their results. Their results are of little moment, if dead results, except as they indicate what the living power has been and still is. In matters of education we inquire into the aims and purposes of the educative process, and learn this by a quantitative study of the means employed and the results obtained. It is evident, therefore, at the outset, that the quantities given by our statistical tables can have no significance except in connection with the qualitative elements involved. We pass over at once from the how many to the what kind. We seek, again, new quantitative data that may indicate the quality, but we never reach quantitative data that are significant in and for themselves.

Your committee would suggest as the four principal heads under which school statistics may be grouped:

First. Attendance of pupils.
Second. Course of study.
Third. Teaching forces and appliances.
Fourth. Support—revenue and expenditures.

Under these four heads they would group the following details:

I.

Statistics of attendance should answer questions like the following—

(*a*) How many?
(*b*) How long?
(*c*) Who?

That is to say: (1) How many pupils in the aggregate? (2) How many relatively to the entire population? (3) How many relatively to the population of the school age, say 5 to 21, 6 to 14, or some other period agreed upon? Then this item should be further defined in five items: (1) How many enrolled during the annual session of school? (2) How many as average

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The second list contains the more important of what we may call occasional statistics, and should not be expected every year, perhaps, nor from all schools. A

belonging? (3) How many in actual average daily attendance? (4) How many were dropped and afterwards readmitted? (5) The number of cases of tardiness.

Under the second item of attendance (*How long?*) we wish the number of daily school sessions for the year, and the hours of a school session, the length and hour of recesses and intermissions.

Under the third item of *Who?* we include such items as –

(1) How many of each sex?
(2) How many at each year of age, and the average age?
(3) Race.
(4) How many born in the town or State where the school is situated?
(5) How many born in other parts of the same nation?
(6) How many born abroad?
(7) Occupations of parents.

II.

Under the second of our four chief heads we should ask for statistics regarding the course of study, and thus determine by this grade of schools as follows:

(*a*) Kindergarten.
(*b*) Primary and grammar school.
(*c*) Secondary education.
(*d*) Higher education.

We should ask very carefully as to the relations of these items to the first class of items, especially age, sex, and average attendance.

The primary and grammar schools are to be distinguished from the secondary schools by the following tests: The introduction of algebra, or of an ancient or modern language, marks the beginning of the secondary course of study. The higher course of study should be marked by analytic mathematics, or by logical and philosophical studies, or by advanced language studies.

III.

The third general head, "The teaching forces and appliances," includes -

(1) Buildings and accommodations.
(2) Size of schools under one principal teacher (or else number of pupils per teacher).
(3) Number of teachers.
(4) Supervision.
(5) Means of training teachers.
(6) Examinations of teachers.
(7) Methods of discipline and instruction used by teachers.

IV.

The fourth general head, "The support of schools," includes—

(1) REVENUE. Items of.
  (*a*) Receipts from State and local taxation.
  (*b*) Receipts from funds or productive property.
  (*c*) Receipts, if any, from tuition.
(2) EXPENDITURES.
  (*a*) For teachers' salaries, including supervision.
  (*b*) Incidentals, including janitor hire, fuel, apparatus, and other current expenses.
  (*c*) Permanent investments, including building and repairs.

Your committee would call attention to the importance of a detailed discussion of the use to be made of these several items, in studying the effective forces of educational systems, and in comparing one with another. Such discussion is not here attempted, but is suggested as a proper subject of a supplementary report. Moreover, your committee have observed the prime necessity for such a definition of the several items as to prevent misunderstanding. A description of the best methods of keeping and tabulating the several items would also be a very useful addition to such a report.

In dealing with reports, not merely reports from a foreign country, but with reports from different sections of the United States, your committee has been impressed with the necessity of a glossary of terms used in tabulating statistics. There should be a careful collation of all terms and designations used here and abroad, and so minute a description given of the processes of ascertaining the data under the several heads, as to leave no doubt in the mind as to the exact meaning of each. Without this accurate information there can be no satisfactory comparative study of school systems.

All of which is respectfully submitted.

W. T. HARRIS.
JAS. MACALISTER.
GEORGE P. BROWN.

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State superintendent may, for example, collect statistics one year regarding the place of nativity of pupils and parents, another year he may take occupations, and another year he may collect items regarding the preparation of the teaching force.

In our third list we have included still less essential items, which may be collected at still rarer intervals.

In the next place, we have given a tabular summary showing in detail the items actually collected in the several States of the Union, and side by side with it an exhibit of the statistical items collected in the several countries of Europe. As these details can not be read before an audience, your committee submit the same for printing in an appendix, hoping that they will be found useful to State officers in the preparation of their forms and blanks for collecting these returns.

All of which is respectfully submitted.

W. T. HARRIS,
Chairman of Committee.

APPENDIX I.

SCHOOL STATISTICS.

I. FUNDAMENTAL ITEMS.

1. Number of children of legal school age, classified by race and sex (school population).
   a, White males.
   b, White females.
   c, Colored males.
   d, Colored females.

NOTE.—These letters, a, b, c, d, are used in these tables always to indicate race or sex as here indicated.

2. Number of pupils enrolled on the school registers (excluding duplicate registrations), classified by race and sex (a + b + c + d).

NOTE.—The plus sign (+), when used, indicates that the items between which it is placed are taken separately. Thus, a + b means that the white males and white females are given separately. Where this plus sign is omitted, the items are not given separately in the reports.

3. Average daily attendance classified by race and sex.
4. Average length of school year (days or months).
5. Number of teachers, classified by race and sex.
6. Number of pupils receiving kindergarten instruction, classified by race and sex.
7. Number of pupils receiving elementary instruction (including kindergarten pupils), classified by race and sex.
8. Number of pupils receiving secondary instruction, classified by race and sex.
9. Number of students receiving higher instruction, including colleges, schools of medicine, theology, law, technology, classified by race and sex.
10. Number of students in special schools, classified by race and sex, including trade schools, evening schools of all kinds, manual training schools, schools for the defective and dependent classes, reform schools, commercial schools, and nurses' training schools.
11. Number of buildings used as schoolhouses.
12. Total seating capacity of such buildings (number of pupils that can be accommodated).
13. Value of all property used for school purposes.
14. Average monthly salaries of teachers, classified by race and sex.
15. Total school revenue.
    (1) Income from productive funds and rents.
    (2) State school fund.
    (3) Local taxes.
    (4) Other sources.
16. Total expenditure.
    (1) Salaries of teachers (including supervision).
    (2) Other current expenses.
    (3) Permanent expenditure (for buildings, grounds, etc.).
17. Amount of permanent invested funds.

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II. Less Essential but Desirable Items.

18. Age classification of pupils enrolled.
    (1) Number of pupils under six.
    (2) Number of pupils between six and seven, etc.
    * * * * * * *
    (11) Number of pupils between fifteen and sixteen.
    (12) Number of pupils over sixteen.
19. Number of cases of tardiness.
20. (1) Number of pupils born within the State.
    (2) Number of pupils born in other States.
    (3) Number of pupils born in foreign countries.
21. Occupation of parents.
    (1) Agents.
    (2) Bankers and brokers.
    (3) Clerks and salesmen.
    (4) Domestic servants and waiters.
    (5) Draymen and teamsters.
    (6) Farmers.
    (7) Factory and mill operatives.
    (8) Hotel and boarding-house keepers.
    (9) Laborers (unskilled).
    (10) Manufacturers.
    (11) Mariners and boatmen.
    (12) Mechanics and artisans.
    (13) Miners and quarrymen.
    (14) Merchants, traders, and dealers.
    (15) Professionals.
    (16) Public officials and employees.
    (17) Railroad employees.
    (18) Seamstresses.
    (19) Saloon keepers and bartenders.
    (20) Unclassified.
22. Average number belonging, including temporary absentees.
23. Number of pupils in each branch of study.
24. (1) Average age of kindergarten pupils.
    (2) Average age of elementary pupils.
    (3) Average age of secondary pupils.
    (4) Average age of higher pupils.
    (5) Average age of special pupils.
25. (1) Number of normal schools.
    (2) Enrollment in normal department.
    (3) Average attendance.
    (4) Number of teachers.
    (5) Expenses.

III. Occasional Items.

26. (1) Number of teachers who have taught less than two years.
    (2) Number from two to five years.
    (3) Number over five years.
27. (1) Number of applicants for teachers' certificates.
    (2) Number who are certified.
28. (1) Number of teachers graduates of normal schools.
    (2) Number of teachers graduates of universities and colleges.
    (3) Number of teachers graduates of high schools, academies, etc.
    (4) Number of teachers who have received only an elementary education.
29. Number of pupils dropped and readmitted in the course of the year.
30. Number of hours in each school session.
31. Length of recesses or intermissions, and time of beginning.
32. Number of cases of corporal punishment.
33. Number of pupils promoted to next higher grade.

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APPENDIX II.

An exhibit showing which of the essential items enumerated in Appendix I are reported by the several States of the Union and by leading foreign nations.

I. THE UNITED STATES.

ALABAMA.—1. ab+cd (enumeration made on alternate years). 2. ab+cd. 3. ab+cd. 4. ab+cd. 5. a+b+c+d. 14. ab+cd. 15. (1)+(2)+(4); (3) is imperfectly given. 16. (2) and (3) are only reported in city districts. 23. 25.

ARIZONA.—1. a+b. 2. a+b. 3. 4. 5. a+b. 8. 13. 14. a+b. 15. 16.

ARKANSAS.—1. a+b+c+d. 2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 13. 14. ac+bd. 15. 16. 17.

CALIFORNIA —1. a+b+c+d. 2. ac+bd. 3. 4. 5. a+b. 7. 8. 11. 13. 14. a+b. 15. 16. 22. 25. 27. 28.

COLORADO.—1. a+b. 2. a+b. 3. 4. 5. a+b. 7. 8. 11. 12. 13. 14. a+b. 15. 16.

CONNECTICUT.—1. 2. 3. 4. 5. a+b. 6. 11. 12. 13. 14. a+b. 15. 16. 17. 26.

DELAWARE.—1. a+b. 2. a+b. 3. 4. 5. a+b. 13. 14. a+b. 15. 16. 23.

DISTRICT OF COLUMBIA.—2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 6. 7. 8. 10. 11. 14. ab+cd. 15. 16. 22. 25. (1) (2) (3) (4).

FLORIDA.—1. ab+cd. 2. a+b+c+d. 3. ab+cd. 4. ab+cd. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 17. 23.

GEORGIA.—1. a+b+c+d (enumeration every 5th year). 2. a+b+c+d. 3. ab+cd. 5 a+b+c+d. 15. 16. 23.

IDAHO.—1. a+b+c+d. 2. a+b. 3. 4. 5. a+b. 11. 15. 16.

ILLINOIS.—1. a+b. 2. a+b. 3. 4. 5. a+b. 8. a+b. 11. 13. 14. a+b. 15. 16. 17. 25. (1) (2) (3) (4) (5). 27.

INDIANA.—1. a+b+c+d. 2. a+b. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 25.

IOWA.—1. a+b. 2. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 17. 26. (1) (2). 27. (1) (2).

KANSAS.—1. a+b+c+d. 2. a+b+c+d. 3. ab+cd. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 17. 27.

KENTUCKY.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. ab+cd. 5. a+b+c+d. 7. 8. 11. 13. 14. a+b+c+d. 15. 16. 17. 23. (1) (4). 25. 26. (1). 27. (1) (2). 28. (1).

LOUISIANA.—1. 2. a+b+c+d. 3. ab+cd. 4. ab+cd. 5. a+b+c+d. 11. 14. a+b+c+d. 15. 16.

MAINE.—1. 2. 3. 4. 5. a+b. 8. 11. 13. 14. a+b. 15. 16. 23. 25.

MARYLAND.—2. ab+cd. 3. ab+cd. 4. ab+cd. 5. a+b+c+d. 11. 15. 16. 23.

MASSACHUSETTS.—1. 2. 3. 4. 5. a+b. 8. 14. a+b. 15. 16. 17. 22. 25. 28. (1).

MICHIGAN.—1. a+b. 2. a+b. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16.

MINNESOTA.—1. 2. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 17. 28. (1) (2) (3).

MISSISSIPPI.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. ab+cd. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 17. 27. (1) (2).

MISSOURI.—1. a+b+c+d. 2. a+b+c+d. 3. 4. 5. 12. 13. 14. ab+cd. 15. 16. 17. 27. b. 28. (1).

MONTANA.—1. a+b. 2. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 17. 28. (1).

NEBRASKA.—1. ac+bd. 2. ac+bd. 3. 4. 5. ac+bd. 7. 8. 11. 13. 14. a+b. 15. 16. 17. 27. (1) (2).

NEVADA.—1. ac+bd. 2 ac+bd. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 17. 22. 26. (1).

NEW HAMPSHIRE. —1. a+b. 2. a+b. 3. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 22. 26. (1).

NEW JERSEY.—1. a+b+c+d. 2. ac+bd. 3. 4. 5. ac+bd. 11. 12. 13. 14. ac+bd, 15. 16. 17. 18. 27. (1) (2).

NEW MEXICO.—1. 2. 3. 4. 5. a+b. 13. 15. 16.

NEW YORK.—1. 2. 3. 4. 5. a+b. 11. 13. 14. 15. 16. 25. 27. (1) (2).

NORTH CAROLINA.—1. a+b+c+d. 2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 23.

NORTH DAKOTA.—1. a+b. 2. a+b. 3. 4. 5. a+b. 8. 11. 13. 14. a+b. 15. 16. 17. 23.

OHIO.—1. a+b. 2. ac+bd. 3. ac+bd. 4. 5. a+b. 8. 11. 13. 14. a+b. 15. 16. 17. 23

OREGON.—1. a+b. 2. a+b. 3. a+b. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 17. 23. 27. (1) (2).

PENNSYLVANIA.—1. 2. a+b. 3. ab. 4. 5. a+b. 11. 13. 14. a+b. 15. 16. 26. (1) (4). 27. (1) (2). 28. (1) (2) (3).

RHODE ISLAND.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 6. a+b. 8. a+b. 11. 13. 15. 16. 17. 23.

SOUTH CAROLINA.—2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 14. ac+bd. 15. 16. 23.

SOUTH DAKOTA.—1. a+b. 2. a+b. 3. ab. 4. 5. a+b. 11. 12. 13. 14. a+b. 15. 16. 23. 27. (1) (2).

TENNESSEE.—1. a+b+c+d. 2. a+b+c+d. 3. ab+cd. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 23.

TEXAS.—1. a+b+c+d. 2. a+b+c+d. 4. 5. ab+cd. 11. 12. 13. 14. a+b+c+d. 15. 16. 17. 23. 28. (1) (2).

UTAH.—1. a+b. 2. a+b. 3. 4. 5. a+b. 13. 14. a+b. 15. 16. 23.

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VERMONT.—1. a+b. 2. a+b. 3. 4. 5. a+b. 7. 8. 11. 13. 14. a+b. 15. 16. 17. 18. 23.
VIRGINIA.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 8. ab+cd. 11. 12. ab+cd. 13. 14. ac+bd. 15. 16. 17. 18. 24. 25. 27. (1) (2).
WASHINGTON.—1. a+b. 2. a+b. 3. a+b. 4. 5 a+b. 7. 8. 11. 12. 13. 14. a+b. 15. 16. 17. 27. (1) (2)
WEST VIRGINIA.—1. a+b+c+d. 2. a+b+c+d. 3. a+b+c+d. 4. 5. a+b+c+d. 11. 13. 14. a+b+c+d. 15. 16. 17. 23. 27.
WISCONSIN.—1. a+b. 2. a+b. 4. 5 a+b. 8. 11. 12. 13. 14. a+b. 15. 16. 17.

II. FOREIGN COUNTRIES.

CANADA—ENGLAND.—1. ab. 2 a+b 3 a+b. 4 5. a+b. 6. a+b. 7. a+b. 12. 14. a+b (yearly). 15. 16. 18. ab (a+b in some cities). 23. 25. 26 (in some cities). 27. 28.
SCOTLAND.—1. ab. 2. a+b. 3. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 12. 14. a+b (average annual salary). 15. 16. 18 ab. 23. 25. 27. 28.
FRANCE.—1. a+b. 2. a+b. 4. 5. a+b. 6 a+b. 7. a+b. 8. a+b. 9. ab. 11. 14 15. 16. 18. 21 (Paris). 25. 28. 30. 31.
ITALY.—1. ab. 2. a+b. 4 (by months). 5. a+b. 6. ab (reports infant schools which include Froebelian methods and a few kindergartens in the largest cities). 7. a+b. 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. a+b (reports numbers certified). 23. a+b (reports graduates of normals). 30. 31.
NETHERLANDS.—1. ab. 2. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 11. 14. ab (reports maximum and minimum annual salary). 15. 16. 23. a+b. 25. a+b. 27. a+b. 28. a+b (reports graduates of normals). 33. ab.
SPAIN.—1. ab. 2. a+b. 3. a+b. 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9 (in part). 10 (in part). 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 25. a+b. 27. ab (reports numbers certified, and those certificated). 28. ab (reports graduates with normal certificates). 30. 31.
NORWAY.—1. ab. 2. a+b. 4 (reports number of weeks). 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. ab. 15. 16. 25. ab. 28. ab (reports graduates of normal schools and academies). 30. 31.
SWEDEN.—1. ab. 2. a+b. 4 (by weeks). 5. a+b. 7. a+b (kindergartens not included). 8. a+b. 9. ab. 10. a+b. 11. 14. a+b (reports maximum and minimum annual salary). 15. 16. 18. ab. 23. ab (reports per cent of pupils in each branch in secondary schools). 25. a+b (reports separate schools for the sexes). 30. 31. 33. ab.
RUSSIA.—1. ab. 2. a+b. 5. ab. 7. a+b (kindergartens not included). 8. a+b. 9. a+b. 10. a+b. 15. 16. 25. a+b.
PRUSSIA.—1. a+b. 2. a+b (every fifth year). 4. 5. a+b. 7. a+b. 8. a+b. 9. a+b. 11. 15. 16. 17 (every third year). 25. 27 (partially). 28. 30.
SAXONY.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (every third year). 20 (regarding language spoken). 25. 27 (partially). 28. 30.
WÜRTEMBERG.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17 (only partially). 25 (partially). 27. 28. 30.
BAVARIA.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. 11. 15. 16. 17. 25. 27. 28. 30.
HAMBURG.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 17. 25. 27. 28.
BREMEN.—1. a+b. 2. a+b. 4. 5. a+b 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.
LUBECK.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 10. ab. 11. 15. 16. 25. 27. 28.
AUSTRIA.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. ab. 10. 11. 25. 27. 28. 30.
HUNGARY.—1. a+b. 2. a+b. 4. 5. a+b. 6. a+b. 7. a+b. 8. a+b. 9. ab. 10. ab. 11. 15. 16. 17. 25. 27. 28. 30.
SWITZERLAND.—1. a+b. 2. a+b. 4. 5. a+b. 7. a+b. 8. a+b. 9. a+b. 10. ab. 11. 15. 16. 25. 27. 28. 30.
URUGUAY.—1. ac+bd. 2. ac+bd. 3. 5. ac+bd. 6. ac+bd. 7. ac+bd. 8. ac+bd. 9. ac+bd. 10. ac+bd. 11. 12. 13. 14. ac+bd. 15. 16. 17. 20. (1)+(3). 21. (6)+(10)+(12)+(14)+(20). 23. 25. (1)+(2)+(3)+(4)+(5). 26. (1)+(2)+(3). 28. (1)+(3)+(4).

APPENDIX III.

Giving the definitions of certain technical terms used in educational reports, together with their equivalents in certain foreign countries.

TECHNICAL TERMS USED IN EDUCATION—DEFINITIONS AND FOREIGN EQUIVALENTS.

1 (a). *School age.*—Age at which children are permitted free attendance at the public schools. This age varies in the different States, but 6 to 21 may be considered the representative school age in this country, being designed evidently to embrace all minors old enough to render school

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instruction advisable and profitable to them. The children of school age in each State, whatever that age may be, collectively constitute the *school population* of such State.

NOTE.—There are, in the foreign countries considered in this vocabulary, no terms corresponding in significance to "school age" and "school population," as understood in the United States. In a popular sense, however, as used in literature everywhere, "school age" includes the period of life from the age of 4 or 5 years to adult age as the epoch most suitable for schooling.

1 (b). *Compulsory school age.*—The age at which children are obliged by law to attend school in those States of the Union having compulsory school laws. This age also varies in the several States, but 8 to 14 may be considered as the representative. The children subject to a compulsory school law constitute the "compulsory school population" of a State.

Eng. *Age for school attendance.*
Ger. *Schulpflichtiges Alter.*
Fr. *Âge scolaire.*
It. *Obbligo di frequentare la scuola.*
Sp. *Edad escolar;* or *edad de la obligación escolar.*

NOTE.—The compulsory school age in the foreign countries considered above varies, but 6 to 13 may be regarded as typical. All the children subject to compulsory school laws in England and France, and the major part of those in Germany, are allowed free instruction at public schools.

1 (c). *School population.* See 1 (a) and note.

1 (d). *Compulsory school population.* For definition see 1 (b).

Eng. *Population of school age.*
Ger. *Schulpflichtige Kinder.*
Fr. *Enfants d'âge scolaire;* or, *Nombre d'enfants à instruire.*
It. *Popolazione da 6 a 12 anni.*
Sp. *Niños en edad de escuela.*

2. *Enrollment.*—Number of different pupils enrolled (or entered) on the school registers during any given year; or, in other words, the entire number of different pupils who have attended at any time during the year.

Eng. *Number of children (or scholars) on registers.*
Ger. *Zahl der Eingeschriebenen.*
Fr. *Population des écoles;* or, *Nombre des élèves inscrits.*
It. *Numero degli iscritti.*
Sp. *Número de niños concurrentes* (or *inscriptos*).

3 (a). *Attendance.*—Number of pupils present (on any given day or at any given time).

Eng. *Attendance.*
Ger. *Frequenz,* determined on two test days (*Stichtage*) each year.
Fr. *Fréquentation,* or *Élèves présents,* determined as in Germany.
Sp. *Asistencia.*

3 (b). *Average attendance.*—Average number of pupils attending each day or session.

Eng. *Average attendance.*
Ger. *Durchschnitts-Frequenz.*
Sp. *Asistencia media;* or *Promedio de la asistencia diaria.*

4 (a). *School year.*—(1) The year, or period of twelve months, for which school officials are elected, appropriations of money made, teachers hired, school reports made, etc., though the annual epoch of some of these features sometimes dates from a different day than that of others. In the United States the school year usually begins the 1st of July, or some other day during the summer vacation. The term is sometimes restricted to (2) that portion of the school year during which the schools are in actual session.

Eng. *School year.* "A year or other period for which an annual parliamentary grant is . . . paid or payable." It "is the year ending with the last day of the month preceding that fixed for the inspectors' annual visit."—Ed. Acts Man., 17 ed., p. 375.
Ger. *Schuljahr.*
Fr. *Année scolaire.*
It. *Anno scolastico.*
Sp. *Año escolar.*

4 (b). *Length of school year.*—The number of days, weeks, or months the schools were in actual session during the school year. The expressions "length of schools," "duration of schools," "length of school term," etc., are also used. The *average length of the school year* is the average of a group of schools in which the number of days of session varies. As in most foreign govern-

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mental school systems the number of days is nearly uniform, this latter term has little application outside the United States.

Eng. *Number of times school has kept* This must be divided by two to get the number of days.
Ger. *Dauer des Schuljahres.*
Fr. *Durée de l'année scolaire.*
Sp. *Número de dias de clase.*

5. *Teacher.*—An instructor in an elementary or secondary school.

Eng. *Schoolmaster, schoolmistress, teacher.*
Ger. *Lehrer, Lehrerin; Oberlehrer.*
Fr. *Maître, maîtresse, instituteur, institutrice.*
It. *Insegnánte, maestro, maestra.*
Sp. *Maestro, maestra.*

6. *Kindergarten.*—A school for young children, from about three to six years, conducted after the methods of Froebel.

Eng. *Infant school, or class.*
Ger. *Kindergarten.*
Fr. *École maternelle.*
It. *Asili d'infancia.*
Sp. *Jardin de infantes.*

7. *Elementary instruction.*—Instruction in the first principles or rudiments of knowledge, including chiefly reading, writing, spelling, arithmetic, grammar, geography, United States history, and often the outlines of natural history and science, the pupil being prepared by this course to enter upon algebra and Latin or some modern language. Usually in the United States the first eight years of a fully graded public-school course mark the period of elementary instruction, the child entering at the age of about 6 years. *Elementary schools* are schools in which elementary instruction is the sole or predominating feature. These, in a fully graded course, may be subdivided into *primary schools* (first four years) and *grammar* (or *intermediate*) *schools* (second four years). Kindergarten instruction is also classed as elementary.

Eng. *Elementary instruction.*
Ger. *Elementar-Unterricht.*
Fr. *Enseignement primaire* (excluding the "primaire supérieur").
It. *Istruzione elementare.*
Sp. *Enseñanza primaria.*

8. *Secondary instruction.*—This is supposed to begin the ninth year of the course of study, and to take up algebra, geometry, natural philosophy, physical geography, Latin, Greek, French, and German, for some or all pupils, and for a whole or a part of the four years; also an outline study of universal history, English literature, and some of the special natural sciences, as geology, human physiology, botany, etc. A *secondary school* is a school whose ultimate object is to give a secondary education, and which may or may not have a preparatory course of elementary grade, or pupils pursuing elementary studies.

Eng. *Secondary* (or *intermediate*) *instruction.* The term "secondary schools" in England is applied to certain groups of schools designed for the education of the upper and middle classes, including *endowed grammar* (i. e., classical) *schools, endowed nonclassical schools, private schools,* and *proprietary schools.* These are also known as *middle-class schools.* They receive pupils at about the age of 8, continue them in their elementary studies, and carry them along to an age varying from 14 to 19, giving them an education in some cases higher, in others—especially in the "private" schools—not so high as is indicated by the term secondary in the United States The nine great *public schools* of England (Eton, Harrow, etc.), which are properly "intermediate" schools—i. e., standing between preparatory primary schools or private tutors and the "universities"—receive pupils from 10 to 15, and are of higher grade than most of the secondary schools of the United States. *Higher board schools* have developed in some of the large cities, and correspond nearly to our public secondary schools (high schools), giving to the children of their people an opportunity to continue their education beyond the elementary grade. About 80,000 pupils pursue high-school subjects in elementary schools.
Ger. *Höherer Unterricht* (*i. e.*, higher than that given in the Volksschulen).
Fr. *Enseignement primaire supérieur.* The instruction given in the *Division de grammaire* of *lycées* and *collèges communaux* also belongs here.
It. *Istruzione secondaria.*
Sp. *Enseñanza secundaria.*

9. *Higher* (or *superior*) *instruction.*—This is supposed to take the fourth epoch of four years in a complete course of education, secondary taking the third four years, and elementary educa-

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tion the first eight years By topics and methods, the higher education is distinguished by taking mathematics in those branches which succeed plane geometry and elementary algebra; Latin and Greek writers, that require more maturity of reflection to master, such as Horace, Livy, Tacitus, Juvenal, Cicero's moral essays, Homer, Demosthenes, Plato, Æschylus, Sophocles, Euripides, Aristotle; physics treated by mathematics; rhetoric; mental philosophy; the philosophy of history. In general, the studies of higher education are conducted on a comparative method, with the purpose of treating each theme in the light of all branches of knowledge. A *higher institution* of learning is one whose ultimate object is to give a higher education, and which therefore may or may not have a preparatory department, in which instruction is given in secondary or even elementary branches.

Eng. *University instruction; collegiate instruction.*
Ger. *Hochschulunterricht.*
Fr. *Enseignement supérieur.* The last three years of the *enseignement secondaire* is also of the higher grade, according to the United States standard.
It. *Istruzione superiore.*
Sp. *Enseñanza universitaria.*

10 (a). *Special schools.*—Schools of elementary or secondary grade, which (1) educate for some special trade, business, or occupation (e. g., commercial colleges, art schools); or (2) educate some special class of persons (e. g., deaf-mutes, juvenile delinquents).

Sp. *Escuelas especiales.*

10 (b). *Evening schools.*—A class of special schools, generally public and located at the centers of population, designed to give evening instruction in elementary and sometimes in secondary branches, general and technical, to persons whose occupation, age, or both, prevent them from attending the day schools. A special feature of evening schools in some cities of the United States is the instruction of foreigners in the English language.

Eng. *Evening schools.*
Ger. *Fortbildungsschulen (elementar).*
Fr. *Classes d'adultes.* (Held in the evening or on Sunday.)
It. *Scuole serali.*
Sp. *Clases nocturnas.*

10 (c). *Evening high schools. Continuation schools.*—A class of evening schools, designed more particularly to give some degree of secondary education to youths who are obliged to go to work after finishing their elementary education in the day schools.

Ger. *Höhere Fortbildungsschulen.* (Evenings or Sundays.)

11. *Schoolhouse.*—A building used for school purposes, one in which instruction is given

Eng. *School building.*
Ger. *Schulhaus.*
Fr. *Maison d'école.*
It. *Edificio-scolastico. Locale per le scuole.*
Sp. *Casa de escuela.*

12. *Number of sittings for study*, excluding those used only for recitation purposes.

Eng. *Accommodation, number of seats.* Includes all seats, being total seating capacity.
Sp. *Area de las salas de clase.*

13. *School property.*—All property, real and personal, belonging to a school system (i. e., not hired or rented), and designed to be used for school purposes, including school sites and buildings, furniture, libraries, apparatus, etc.

Eng. *School buildings, premises, and furnishing.*
Ger. *Schul-Eigenthum.*
Fr. *Bâtiments et matériaux scolaires.*
Sp. *Edificios, menaje, y útiles escolares.*

14. *Salary* (or *wages*) *of teachers.*—The sum paid to teachers weekly, monthly, or annually, as compensation for their services. In computing the *average monthly salaries* of any group of teachers, weekly and annual salaries must be reduced to a monthly basis.

Eng. *Salary.*
Ger. *Gehalt.*
Fr. *Traitement.*
It. *Onorario stipendio.*
Sp. *Sueldos.*

15. (a). *Revenue* (school).—Money from any source received for school purposes.

Eng. *Income.*
Ger. *Einnahmen.*
Fr. *Ressource.*
It. *Rendita.*
Sp. *Ingresos.*

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15 (b). *State* (school) *tax.*—A uniform tax levied on all the property or polls of a State, the proceeds whereof is apportioned to the counties, towns, or school districts generally, according to school population or average attendance.

Eng. *Rates.*
Ger. *Staats-Schulsteuern.*

15 (c). *Local* (school) *taxes.*—County, town, and school district taxes for school purposes.

Eng. *Rates.*
Ger. *Orts-* (or *Municipal-*) *Steuern.*
Fr. *Centimes additionels*, or *spéciaux.*
It. *Tasse communale e provinciale.*
Sp. *Fondos provinciales, comunales, y municipales. Impuestos departamentales de instrucción pública.*

15 (d). *Revenue from permanent funds.*—The interest on invested funds, including rent of school lands, if any.

Eng. *Income from endowment.*
Ger. *Interessen angelegter Fonds.*
Fr. *Produit des legs et dons.*
Sp. *Ingresos por donativos y legados.*

16 (a). *Expenditure* (school).—Money expended for school purposes.

Eng. *Expenditure.*
Ger. *Ausgaben.*
Fr. *Dépenses.*
It. *Spese generali.*
Sp. *Gastos.*

16 (b). *Amount paid to teachers* (for salaries), including salaries of superintendents.

Eng. *Teachers' salaries.*
Ger. *Ausgaben für Gehälter.*
Fr *Traitements.*
It. *Stipendi; rimunerazioni ed indemnita al personale.*
Sp. *Obligaciones del personal. Gastado en el personal enseñante.*

16 (c). *Other current expenditure* in addition to amount paid to teachers; i. e., incidental or miscellaneous expenditure for the maintenance of the schools and care of school buildings, including, among other things, fuel, lighting, janitors, incidental repairs, free text-books if any, and stationery, cost of administration, rent of hired buildings, etc. Foreign countries do not conform to this classification, but the analogous foreign terms are as follows:

Eng. *Miscellaneous expenditure.*
Ger. *Andere Ausgaben.*
Fr. *Dépenses diverses.*
Sp. *Eventuales. Gastos en materiales, útiles, etc., de consumo anual.*

16 (d) *Permanent expenditure.*—Expenditure for school buildings (including permanent repairs), grounds, furniture, libraries, and lasting apparatus.

Eng. *Capital charges.*
Ger. *Baukosten.*
Fr. *Dépenses de construction; frais de location de maisons d'école; entretien des locaux scolaires; entretien et renouvellement du mobilier scolaire et du matériel d'enseignement.*
It. *Sussidi per construzione e riparazione di edifici scolastici.*
Sp. *Gastos que aumentan el capital escolar.*

17. *Permanent funds.*—Value of funds and other property yielding an annual revenue for school purposes.

Eng. *Endowment.*
Ger. *Fonds.*
Fr. *Dons et legs; biens.*
Sp. *Donativos, legados, y mandos.*

19. *Tardy.*—Late in arriving at school.

Eng. *Not punctual.*
Ger. *Zuspätkommend.*
Fr. *En retard*
Sp. *Falta de puntualidad.*

22. *Average number belonging* to a school, or system of schools, includes temporary absentees. Pupils absent for sickness or other cause, but with intention of returning to school, are considered as "belonging." This number differs from the number "enrolled" (see 2), inasmuch as the latter includes all different pupils who have attended at any time during the year, some of

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whom may have been dropped from the roll of those "belonging," on account of death, removal from the district, protracted sickness, entrance on business, etc.

Sp. *Alumnos existentes.*

25. *Normal school.*—A school designed for the professional training of persons intending to become teachers, usually maintained by a State or city.

Eng. *Training college.*
Ger. *Lehrer-Seminar.*
Fr. *École normale.*
It. *Scuola normale.*
Sp. *Escuela normal.*

27. *Certificate; license* (to teach).—A formal testimony of ability to teach, or permission to teach, awarded as the result of satisfactory examination before an examining board, or after having successfully completed a certain prescribed course of study, or given other evidence of capacity to teach.

Eng. *Certificate.*
Ger. *Zeugniss; Reifezeugniss; Licenz.*
Fr. *Titre* (or *brevet*) *de capacité; certificat d'aptitude pédagogique.*
It. *Diplôma d'abilitazione* (or *d'idoneità*).
Sp. *Certificado de aptitud; diploma ó título de maestro.*

28 (a). *University.*—An institution for higher education, having as its nucleus a college in which the so-called liberal arts are taught in a course of three or four years for the degree of A. B., and in addition one or more departments for the learned professions, medicine, law, or divinity—or it may be for advanced or post-graduate work, along any lines of learning or investigation. In England the university unites several colleges.

Eng. *University.*
Ger. *Universität.*
Fr. *Faculté. Université* is the term very generally employed for the Paris "facultés."
It. *Universita.*
Sp. *Universidad.*

28 (b). *College.*—Strictly speaking, an institution of higher education, usually with a four years' course completing preparation for the degree of A. B. The word college is also used in connection with a descriptive word to designate other species of higher education, as, "agricultural college," "medical college."

Eng. *College.*
Ger. *Gymnasium.*
Fr. *Lycée; collége communal* (*de plein exercice*)
It. *Ginnasio; liceo.*
Sp. *Instituto; colegio.*

28 (c). *High school.*—A public secondary school.

Eng. *Higher board school.*
Ger. *Höhere Schule, Realschule, höhere Bürgerschule.*
Fr. *École primaire supérieure.*

28 (d). *Academy; institute; seminary.*—Names given indifferently to private secondary schools "Institute" is occasionally applied to schools of higher grade.

Eng *Grammar school; high school; institute; public school,* etc.
Fr. *Établissement libre d'enseignement secondaire; établissement laïque; établissement ecclésiastique; petit seminaire.*
Sp. *Establecimiento privado de enseñanza secundaria; seminario; instituto; liceo.*

30. *Session.*—A sitting of a school, or assembly of the pupils for recitations, exercises, and studies, continuing from the time the school is called to order until the pupils are dismissed beyond the teachers' jurisdiction. There are generally either one or two sessions each day.

Eng. *Meeting of the school.*
Ger. *Schulstunde.*
Sp. *Horas de clase.*

31. *Recess; intermission.*—Brief suspensions of school exercises, recurring periodically each day, for recreation, meals, or some other purpose. In public elementary schools holding sessions from 9 to 12 a. m., and from 1 to 4 p. m., two recesses of fifteen minutes each take place, the first at or near the hour of 10.30 a. m., and the second at or near the hour of 2.30 p. m. The noon hour for dinner is not called a "recess," but usually an "intermission."

Ger. *Freiviertelstunde.*
Fr. *Récréations; sortie de midi.*
Sp. *Recreos y salidas.*

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32. *Corporal punishment.*—Punishment inflicted upon a pupil's person, generally with a rod, cane, or ruler, but including a variety of other punishments in which bodily pain is caused. Other punishments, to be discriminated from corporal, are such as are based on the sense of honor, such as deprivation from privileges of the school, confinement after school hours, requirement to sit or stand in some unusual place, enrollment on a list of disgraced pupils, etc.

33 (a). *Promotion.*—Advancement from any grade to the next higher.

Eng. *Advance to higher standard.*
Ger. *Versetzung.*
Fr. *Avancement; montée d'une classe.*
Sp. *Promociones; pases.*

33 (b). *Grade; class.*—The body or group of pupils having the same degree of advancement pursuing the same studies, etc.

Eng. *Standard.*
Ger. *Klasse.*
Fr. *Classe.*
It. *Classe; grado.*
Sp. *Clase; grado; curso.*

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CHAPTER XXX.

MEDICAL INSPECTION OF SCHOOLS.

A system of daily inspection of schools by physicians has been introduced in several cities, among others Boston, New York, Chicago, Philadelphia. In the following pages is given a compendium of information bearing upon this subject, in a series of extracts from school and other official reports, from the writings and addresses of eminent professional men, and from other sources. A short description of the system in Paris is also given.

MEDICAL INSPECTION OF SCHOOLS IN BOSTON.

[Massachusetts State Board of Health Report, 1894, p. 819.]

The need of medical inspection of schools, for the purpose of detecting contagious and other diseases among the school children, was brought to the attention of the mayor and city council in 1892, and for this purpose an appropriation was then secured. A delay of several months was occasioned in securing the approval of the school committee, so that the plan did not finally go into operation until November, 1894, when the board of health selected 50 physicians for this purpose, divided the city into 50 school districts, and began school inspection. These physicians are appointed medical inspectors of schools and agents of the board of health, and are authorized to visit each school daily during the early part of the morning session and to examine all pupils who complain or appear to the teachers to be ill. If an inspector finds a pupil showing symptoms of any contagious disease, or is otherwise too ill to remain in school, he will advise the teacher to send the pupil home for the temporary observation of its parents or family physician. He will also give such professional advice as may be required by the teachers to aid them in carrying out all laws and regulations pertaining to contagious diseases, vaccination, and general school hygiene, whose enforcement belongs to the school committee or board of health. In the examination of throats the medical inspectors will use only the wooden tongue depressors which are furnished by the board of health, each of which is to be burned after a single use.

The medical inspectors of schools are also authorized agents of the board of health, and will, on notification of said board, visit all cases of scarlet fever and diphtheria at the homes of the patients, for the sole purpose of examining the places and plans of their isolation, and as such agents they will report to the board of health their approval or disapproval of such places and plans of isolation. Such medical agent will not prescribe, advise, or criticise anything beyond that which pertains strictly to the isolation of the patient, and will carefully avoid any word or act which may be construed as an infringement upon the rights of the family or attending physician. He will visit the patient as often as may be necessary to inform himself as to the continued isolation of the case. No case of scarlet fever or diphtheria will be discharged from isolation until its complete recovery is certified to the board of health by one of its medical agents, and such certificates of recovery will be based on the complete disappearance of desquamation in cases of scarlet fever, and on the absence of the Klebs-Lœffler bacillus in cases of diphtheria, the latter to be shown by bacteriological examination made satisfactory to the board of health.

The reports of the medical inspectors of schools for the months of November and December show that 4,962 pupils were presented to them for examination. Five hundred and sixty-four were found to be too ill to remain in school for the time being, 212 were suffering from contagious diseases, 43 were suffering from diphtheria, and 131 were too ill from troubles in the eyes and ears to be in school.

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Diseases of the throat were most prevalent, and were found in 1,749 pupils. Diseases of the eye, ear, and spine are found sufficiently often among the school children to warrant a more careful examination to find those who may be suffering from mild forms or early stages of these diseases. It often happens that school children suffer serious and unrecognized disadvantages by reason of defective eyesight, deficient hearing, or a commencing deformity of the spine. The mild forms and early stages of these ills would not generally be seen and appreciated by the teachers, and it would be unreasonable to expect them to detect illness which requires special skill on the part of the physician to recognize.

The board of health reported that "diphtheria became epidemic during the year (1894), causing 817 deaths, and its increase was noticeable in every month of the year over those of 1893. It assumed an epidemic form in the last week of September, reached its climax about the first week in December, and gradually fell off at the end of the year. * * *

"The prevalence of the disease in epidemic form made it possible for the board of health to introduce three new forces for the suppression of the disease. One is the new remedy, 'antitoxin;' * * * another agent has been found in the use of the bacteriological laboratory. * * * The third and probably most potent agency in controlling the spread of this disease and that of scarlet fever is the new force of 50 physicians for the daily inspection of the schools, in which there are more than 70,000 of the most susceptible subjects to these two diseases. This has set in practice the most active, constant, and skillful watchfulness for the earliest symptoms of these and other diseases among school children."

[Massachusetts State Board of Health Report, 1895, p. 756.]

The inspection of schools, which was commenced in November, 1894, and described fully in our last annual report, has been followed through the year with excellent results. The schools have been visited daily, and all children who have complained of illness or appeared to the teachers to be ill have been examined by the visiting physician, who, in all cases, advises the teachers what to do with the pupil. This work has now been in progress for fourteen months, and it has demonstrated the fact that there are not only many cases of contagious diseases to be found in the schools, and which require early recognition and removal, but that there are large numbers of school children whose illness and whose disposition by the teacher require the decision of a competent physician.

For the fourteen months ending December 31, 1895, 16,790 pupils were examined, 10,737 of whom were found to be ill, 6,053 were found not to be ill, and 2,041 of these were too ill to remain in school for the day.

Seventy-seven cases of diphtheria, 28 cases of scarlet fever, 116 of measles, 28 of chicken pox, 69 of pediculosis, 47 of scabies, 47 of mumps, 33 of whooping cough, and 8 of congenital syphilis were found in children sitting in their seats, spreading these diseases to other children. The remaining 10,372 sick children were suffering from a large variety of other diseases.

Commendable efforts were made by the board in the direction of a general improvement of the sanitary condition of the schoolhouses of Boston. In view of the fact that contagious diseases may easily be spread in the schools through the medium of infected books, pencils, sponges, slates, desks, and other surfaces of the schoolroom handled or used by the children, the following recommendation was made to the school committee in 1894:

To the Honorable School Committee, City of Boston.

GENTLEMEN: The board of health begs respectfully to recommend that the desks, chairs, window sills, wainscotings, doors, doorknobs, and such other surfaces as are likely to be handled by the children within the school buildings be carefully rubbed with cloths or sponges, wet with a solution of corrosive sublimate (one part of corrosive sublimate to 1,000 parts of water), as often as every Saturday during the school year; that the floors of the schoolhouses be well covered with sawdust, thoroughly wet with the same disinfecting solution, at least once a week, and the sawdust swept up and burned; that the use of all slates, slate pencils, and sponges for slate use be discontinued, and that paper and lead pencils be substituted.

The disinfection of books is scarcely practicable except by fire, and the board would recommend, whenever it is known that a book has been handled by a pupil who was at the time affected with a contagious disease, or the book is otherwise much soiled, it be immediately burned.

Very respectfully,

THE BOARD OF HEALTH,
By S. H. DURGIN, *Chairman.*

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[Massachusetts State Board of Health Report, 1896, p. 870.]

There were 72 fewer deaths from diphtheria than in 1895, although the number of cases of diphtheria reported was largely increased on account of the larger number discovered among the pupils in the public schools by the medical inspectors of schools and the bacteriological tests in the otherwise unrecognized cases. The ratio of deaths to the number of cases of diphtheria reported was 11.48 per cent, as against 14.48 per cent the preceding year.

The medical inspection of schools has been continued during the past year, with the same encouraging and satisfactory results as during the previous fourteen months. All pupils who have complained or appeared to their teachers to be ill have been examined by the visiting physicians, and the teachers advised as to what should be done with such pupils. The teachers and visiting physicians have entered upon and pursued this work with surprising harmony. The search for infectious diseases in the schools during the last year has been even greater, while the number of cases in this class found in 1896 is less than that of 1895. The same is true also of the other miscellaneous diseases. Considerable inquiry has been made by officials of other cities as to our methods and results in this work, and several cities are now preparing to adopt a similar system.

For the year ending December 31, 1896, the whole number of pupils examined was 8,964, and of this number 1,156 were found to be too ill to remain in school. The diseases found may be classified as follows:

Specific infectious diseases	267
Oral and respiratory diseases	3,934
Ear diseases	66
Eye diseases	382
Skin diseases	628
Miscellaneous diseases	3,687
Total number of examinations	8,964

MEDICAL INSPECTION IN NEW YORK CITY.[1]

At a meeting of the New York board of health held March 16, 134 medical inspectors were appointed for public schools, in accordance with the provision recently made by the city authorities at the recommendation of the health department, indorsed by the board of education. Dr. A. Blauvelt, formerly assistant chief of the bureau of contagious diseases, was appointed chief inspector at an annual salary of $2,500.

Some results of school inspection in New York City.[2]

The weekly report of Dr. Blauvelt, chief of the bureau of school inspection, for the week ending April 10, shows that in the public and parochial schools of the city 7,398 children were examined and 364 excluded. The number of cases of disease were as follows: Measles, 2; diphtheria, 13; scarlet fever, 1; croup, 3; whooping cough, 4; mumps, 10; contagious eye diseases, 59; parasitic diseases, 227; chicken pox, 15; skin diseases, 19.

Dr. Blauvelt, chief of the medical school inspectors, in his report to the health board[3] of the work of the school inspectors for the week ending April 23, stated that out of 4,599 examined, 243 children were excluded. There were 4 cases of measles, 4 of diphtheria, 1 of scarlet fever, 2 of croup, 13 of mumps, 8 of chicken pox, 28 contagious eye diseases, 160 cases of parasitic diseases of head and body, and 13 skin diseases.

IN CHICAGO.[4]

For the supervision of contagious diseases and the inspection of schools the city has been divided into 9 districts, one medical inspector being assigned to each, giving an average of more than 20 square miles for each inspector to cover, and the number of schools assigned to each is about 30, with branches varying in number from 10 to 20.

[1] Boston Medical and Surgical Journal, March 25, 1897.
[2] New York Medical Record, April 22, 1897.
[3] New York Medical Record, May 1, 1897.
[4] Report of Health Department, Chicago, 1895, p. 83.

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IN PHILADELPHIA.

June 7, 1898, the bureau of health—

Resolved, That the medical inspector be directed to have the 15 assistant medical inspectors visit one public school each day in their respective districts, who shall inspect each school according to the methods now employed in Boston, New York, and Chicago.

MEDICAL INSPECTION OF SCHOOLS IN ST. LOUIS.[1]

The members of the Medical Society of City Hospital Alumni of St. Louis have offered their services gratuitously to the board of education for the purpose of conducting a daily medical inspection of the pupils in certain schools in order, they say, that a practical local test may be made of a service that has been found so valuable in a sanitary sense in other cities. It is proposed to select 10 schools which will fairly represent the entire school population and have them visited daily during October, November, and December by physicians whose duty it will be to advise the several principals in the cases of pupils found ailing and suggest the most judicious course to be pursued—the object of the service being the earliest possible detection of such diseases as diphtheria, scarlet fever, croup, etc., and the prevention of their further spread. This offer has been accepted by the St. Louis board of education, and the preliminary details are now being worked out by the committee of the Medical Society of the City Hospital Alumni.

BROOKLINE, MASS.[2]

The board voted December 10 that the agent should secure a sufficient number of physicians to make daily medical inspections of the schools. Six inspectors and 4 substitutes were at once appointed. All accepted were assigned to schools, and on the 11th all were at their posts. The duties of the inspectors were mainly confined to the examination of children found by their teachers to be ill, and also any noticed by the inspectors, and advice as to the disposal of sick children, and with very few exceptions the teachers heartily cooperated.

MEDICAL INSPECTION IN NEWTON, MASS.[3]

The plan of appointing medical inspectors for each ward or school district, on whom the board can call to examine the children in a school or elsewhere in the event of suspected cases, has worked most satisfactorily. Several school inspections have been made and a large number of children have been examined at their homes by the inspectors; in several instances unsuspected cases of disease have been discovered and reported to the board, thus enabling it to take proper precautions. No complaint in regard to the interference by the inspectors with the work of the family physician has been reported, and the board will continue the system during the coming year.

DESIRED IN LOWELL, MASS.[4]

A. K. Whitcomb, superintendent of schools in Lowell, Mass., says: No consideration is more important than the health of children. Education gained at the expense of health is a loss, and a sound body is a price too great to pay for even a whole world of knowledge. Nor do unsanitary conditions at school affect the children alone. One-seventh of Lowell's population is in school, and this seventh inevitably carries disease, if it finds it in the schoolhouse, into every family in the city. Hence the superlative importance, not only to the children, but to every citizen, of expert supervision of the schools, the schoolhouses, and of all the physical conditions under which the children live in school.

Most of the great tuition schools abroad, and many here, have a resident physician for the prevention rather than the cure of disease, and the value of their work is beyond question. In the public schools medical inspection, where there is any, usually takes the form of visits at intervals of several months rather than of daily calls. In Boston 49 physicians are employed at a nominal salary of $200 per annum to visit every school each day and examine pupils of whose fitness to

[1] New York Medical Record, October 15, 1898.
[2] Massachusetts Board of Health Report, 1894, p. 828.
[3] Massachusetts Board of Health Report, 1895, p. 777.
[4] Lowell School Report, 1896, p. 46.

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remain the teacher has a doubt. In the first month of such visitation 437 sick children were found in school, among whom were 37 ill with diphtheria and 104 with scarlet fever. These startling figures tell their own story and leave no need of argument to prove the value of the work. * * * A phase of the subject which has been attracting widespread attention in recent years has been the study of children physically defective, the defects most noted being those of sight and hearing. Tests in Europe and in this country have shown a startling prevalence of these defects, which have been unsuspected by either child or parent. A child, for instance, blamed for stupidity because he had learned nothing in several months, was found to be so defective in vision that he had never seen a letter clearly enough to distinguish it from others. And scores of cases as pitiable, where not only education but health and life itself have been imperiled or lost through such unsuspected deficiencies, have come to my personal knowledge and have brought me to feel that anyone who reveals such defects and puts them in the way of cure or mitigation is second to none as a public benefactor. To discover such cases in the Lowell schools, in order that parents may, if they please, secure for their children such treatment as will most benefit them, is one of the reasons why I plead for medical inspection.

I have not myself yet seen the need of daily visits by many physicians. My ideal is to have one who shall give his whole time to the work, though I shall not at all object to a cooperating board of daily visitors at a nominal salary. The man selected should be an expert in sanitation as well as a skilled physician. He should go to each house, should begin with the basement and see that it is clean, dry, and well ventilated; should inspect the plumbing and see that sanitaries are in perfect order; should enter the schoolrooms and have regard to temperature, ventilation, light, curtains, the position and use of blackboards, the size and position of seats and desks; should test the air of schoolrooms for carbonic oxide or other noxious gases; in short, should interest himself in everything which pertains to the physical well-being of the child. He should be constantly on the watch for contagious diseases; should have power to send home children too ill to be in school, and in this should be in close touch with the board of health, of which he might well be a member. He should test for physical defects of sight and hearing, and should see that parents are notified of matters needing their attention, and so on through a round of useful duties too numerous to be specified.

IN FALL RIVER, MASS.[1]

William C. Bates, superintendent of schools in Fall River, Mass., says: In my report last year I called attention to the medical visitors in the schools of the city of Boston. The experience of this year has shown that such a service of daily visitation is much needed here. The room teachers, the principals of buildings, the truant officers, and the clerks in the office do all in their power to guard the children from contagious diseases. If these efforts could be supplemented by the regular visits of physicians, more immediate and positive action could be taken in suspicious cases. We are under very great obligation to the agent of the board of health and the city physicians for almost daily visits to the Robeson and Columbia street schools while contagious diseases were prevalent in that district. More care than ever has been taken to exclude all children from families afflicted with measles and all children who have the whooping cough, but even in these diseases we feel the need of the medical visitor in order that we may be sure that the right action is taken.

COMMENDED IN WASHINGTON, D. C.[2]

Among other notions that have been introduced into the public schools of Boston is a daily medical inspection. The city employs for this service 50 doctors at a salary of $200 a year. It is stated that bright young members of the medical profession are glad to accept such appointments, and it can readily be seen that such an introduction into business may be advantageous. The work occupies but a small part of the day. During the last school year this inspection disclosed 500 cases of infectious diseases, while 3,000 pupils were sent home. The list of diseases discovered included 200 cases of mumps, 100 cases of measles, and 175 cases of diphtheria, scarlet fever, whooping cough, chicken pox, and influenza.

Diphtheria is now extremely prevalent among the school children of Worcester, and the Worcester Telegram urges that the Boston plan be applied in that city. "Ten physicians," it says, "ought to be able to make the daily rounds of Worcester

[1] Fall River School Report, 1898, p. 20. [2] Washington Post, November 18, 1898.

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schools if 50 can cover the ground in Boston, and $2,000 will be wisely spent paying them."

We do not know just how much time is devoted to the daily inspection or whether it includes all the scholars, or only such as seem, from general appearance, to need attention. If it could be so managed as not to interrupt the regular progress of school work, it would be desirable in the schools of all cities. The cost would be trivial in proportion to the probable results.

SOME RESULTS OF THE MEDICAL INSPECTION OF SCHOOLS IN BOSTON, WITH AN ACCOUNT OF AN EPIDEMIC OF DIPHTHERIA AND AN EPIDEMIC OF SCARLET FEVER.

[By H. D. ARNOLD, M. D., Boston, Mass.]

It has long been recognized that the schools are an important factor in the spread of contagious diseases. In addition to the fact that in any collection of large numbers of people within a small space we have a favorable condition for the spread of infection, there are certain factors in the schools which increase the danger. The children are of a susceptible age. Our schoolrooms are overcrowded and the ventilation is generally inadequate. In their play and in some of their school exercises the children come in close contact, and they still use many articles in common. They are careless in regard to the secretions of the mouth and nose, and the road is an easy one from mouth to hand, from hand to an article in common use, or to another hand, and again from hand to mouth. Given a case of contagious disease in a schoolroom and we could hardly ask for better facilities than are there furnished if we wished to spread the disease. Given a case of contagious disease anywhere in the school district and unless effective measures are taken to isolate it until all danger is past its chances of reaching the schoolroom are excellent. Given careless parents, and parents who are unable or unwilling to call a doctor to pronounce on the nature of apparently slight affections of the throat, etc., and we have the most mischievous factor of all in the spread of contagious diseases, namely, the appearance in public of these diseases in a form which is light and unrecognized by the laity. That these unrecognized light cases find their way into the schoolroom has been the experience of every school inspector. That such light cases may give rise to serious and even fatal forms of the disease in others we all know. That it has done so through the medium of the school some of the inspectors can prove.

In view of these considerations, I think we can not question the wisdom of the board of health in attempting to detect cases of contagious disease at the schoolroom and to exclude them before they have done mischief, and in attempting to secure better isolation of cases of contagious disease at home as soon as they are recognized. These are the two aims of the system of school inspection.

The city of Boston, for this purpose, has been divided into 50 districts, to each one of which a medical inspector is assigned. The average is four schoolhouses and 1,400 pupils to each district. It is the duty of the inspector to visit the schools daily; also to visit at their homes all cases of diphtheria and scarlet fever when they are reported to the board of health, for the purpose of reporting in reference to isolation.

At the schools we do not attempt to examine all the pupils, but only those who are called to our attention by the teachers. It was felt that the teachers, who are constantly with the children, would be more likely to notice that a child was "ailing" than would a physician in making so hasty an inspection of each case as he would be obliged to make if he attempted to see them all. The teacher picks out the "ailing" child, the doctor examines and decides what the ailment is. Practically this plan has worked well, although its weak point is that its efficiency depends entirely upon the conscientiousness and the keenness of observation of the teacher. Our visit to the schools is made, by preference, soon after the morning session begins, having allowed enough time for the teachers to observe the pupils, to inquire for cases of sickness, and to report them to the master. This shows another weak point, namely, that any contagious case that comes to school still has an opportunity during a varying length of time to infect other pupils in the room before the disease is recognized. Still, owing to the shortness of the time, and in some cases to the good judgment of the teachers in sending a suspicious case out of the room while waiting for the doctor, the practical result is fairly satisfactory. A perfect system of medical inspection of schools should not, however, be based so fundamentally upon the judgment of a nonmedical observer, the teacher.

When a pupil is presented to us for examination we have several questions to decide. Is he sick or not? If sick, is the disease of a nature to render him a possible source of danger to the other pupils, or is it of such a nature or severity as to

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render his stay in school prejudicial to himself? If a positive answer is given to either of these questions we recommend to the teacher that she dismiss the pupil. Usually a verbal or written message (according to age and intelligence) is sent home with the pupil, explaining the circumstances, and if the inspector thinks the pupil needs medical care he adds the recommendation that the family physician be consulted. We do not prescribe for nor give advice to any pupil at the school. They receive no treatment whatever from us, except in the case of emergencies, when such assistance as is demanded on the spot is given. In regard to diagnosis, only so much is said as is essential to explain the action taken. We prefer to say "sore throat," instead of diphtheria or tonsilitis, as the case may be. In other words, when we meet a case of sickness in the school, it is our aim to try not to interfere in any way with the rights of the family physician, certainly not to treat his cases or to indicate what diagnosis or treatment is proper.

There are cases, however, where the question of the safety of the other pupils demands that an investigation should be carried out beyond the schoolroom and at the pupil's home. Here the inspector is placed in a delicate and sometimes an embarrassing position, and good judgment must be exercised. Sometimes this investigation is best undertaken through or in company with the family physician. Oftentimes, however, we feel that it is neither right to put the people to the expense of consulting a physician nor the physician to the trouble of giving a free consultation. Especially is this the case among people who are in poor or moderate circumstances and where the question at issue is one of only slight suspicion or doubt on our part. It would seem in such cases, where it is a question of public safety (not of benefit to the individual), that the investigation might rightly be undertaken by the public medical inspector, provided he makes it plain that he is acting solely in an official capacity for the public good.

Our main duty at the school is, then, to examine such pupils as are reported to us as being ailing, to advise the teacher whether the pupil should be sent home either for his own good or for the safety of the other pupils, and to recommend such pupil to the care of the family physician if medical care seems advisable. Incidentally other duties come up. We examine and give certificates of vaccination to such pupils as enter the schools without the required certificate. We vaccinate pupils who have not been vaccinated, if after suitable inquiry we find the family is in real poverty, but not otherwise. We also advise the teachers with reference to the return of pupils after an absence for sickness, when the only evidence in their possession is a note from the parents. Similar advice is sometimes called for when there is a note from a physician. Not that the diagnosis of the physician is subject to criticism, but that sometimes such notes do not furnish the information which is required to enable a pupil to return to school. I doubt whether you all realize that this requirement is determined by statute law, and that the regulation of the school committee is merely carrying out the public statutes of the Commonwealth. The following extract from chapter 198, acts of 1885, will make this clear:

"The school committee shall not allow any pupil to attend the public schools while any member of the household to which such pupil belongs is sick of smallpox, diphtheria, scarlet fever, or measles, or during a period of two weeks after the death, recovery, or removal of such sick person; and any pupil coming from such household shall be required to present, to the teacher of the school the pupil desires to attend, a certificate from the attending physician or board of health of the facts necessary to entitle him to admission in accordance with the above regulation."

By the regulations of the school board each teacher is obliged to keep a record of all pupils absent from school for a contagious disease either in their own person or in a member of the household and a record of the date of return and of the physician who signed the certificate for return. The teacher is kept posted as to the existence of contagious diseases among her pupils or their families by receiving for inspection each day a list of all contagious diseases reported to the board of health in the preceding twenty-four hours, with the addresses. When, therefore, a pupil returns after a contagious disease, with a note like the following: "In my opinion it is perfectly safe for A B to return to school. X Y Z, M. D.." the teacher has no authority to readmit the pupil. When this case is referred to the medical examiner, if he is not in possession of facts which enable him to fill out a proper certificate himself, he must refer the case back to the physician for a proper certificate, for he is not given authority to alter the statute law of the State.

We are also called upon sometimes by the teachers for advice about the hygiene of the schoolroom, etc., and sometimes the hygienic condition of the school calls for notice on our part. So there are a number of ways in which the daily visit of the school inspector may be of benefit to the health of the school children.

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The school inspector also has duties outside of the school in connection with contagious diseases. Acting as the agent of the board of health, he visits all cases of diphtheria or scarlet fever reported to the board of health which lie in his district. He is required to report to the board of health whether the proper isolation required by them is being carried out. He is also required to certify when the danger of infection from the body of the person has ceased, and the case is ready for release from isolation, and the apartments ready for disinfection. Since the development of the method of determining the presence of the bacilli of diphtheria by cultures, that method has been adopted by the board of health as the proper test to determine when it is safe to release patients who have been sick with diphtheria. When the terminal culture taken by the family physician is found to be negative, the board of health has all the evidence required, and is ready to disinfect at once (without the intervention of its agent), provided the family physician indicates that the patient is otherwise ready, by marking the card that goes with the culture "For release." In such case, if the culture is negative, the laboratory notifies the board of health, and no other formality is necessary. In case the family physician is unable to take the culture for release, the board of health will, on request, send its agent, the school inspector, to take the culture.

In the case of scarlet fever, however, there is no bacteriological test possible to determine when the danger of infection ceases. As infection from a case of scarlet fever in its later stages commonly comes through the desquamating epithelium, the cessation of desquamation has been adopted by the board of health as determining practically the time when danger of infection ceases. That the desquamating epithelium is a medium by which the infection may be conveyed is, I believe, universally admitted by physicians. It is not universally recognized, however (if we may judge by certificates that "all danger of infection has ceased"), that the epithelium from the later stages of desquamation is dangerous. It is owing to the apparent differences of opinion among physicians on this point that the board of health has deemed it wise to require a statement from its own agent before releasing the patient and disinfecting after scarlet fever. It does not assume that its medical inspectors possess superior judgment or more knowledge of the diseases than the family physician, but merely that it can require them as its agents to report certain definite facts and can thus secure definiteness and uniformity in carrying out its regulations. We have no practical means of determining whether the desquamating epithelium in a given case at a certain stage is or is not infectious. The only safe rule seems to be that recommended by a committee from the school inspectors appointed to consult the medical authorities on this question—that desquamation in any stage must be regarded as dangerous.

As agents of the board of health, the school inspectors are, therefore, instructed not to recommend the release of a patient after scarlet fever until desquamation has entirely ceased, although the period required for this is often long enough to make the family, and sometimes the physician, restive.

During the winter of 1894–95 (the first winter of the work of school inspection) we had an epidemic of scarlet fever in the city of a fairly mild type, but typical. Of the cases which came under my observation as school inspector I secured definite information in twenty cases of scarlet fever as to the time from the beginning of the disease to the end of desquamation.

The average time was thirty-seven and one-half days from the first definite symptoms of the disease, and thirty-five and one-half days from the appearance of the rash. The shortest time, twenty-five days; the longest, sixty days. * * *

The usefulness of the inspector's work at the schools is shown not only by the statistics of the total number of cases examined, but by such results as are given in the following account of an epidemic of diphtheria. It occurred in a class room in a school under my charge, and it is interesting as showing how such an epidemic may be introduced and spread among the pupils of a class, as showing that an epidemic may be stamped out by prompt and efficient measures, and as illustrating some of the difficulties involved in the medical inspector's position.

The class was the lowest primary class, still using some of the kindergarten methods and having a number of articles in common use. It consisted normally of about 50 pupils, but had been reduced by absences for measles and other causes to about 40. The room was rather crowded, the school building an old one, with poor facilities for ventilation, and hence the hygienic condition was not of the best.

Of the 40 pupils it is known that at least 14 were sooner or later affected by diphtheria, and that at least 4 other children in the families of these children contracted the disease from them. There was 1 fatal case among the 14 pupils, and 1 fatality among the 4 who were infected by them. We have, then, an epidemic of 18 cases, with 2 deaths.

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The earliest case in this epidemic attended school last on April 20, 1897, but owing to a combination of circumstances the existence of an epidemic was not recognized until May 5. One cause for the delay was that for some time there had been so many absences caused by measles, colds, etc., that the absences caused by 8 cases during the two weeks did not attract the teacher's attention as being unusual. The other principal reason was slowness on the part of physicians in reporting some of the cases to the board of health. Notice of the earliest case did not reach the school inspector until two days after the epidemic was discovered and sixteen days after the child was taken sick. One other case went directly to the hospital, another was outside my district for visiting the homes, and of the other 5 cases up to that time I had received word about only 2 by May 4. Finding that these 2 attended the same class, I went to the school May 5 to investigate. The teacher was already aroused in the matter, for she had that morning found on the board of health report 2 more cases of diphtheria from her class. She had also heard rumors from the pupils that two or three others had the disease, and she found 3 cases of sore throat in the room, the first time, by the way, that any of these cases had appeared to be at all sick while they remained at school.

It was at once apparent to me that we had an epidemic on hand. Four suspicious cases were sent home and recommended to the care of the family physician. The extent of the epidemic was investigated during the day. The board of health had arrangements made for disinfection at 9 the next morning. The class was allowed to assemble for purposes of investigation, every throat being examined and a culture taken in all suspicious cases. The class was then dismissed, and the formaldehyde generators set to work at once. This was on Thursday morning. After the disinfection the room was cleaned up, allowed to air for two days, and opened for school again on Monday. For a week and a half the throats of all pupils present in the class were examined the first thing in the morning. No child who had had any suspicious symptoms was allowed to return until a culture from the throat was found to be negative. As a result of these measures, notwithstanding the fact that the epidemic had made such good headway before discovery, not a single case of diphtheria developed after the epidemic was discovered except those known to have been infected at the time.

I am not sure that I have discovered the case which brought diphtheria into the class room. The first case that could be found after a diligent investigation attended school last on April 20. She was supposed by her parents to be well, and the teacher did not notice anything wrong. The next morning she complained of a sore throat, and her father saw some "white patches" in the throat. The presumption is that she had the disease on the 20th when she attended school and gave it to 4 other cases that developed from three to five days later. It is possible, however, that her case, as well as those immediately following, may have been caught in the schoolroom from some other case so light in its symptoms that at the time of investigation no trace could be found of it. It is instructive to learn, in reference to the virulence of the bacilli in light cases and after clinical symptoms disappear, that although this first case proved to be a light case and clinically a short one, a brother and a sister were taken sick on the 29th and 31st, after the beginning of the disease, owing to a relaxation of the isolation. Both the brother and the sister were seriously sick, and the brother died. The fatal case among the pupils of the class came among the 4 cases which I think were infected by the first case. With these two exceptions, the other cases in the epidemic were quite mild.

How little protection would come by trusting to the parents of some public-school children is shown by their action in the following cases:

Four cases were sent home at the time of the discovery of the epidemic on the morning of May 5. They all had suspicious-looking throats, and in view of the existing epidemic the diagnosis of diphtheria was warranted clinically. With each child was sent a note stating that there had been some cases of diphtheria in the schoolroom, that the child had a sore throat that probably was diphtheria, and that the school inspector advised calling the family physician. The doctor was not called in a single case. The mother of one of the children brought him back herself in the afternoon, and was abusive to the teacher for sending him home. I turned up just in season to get my share. I was informed that I did not know what I was talking about; that his nausea and vomiting and constitutional symptoms two days before were due to indiscretion in eating; that his sore throat was "simply tonsilitis," that he was subject to, and that the patches in the throat were of no importance. The other children might have diphtheria, but her boy didn't, "because he wasn't sick enough." She refused to let me take a culture, and was informed that the boy would not be admitted to the school until a negative culture had been obtained by myself, or, if she preferred, by her family physician. She did not go to the family physician until another week had elapsed,

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when a culture proved negative. I feel reasonably sure, however, that an earlier culture would have been positive.

The three other cases returned next morning. Two brought verbal messages that they were well enough to come to school. The third brought a note from his father, saying that it was absurd to say his boy had diphtheria. Cultures were taken from all three throats, and all proved positive. The mother of one of these was not convinced even then. She called another doctor to prove that the school doctor was wrong, and discharged him when he obtained a positive culture, and she was only partially persuaded there was no trick to it when a third doctor also found a positive reply to his culture.

One other case is instructive. This boy was subject to tonsilitis, so his parents did not attach any importance to a sore throat, which began May 2. He returned May 5 and was examined. His throat was negative. I learned, however, that his brother, who slept with him, had a sore throat beginning the day before, May 4, and had stayed at home, but that he also was at school that morning in another room. He was sent for, and I found several characteristic patches in his throat. Thus a possible source of infection of another class was nipped in the bud. Both were sent home with a note recommending the family physician and stating what the trouble was. They did not consult a physician for ten days. Naturally the throats were cleared up then, and the physician, not understanding the full circumstances, gave them a note stating that they might return to school. Admission was refused until a negative culture was found. They proved positive, and the one from the class room which had the epidemic lasted positive for two weeks more. Had I allowed him to return without a culture he would have had two weeks in which to start another epidemic of diphtheria, which, while it might have been ascribed to imperfect disinfection of the room, would in reality have been due to my carelessness in taking it for granted that the throat was negative.

The epidemic of scarlet fever occurred in one of the lower boys' classes of the grammar school, the pupils averaging about 10 years of age. This epidemic was definitely traced to a pupil who was supposed by his parents to have German measles. Twelve cases of scarlet fever occurred among the other pupils; at least 1 case occurred in the family of an infected pupil, and 2 cases which disappeared from the class at the same time as the scarlet fever cases were diagnosticated "tonsilitis" and may perhaps have been light cases of scarlet fever. Leaving these two doubtful cases out of the count, the epidemic affected 13 pupils of the class and 1 outsider—14 in all. There was 1 death; the other cases were light. One case developed nephritis.

The original case attended school on May 18, and on returning from school in the afternoon his mother noticed he was red about his neck, and on undoing his clothes found his skin was red about his shoulders and upper chest. She was quite positive this condition had not existed at noon. Here is a case, then, at school on the afternoon of May 18, with scarlet fever in a state of efflorescence. The first case of scarlet fever to follow absented himself on May 21. This was Friday. Another case developed before Monday, May 24, and the third on May 24. This last case was extremely light and only stayed at home May 24 and 25. He returned with a story which did not arouse any suspicion on the teacher's part, May 26, and remained in school until the afternoon of June 7. He was examined by me that day without having the scarlet fever discovered, and was then taken out of school by his parents "lest he might catch the disease." The existence of scarlet fever was only discovered on June 16, when the attending physician, in seeking for an explanation of a nephritis, by careful search found a little desquamation about his toes. He very likely was a factor in the subsequent spread of the disease, The other factor was the return to school of the first case. He came the afternoon of May 24 and remained the morning of May 25. My visit was delayed that morning, especially at one of the schools, and I arrived just after the class had been dismissed. I found a note from the teacher saying this boy had returned with a note from his parents saying he had had German measles, and asking for instructions. I left word that German measles reported by the parents was to be treated as measles, and he must stay out two weeks. He returned for the afternoon session and was immediately sent home. He was in school, then, an afternoon and the following morning during the seventh twenty-four hours after the beginning of the rash. This was May 24 and 25. On May 28 two cases disappeared for scarlet fever; on June 1 five cases (and one of the "tonsilitis" cases); on June 4 one case, and on June 8 one case (and the second "tonsilitis" case).

The epidemic was not discovered until June 3. By that time nine cases were out for scarlet fever besides the so-called German measles case. That morning only the second of these had appeared on the board of health report, and the teacher had heard through the pupils doubtful rumors of one or two other cases.

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The real gravity could not be realized, but there was enough to lead me to institute an investigation. That day was spent in inquiring about the cause of absence of those pupils who were out, and in following up two or three false clues as to the origin of the trouble. The next morning I knew better how much of an epidemic we had, and hunted for the source among the pupils present. Nothing was found. That afternoon in following other clues I investigated the case of "German measles" and found that it was scarlet fever. The next morning, June 5, the room was disinfected by the board of health. For ten days after that the pupils were examined at the opening of the session. No new cases developed except one on June 8, who was undoubtedly infected before disinfection was done. On June 16 I learned of the case which had developed nephritis. As he had attended school one session on June 7 after disinfection, the room was again disinfected June 17. This was the end of the trouble.

MEDICAL INSPECTION OF SCHOOLS.[1]

[By SAMUEL H. DURGIN, of Boston Board of Health.]

The influence of schools upon the spread of infectious diseases and the need for the exercise of greater public care over the schools have been much discussed within the last few years and with nearly unanimous conclusions. I think we should all agree upon the fact that the collection of large numbers of persons within small spaces, generally speaking, furnishes the most favorable opportunity for the spread of infectious diseases, but more particularly with school children whose susceptible age and familiar habits render them unusually liable to the incidence and extension of these diseases. We shall also agree that the infective agent is frequently present in our public schools, and that it only remains to be shown by what means the infection is conveyed.

We need to consider but two of the most common and dreaded infectious diseases—diphtheria and scarlet fever—and perhaps diphtheria alone would be sufficient.

It was thought from the beginning of our knowledge of diphtheria until within a few years that it belonged in the list of what has been termed filth diseases, and with this view in mind boards of health followed out different lines of work for the purpose of proving or disproving the theory that this disease might be caused by any unsanitary conditions.

In 1878 the board of health, with which I am identified in Boston, called for reports of cases of diphtheria, and for the last nineteen years we have examined every house in which a case of diphtheria was reported, and among other reasons to see what connection filth and defective drainage within buildings had with the prevalence of this disease, but with such negative results as to warrant the belief that it is scarcely, if at all, more likely to occur in the poorly constructed and badly kept houses than in the best. The percentage of defects found in connection with cases of diphtheria is found to be but slightly greater than that found when examining from house to house where no disease or complaint has occurred.

In 1882 we made an investigation to ascertain what connection there might be between cases or groups of cases of diphtheria and street gullies, perforated sewer covers, sewer outfalls, proximity to tide-water flats, low, damp ground, and high ground. Here again, we found not even a suspicion of relation between cases of diphtheria and any of the suspected causes. On the other hand, we are continually reminded of the unmistakable, direct or indirect, connections between new cases of these diseases and other infected persons or rooms and articles which have become infected. We are forced to believe that the means by which children afflicted with diphtheria may and do create foci of infection in our school buildings as well as in their homes, and the facilities by which others may take on the infection from such foci, are both natural and easy. I think we are warranted in this belief by every process of reasoning and upon the facts connected with the disease. Diphtheria is unquestionably an infectious disease and may be communicated directly from person to person, or indirectly through some intermediate object upon which the infective matter may have been lodged and where it may remain active for a longer or shorter time. The local manifestation of diphtheria is nearly always in the throat, where we have the bacilli of the disease in abundance, mixed with the secretions of the throat and mouth, and in the most convenient form to be transferred to any surrounding object. This infective matter is easily scattered and attached to things by coughing, sneezing, and spitting, or by the fingers, which perform a continual messenger service between the mouth and whatever may be touched within the reach of such fingers. We have, for instance,

[1] Read at the annual meeting of the Massachusetts Medical Society, June 9, 1897.

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a child suffering from diphtheria in school, not ill enough to attract special attention. He may be there a day or two before the disease is discovered, with a mild, unrecognized case, or he may be there for a much longer time in a condition for spreading the disease. During this time he may attach the infective matter to the desk, chair, books, slates, slate pencil, lead pencil, penholder, sponge, drinking cup, door knob, door, window sill, banister, wainscoting, or to anything else which he may handle or touch after using his fingers about the mouth. The fact that these things may become infected with diphtheria in this way has been conclusively shown in the laboratory by Professor Ernst.

In kindergarten schools the danger of spreading the disease by a single case is much greater, both by direct and indirect infection, because these children by virtue of the different processes of teaching are brought into much closer contact with each other and they use a large number of objects in common which are very liable to become infected. One unrecognized case under such circumstances may give rise to a dozen more, and without our being able to trace one of them to its particular source.

The following account of a kindergarten teacher may be of interest at this point:

"Regarding the contact of children with each other in kindergarten and the interchangeable use of material, it is as follows: The chairs for seating the children are small, portable ones. These are carried from one place to another as the classes need them; no one chair is allotted to any particular child; all are used in common. The tables at which the children sit are long enough for four or five children to sit at each. It is impossible to arrange so that each child may have the same chair or the same place at the table regularly. The material used is such that it is almost impossible to let one child use any portion of it solely as his. We have but two dozen worsted balls with which to teach color, form, and direction; and we have 70 children to use the ball. It is the same with everything else. The blocks used are handled by two or three classes during the same day. The iron rings, wooden sticks, wooden planes, pasteboard tablets, wooden beads, weaving needles, and worsted needles are all used in common. The napkins used at lunch time are washed once a week, and taken out before then if really soiled, otherwise they are folded and returned to the drawer ready for the next day. The picture books are enjoyed by all and the dolls are used at every recess. In playing the games the children stand holding hands on the ring, and when there is good attendance they are crowded.

"Many of the games bring them very close together, for instance:

"In playing the 'bird's nest,' the mother bird chooses six or more children, who kneel upon the floor in a semicircle; she twines their arms about each other to imitate weaving the nest. She then chooses three children, who are put close together, necessarily, in the nest, and then the game proceeds. This is a typical bird game, and is very pretty; but in time of epidemic of throat diseases, we do not like to play it in our kindergarten, as it brings the heads so near each other. There are other games, of course, which do not need such close proximity as the one described; but all the games are for two or more children to take part in, and they are generally in contact in some way, if only holding hands."

Numerous instances have come under our observation where a child has been found in school suffering from an infectious disease, by the medical inspector of schools, and sent home. This case has been followed in due time by other cases in children whose only discoverable exposure was that which occurred in the schoolroom. * * *

The board of health divided the city into 50 districts, giving an average of about 4 schoolhouses and 1,400 pupils to each district. No difficulty was experienced in finding well-qualified and discreet physicians who would undertake the duties prescribed, and the board secured and appointed one physician for each district, with a salary of $200 a year.

In the examination of the children in school every facility is extended to the doctor by the teachers, and he in turn reaches a satisfactory conclusion with the least possible delay or annoyance to anyone. There being frequent need for looking into the children's throats, we provided the inspectors with something for a tongue depressor which could be used once and destroyed, and thus get rid of the danger of communicating any disease from one pupil to another and avoid unfavorable criticism on that score. These little pieces of clean pine are made for us at a cost of one-tenth of a cent each. They are without objection in use or appearance and will burn as easily as a match, which is the intended destiny of each after being used once. The thermometer is rarely a necessity in these examinations and when used is treated with due care. * * *

The corps of inspectors has become an organized association, which meets once in two months to discuss the manifold medical questions which arise in the performance of their duties.

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MEDICAL INSPECTION OF SCHOOLS.[1]

[By Miss DORA KEEN, chairman of the committee on medical inspection of schools of the Public Education Association of Philadelphia.]

The influence of schools upon the spread of contagious diseases and the need for the exercise of greater public care over the schools are subjects that may well interest members of health boards, pledged to secure the greatest good of the greatest number in questions of public safety, or teachers in training for intelligent work under accepted conditions.

In October, 1896, Dr. Charles F. Roberts, sanitary superintendent of the New York Board of Health, sent a communication to the board setting forth his belief that the greatest source of the transmission of infectious and contagious diseases among children was through contact with one another at school, and that this transmission could best be overcome by systematic daily examination of the school children by medical inspectors of the health department. * * *

While the inauguration of the work comes properly within the function of the city boards of health, with whom it lies to organize and conduct the work, yet no less does it claim the interest of the physicians and teachers.

To assure themselves of the value and necessity of the system, the boards of health of New York and Boston conducted preliminary investigations. The Boston board published tables, arranged by months, of all the cases of diphtheria in the city reported in nineteen years. There was a variation of 1,600 cases reported in any two months, and the smallest numbers were during the summer vacations. The total for the nineteen years was 3,339 cases in January, the highest number, as opposed to 1,765 cases in August, the lowest. Similar scarlet-fever records for twenty years showed 3,107 cases for January, the highest number, as compared with 1,208 cases for August, the lowest. Although recommended by the board in 1890, it was not, however, until a severe epidemic of diphtheria in 1894 that the innovation was made. An example of the effective protection of the community by the plan was afforded by an epidemic of diphtheria in 1897. A primary school of 40 pupils had 14 of its number attacked with diphtheria in eighteen days, all from one room. Of the 14 cases 7 were discovered by a medical school inspector and 3 of these only by cultures. All suspicious cases were dismissed from school May 5, and recommended to the care of their family physicians. The next morning every child was examined and many cultures taken. The class was then dismissed from Thursday to the following Monday and the rooms disinfected and cleaned. For ten days after his return the throat of every pupil was examined by the medical inspector when the children first assembled in the morning, and no pupil who had been absent with any suspicious symptoms was allowed to return until it was proved by a negative culture that there could be no danger. As a result of these measures not a single case of diphtheria resulted beyond those known to have been infected at the time the epidemic was discovered. Similar experience with scarlet fever occurred within two weeks in the service of the same school inspector, in which 11 cases resulted from the presence in school of one pupil, and his illness had been attributed to German measles.

The preliminary investigation in New York was made as a result of the above-mentioned communication of the sanitary superintendent, in order to obtain definite data as a basis for action. The best results were obtained by securing the absence list of a class in which a case of contagious disease had occurred, and visiting the absent children to learn the causes of absence. Eighty-five families with scarlet fever or diphtheria were visited, and showed 15 cases of scarlet fever and 19 cases of diphtheria, 34 cases out of 85, in which the first case in the family was a school child. It was in the district reporting the largest number of scarlet-fever cases that the connection with the schools was best marked. The examiner reported that in his experience any severe outbreak had always come from schools. The statistics seemed to show that many cases of diphtheria went unnoticed, and the same was true, to a lesser extent, of scarlet fever. Children sent home by teachers for "sore throat" frequently fail to call in a physician and return to school when feeling well. A statement of all known cases of scarlet fever in one school one fall shows that 13 cases out of the 20 would probably have remained unknown if the absence list had not been investigated. Of these 13 cases 4 did return to school, and although in a condition to spread contagion, would have remained if they had not been found. Several others were preparing to return, and the epidemic would certainly have been indefinitely prolonged in the absence of systematic investigation. In regard to measles, 17 cases reported in three weeks, in one district, were investigated, with the result that 20 additional cases were

[1] From Public Health, August, 1898.

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found which, from ignorance or the mildness of the attack, had not been reported, 9 never having called a physician. Of these 37 cases, 22 had been contracted in schools. Of 13 of these same cases contracted in a parochial school, but 3 were known to those in charge.

The evidence set forth in this preliminary investigation proved so entirely convincing that application was made for the appointment of one chief medical inspector and a staff of 150, to serve during the school term each year. * * * In Chicago so much benefit resulted from the first attempt at supervision that the health department determined "to continue the work to the full extent of its resources." For lack of appropriations for a special item the work was undertaken by the regular medical inspectors, and based on the notifications from physicians of cases of infection. If the patient had been attending school, the school was at once visited, precautionary measures taken against the spread of the disease, and insanitary conditions remedied. During four months 350 individual inspections of 233 public schools were made, with the result that 1,417 cases of diphtheria and 306 cases of scarlet fever were located. * * *

On the side of defective sight and hearing preliminary and uncoordinated tests are all that can be reported. The field is an important one, and has received much attention from specialists, but no city has yet coordinated this work with that of general medical inspection of schools.

The financial basis of medical inspection of schools must be thought of. Where expense prevents a complete investigation, the work may best be begun in the kindergartens and the primary grades. This plan will include practically all the children under 10 years of age, and it is among these that the chief danger exists. This principle applies especially to the kindergarten, in which by virtue of different processes children are brought into close contact with each other, and use, in common, a large number of objects liable to become infected.

Coming next to the sanitary and hygienic side of the subject, the control that will be obtained over contagious diseases will redound to the credit of health boards and repay the community for all that the inspection may cost. It has been estimated by one physician that 70 per cent of epidemics might be prevented by school inspection. There are many diseases undoubtedly contagious upon which the law requires no report, namely, the four diseases that inspection has thus far shown to include the largest numbers of school cases—parasitic diseases of the head, contagious eye diseases, follicular tonsilitis, and oral and respiratory diseases; and, further, measles, consumption, mumps, whooping cough, rubella, and chicken pox. Medical inspection will detect a large number of cases that have not before been considered as requiring exclusion from school. While the main purpose of the health board is undoubtedly the preservation of life, yet the community has the right also to demand the best possible protection against the spread of the above-named diseases and the incident interruption of the school life of the child.

In a very large number of cases the mildness of the attack, or ignorance, has prevented the recognition and report of the disease, while the child was nevertheless in a condition to spread contagion. * * *

Chicago's experience proves that inspection should begin in the old schoolhouses, since the number of sick children from these is greater than from the new buildings. The fact points to another side for the notice of the school inspector. If the medical school inspectors are alive to the possibilities of their work, full information may be incidentally gained as to defective conditions of school life, and particular defects, from time to time, will certainly be brought to the attention of the authorities. It will suffice to enumerate the conditions to which attention should be directed. Overcrowding, defective heating, plumbing and ventilation, dark basements, insufficient and uncleanly sanitaries, seating and school furniture, recess periods, overstudy, and grading of pupils. The medical profession, quite generally through the journals, have suggested or indorsed the movement for school inspection, and, wherever established, the boards of education have cooperated in the work. After two and one-half years of test, Boston reported the plan constantly growing in favor with the medical profession, among the school teachers, and in the community at large. When organizing the work, the New York board of health took the wise step of giving a few explanatory lectures to the school inspectors. It is hoped that a movement to institute the work throughout our State may result from this presentation of its proven value.

DISCUSSION.

Dr. W. W. Keen, Philadelphia, said the State owes two duties to its children. The first one an education; and in order to obtain this, we all know that the State has passed a new law—compulsory attendance at school. The second duty of the

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State to its children is a preservation of their health, and yet at the present time, owing to the compulsory education law and the absence of any law for medical inspection, we compel our children to go directly into the midst of danger to their health. You all know very well that at the seaside hotel or boarding house, if a case of scarlet fever or diphtheria breaks out, you find the place deserted in from twenty-four to forty-eight hours unless the child is taken away; and yet right in the midst of our schools a case of scarlet fever may exist or a case of diphtheria break out, and all of the children in the school are exposed to it, just as though it were a healthy child. Now, this is not right, and this practice ought not to be, when it bears so severely on the poor, or those who are either unable or do not know enough to obtain medical aid. Being in a rich or well-to-do family, when the child shows symptoms of sore throat (typical disease, and most dangerous to our school children), instantly a physician is called and the child kept from school, in order to nurse it at home. But in a poor family, very possibly the woman going out to do washing from day to day, it is impossible for her to take care of the child at home. In addition, she does not call a physician. The child is sent to school. The others are not protected; hence this child spreads the disease to all with whom it comes in contact. We must not forget, in connection with this, the fact that it is not the severe cases that are dangerous; they are so sick they must stay at home, but it is the simple cases that are the cause of severe ones very often. A mild case in one child may give another child a severe attack of diphtheria; a mild case of scarlet fever in one child may give your child a fatal attack of the disease. Therefore it is that this medical inspection of schools, the finding of mild cases each day going to school who ought not to go, is saving an enormous number of very likely severe cases, as well as many mild ones. Moreover, a great many of these cases are not made compulsory of notification. We can not have every case of measles, chicken pox, infected heads, and so on, reported. That is impossible. Yet these children go to school and infect others; and, taking measles (a mild disease) as an illustration, very many of us, I believe, in different communities do not regard it as particularly dangerous, and yet the records are very large regarding mortality as a result of measles. Next to all those oral and respiratory contagious diseases come diseases of the eye, where the secretion likely goes on the handkerchief and then to books, desks, etc. They are touched by the healthy children, who, placing their fingers in their eyes, are infected from the first child. The records of our blind asylums show that the blindness of a great majority of the children that are filling these establishments has resulted from disease. We must remember, therefore, that these cases of nonreported diseases are as dangerous as reportable ones. You may possibly have noticed the large number of children that were examined in New York and found ill. Out of 9,000 cases that were examined, some 1,200 were sick enough to be sent home—too ill to be at school; and, what is still more striking, in Chicago 744 cases of diphtheria in school led to the discovery of 26 cases in homes—cases that had not had any physicians called to them, therefore were not reported to a board of health. To these two instances I shall add a third, namely, that 231 cases of scarlet fever in school were discovered, not by physicians at home, not by careful mothers who could see that their children were ill, but 231 cases allowed to go to school were sent home by the physicians in attendance, the medical inspectors of the schools; and then, notifying the health board where these children lived, resulted in discovering 745 cases at home. I venture to think that the very facts that I have stated, from the sanitary point of view, are a justification of the necessity of compulsory medical examination of school children, lest they become a nuisance in the community in the technical sense.

Dr. S. S. Risley, of Philadelphia, said the systematic medical inspection of our schools, not only as regards the hygiene of the schoolhouse, but the examination of the individual pupils for the purpose of excluding contagious diseases and infections, must commend itself to the judgment of every thoughtful citizen of our great Commonwealth.

ILLS CHARGEABLE TO SCHOOL ATTENDANCE.

[Dr. S. H. DURGIN, Boston, Mass., before Boston Society for Medical Improvement.]

To find these diseases at home in the family of the pupil, whether contagious in character or unpleasant to the sight, is looked upon with comparative indifference by the public; but when they are found in the public schools or in any other place where the public or private rights of other parties are concerned, then the laws which deny one the right to use his own or the public place to the injury of his neighbor must be invoked. We have now 71,495 pupils and about 1,500 teachers in our public schools and 11,808 in the parochial schools of Boston. It is fair to

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say that under the stimulus of this daily medical attention every teacher will become more and more expert and desirous to detect any existing illness among the children under his or her charge. Every parent can feel that his child is less exposed to disease in school and less likely to be ill without immediate and proper attention from teacher and physician than at any previous time. I am satisfied that it would be hard to find a field for medical inspection and supervision which presents equal facilities for detecting diseases among congregated bodies or which offers more encouraging results.

In looking over the list of diseases which we have found among the children attending our schools, one is forced to notice several ills which may not only be induced, but aggravated and perpetuated, by the present faulty means of seating children, a subject which has recently engaged our attention with very hopeful results. But that which strikes one more forcibly is the excessive prevalence of diseases in the throat, lungs, and air passages. We find, of the 9,188 children found to be sick, no less than 5,689 had acute or chronic diseases thus located; and of these, 5,053 were located in the throat. I would not overlook the many faulty conditions of the homes of the school children or the many outside influences which contribute to the causes of these ills; but we are painfully aware of the fact that in many of our schoolhouses there are such grave deficiencies in ventilation, heating, and cleanliness, with the attendant excessive heat or cold or sudden alternations from one to the other, that we are warranted in concluding that a proportion, at least, of this illness is chargeable to school attendance. The very large number of cases of tonsilitis, pharyngitis, laryngitis, and sore throat found gives rise to a strong suspicion, especially in view of our recent work in culture diagnosis, that if cultures had been made in all these cases many of them would have been found to be accompanied by diphtheria bacilli.

MEDICAL INSPECTION OF SCHOOLS IN BERLIN.[1]

The municipal authorities of Berlin have decided to appoint medical officers to the municipal schools. This step will certainly meet with the general approval of the medical profession, which has for a long time past recommended medical supervision of schools. According to the instructions drawn up by the municipal school board, the duties of these medical officers will be as follows: (1) They will examine children as to their state of health before they enter a school; (2) in cases of bodily or mental abnormalities they may recommend the adoption of special instructions; (3) they will have to look after children who are absent from school without sufficient reasons; (4) they will have to advise the head master in cases of infectious diseases; (5) they must give notice to the school board when they have found the health of the children unfavorably affected by the unhygienic conditions of a school; (6) they will have to be present at a certain hour at the school once a fortnight, so that the master may obtain their advice in individual cases; (7) they will have to control the class rooms without reference to the hours of instruction; (8) all the medical officers of schools will have to meet regularly under the presidency of a member of the school board to discuss matters relative to the hygienic conditions of schools, etc. The duties of these medical officers will thus be rather complex, and a good deal of tact will be required on the part of these gentlemen to avoid friction with the teachers, or with the family medical attendants of the children. A large proportion of school managers and teachers are opposed to the appointment of these medical officers, because they are anxious that their own authority shall be supreme in everything that belongs to the schools, and they are of opinion that the medical men may eventually undermine discipline. These apprehensions, however, seem to be unfounded, for a similar system has given satisfactory results in other towns, for instance, in Wiesbaden.

MEDICAL INSPECTION OF SCHOOL CHILDREN.

[By SEVERANCE BURRAGE, instructor in sanitary science, Purdue University, Indiana.]

No one more than the superintendent or teacher realizes what a glorious place the public school is for the spread of contagious disease. School epidemics are quite common; and yet it can not be denied that, in most cases, if ordinary precautions are taken, these epidemics, as such, can be prevented. It is not often that the teacher is at fault, however. It is through ignorance and carelessness of the parents, and because of insufficient sanitary regulations on the part of the public authorities, that the epidemics prevail.

[1] London Lancet, November 19, 1898. Taken from Journal American Medical Association, December 31, 1898.

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An epidemic may originate either from within the school, directly or indirectly from some sanitary defect about the building, or from without the school through the agency of infected children or teachers.

When an epidemic has broken out, extraordinary or heroic measures are necessarily taken to check its spread and to prevent its future outbreak. If the trouble is in the sanitary condition of the building itself, the school may have to be closed for repairs or renovation. If it is brought in by the pupils, a most careful isolation, quarantine, and fumigation, with perhaps a temporary closing of the school, may be necessary.

But, looking at the subject from the standpoint of the sanitarian, it is our great desire to prevent the diseases altogether, particularly in epidemic form. This being the object, we must observe a number of ordinary precautionary measures continuously, such as a regular sanitary inspection of the building, resulting in the proper cleansing and airing before the beginning of the school year, and the subsequent cleaning, and, perhaps, fumigation at regular intervals; providing the scholars with a pure water supply, and distributing the same in a safe and proper manner; maintaining good sanitary arrangements; keeping the amount of floating dust and dirt down to the minimum, perhaps by the use of some form of "dustless" oil on the floors; and, in short—assuming, of course, that the school building is properly constructed, ventilated, heated, and hygienically furnished—every precaution should be taken to keep the children in that vigorous and healthy condition in which they are least susceptible to disease of any kind.

But more immediately effective than any of the above precautionary measures is the medical inspection of the school children. While only practiced by a very few of our larger cities, it has worked so well there that we can no longer regard it as an experiment.

The aims of the system are, first, to discover cases of contagious disease at the schoolroom, and to send such cases to their homes before they have done mischief; and second, to obtain better isolation by keeping these cases at home as long as the period of possible infection lasts. * * *

It is a comparatively simple matter for the teacher to recognize an "ailing" pupil, one who does not appear as bright and responsive as usual, and the process of reporting such cases to the master can occupy but a few moments at most. It would seem, after conversing with several of the Boston teachers, that they found but little objection to the system on account of the time it required of them, and they did not hesitate heartily to commend it. They did say—and of course we would naturally expect—that very much depends on the personality, the disposition, and the tact of the medical inspector. On the other hand, some parents have taken the stand that boards of health have no business to prevent these children's diseases in this or any other way; that they wish their children to have the measles, scarlet fever, etc., while young, and thus have it over with. But taking into account the very great difference in degree with which different children are affected, and the serious results which commonly follow many of these diseases, such as deafness and blindness, to say nothing of those cases which result fatally, I feel that the authorities are justified in taking this and every other possible precaution to prevent their spread in our schools. I can see no reason within the bounds of common sense, for commending such a stand on the part of the parents. * * *

During the school year 1896-97, in Chicago, even with their small force, 1,181 visits were made to the schools; 4,023 cases of contagious and infective diseases were located and taken charge of for preventive purposes, and insanitary conditions in 63 public schools were reported to the board of education, and similar conditions remedied in 53 homes of patients.

In the first three months, in New York, 63,812 children were examined, and over 6 per cent were excluded because of contagious disease. * * *

There is absolutely no reason why its introduction should be confined to large cities. The fact of the matter is that it would be very much easier to introduce, and much cheaper to operate, in smaller cities and even in towns, and as a system it would be just as effective.

As to the expense of the system, it seems to me slight in comparison with the enormous benefits that result from it. If railroad companies find it economical to spend thousands of dollars for the analysis and supervision of the water supplies of their employees, believing that they can get more and better work from healthy workmen, why should not towns and cities get much better educational results from healthy teachers and scholars, which they almost insure by spending some money for sanitary improvements and medical inspection?

It is impossible to estimate the extent of prevention which has already resulted from this system; but the figures cited above, particularly the specific infectious

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diseases which were eliminated at once from the schools and placed under proper care, supervision, and isolation, give us an idea, at least, of the great value to the school and to the community. Take alone the 73 cases of diphtheria which were sent home the first year in Boston—we can simply ask the question, How many more cases did this early separation prevent?

That there has been a demand for something of this sort abroad is shown from the following extracts from the Berlin letter to the Medical Record of date January 22, 1898:

Public meetings were held at Berlin after a serious epidemic of measles, in which three-fourths of the scholars of the local academy suffered because the school was not closed. These meetings resulted in the passing of resolutions as follows: "Laymen and physicians demand that each school have a physician assigned to it, to have charge of the general hygiene of the building and be watchful over the health of scholars; to see to the proper heating, ventilation, cleanliness, and, if necessary, disinfection of the building; to order the closing of the school when the heat becomes excessive and in time of epidemic; furthermore, to examine new scholars, in short, the school physicians should protect the scholars against the dangers of school life."

Although this is not at all similar to our systems in its details, it shows that the need of something of the kind is widespread.

Besides being a most valuable preventive measure against the fostering and spreading of contagious disease, medical inspection may be looked upon as a most important factor in the education of the children and their parents on sanitary matters. Its operation also brings before the health authorities in a very emphatic manner several needed reforms and improvements, such as a sanitary inspection of school buildings and their surroundings, entirely apart from the medical inspection; the examination of the eyes and ears of the scholars, and humoring the weak ones as far as possible by seating in most favorable locations, according to their weaknesses, and the introduction of bathrooms in the schools, as so many of the children do not have access to the proper bathing facilities.

While not intending to lose sight of many of the other features of school hygiene and sanitation, nor detract from their value and importance, it is the purpose of this paper to emphasize above all this matter of medical inspection, as it is one of the greatest preventive measures so far devised. It has been highly commended by all thinking people who have seen it in active operation, especially by teachers and physicians. Realizing its importance to the health of a community, as well as its great educational value, and feeling that untold benefit can come from a more widespread introduction of it in one form or another, the writer does not hesitate to commend the matter of medical inspection as worthy of thoughtful consideration.[1]

B. A. Hinsdale said he could not assent to the view of Professor Burrage; that it would be easier to secure needed medical inspection of schools in the villages, towns, and smaller cities than in the larger cities. In the communities referred to the sentiment and practice of individualism were developed to a remarkable degree. The people were very democratic. They were not so accustomed to feel the pressure of what is called the "social whole" as the people of the larger cities, and did not so well understand it, its value, and its necessity. The communities that he referred to were not prepared to accept measures that large cities accepted as a matter of course. This fact might be the best of all reasons why the campaign of education should begin at once and be carried on with vigor, but it was certainly a conclusive reason why it should be undertaken and be conducted with prudence, tact, and wisdom.

SCHOOL DISEASES AND MEDICAL INSPECTION.

[By Prof. DELOS FALL, Albion College, Michigan.]

By the term "school diseases" is meant all such as are likely to be spread by the gathering of pupils in schools. The list is a very large one. They are probably all communicable diseases, but not all dangerous diseases. The list, however, would include only a portion of the dangerous communicable diseases to which all mankind is subject.

The common and well received tradition concerning this subject is that, in the nature of the case, school diseases, like all others, are only to be recognized and dealt with by expert medical men, acting in the capacity of medical inspectors,

[1] Proceedings of National Educational Association, 1898, p. 589.

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who themselves must initiate and carry forward every movement which shall eventually rid the pupils and the schools of disease and allow them to pursue their work under improved conditions. This method makes the medical inspector the only active agent in working out the problem of restricting and preventing disease. Teachers and pupils, under this system, place themselves passively in the hands of the health officer, without themselves having any active relation to the case. This must be the case if the problem is to be solved at all from the standpoint of curative medicine, for the science of medicine remains to-day with a great deal attached to it which is vague and mysterious; that could not be taught in the schools or understood by the pupils; and all the skill of the trained physician is required to cope with the evil. Under this system it is frequently the case that the schools have to be closed, and serious interruption of their work results.

But there is a science of the prevention of disease, a science somewhat simple in its principles and so clear and manifest in its practical application that all may participate in the work and contribute to the glorious end. And this intelligent and mutual cooperation of all classes of people is the one condition by which the great work is to be done. For example, consumption is a communicable disease which destroys 150,000 of the inhabitants of the United States every year, and yet the means for its prevention and final extermination are so well understood and so simple that young children can clearly apprehend and put them into successful operation. Hence it is of much greater importance that the problem, enlarged so as to include all communicable diseases, should be studied and acted upon.

From the standpoint from which the paper is written it will not do simply to study diseases with reference to their being "school diseases;" and, again, it would fall far short of the end to be desired if medical inspection should be the one means employed for the restriction and prevention of communicable diseases.

The solution of the problem by which public schools may not be interrupted by epidemics of disease, and at the same time the health of the pupils and patrons alike be preserved from the scourges of consumption, scarlet fever, diphtheria, and other communicable diseases, will have been made when there can be secured the intelligent cooperation of pupils and teachers, patrons of the school, and all other citizens, and these aided and directed by an efficient public-health service.

I desire especially to call attention to what may be called the "Michigan idea" concerning the successful solution of this important problem. By a law of the State, enacted some four years ago, it is decreed that "there shall be taught, in every year, in every public school in Michigan, the principal modes by which each of the dangerous communicable diseases is spread, and the best methods for the restriction and prevention of each such disease." By the same law the State board of health is required annually to send to the public-school superintendents and teachers throughout the State printed data and statements which shall enable them to comply with such act. Such data have already been furnished, and other and more complete information will be given to the teachers during the coming school year.

Some reasons why it is believed that in time many of the important communicable diseases may be destroyed are:

First, the science of bacteriology has made known the specific cause of many of the dangerous communicable diseases, and this knowledge has made clear the methods by which their spread may be prevented, thus causing the saving of hundreds of lives of those who would otherwise fall victims to them.

Second, the methods by which this work is to be done are so simple that school children can easily learn them, and thus be led willingly to cooperate with their parents and health officials in the great work.

Consider for a moment what needs to be done in order that the schools may go on continuously and yet not be centers of infection from which dangerous disease shall spread. First of all, it is essential that the school and health authorities of the city be alert to the fact that the school, in the very nature of the case, is the most certain center of infection ever established in the community. Careless and ignorant parents allow their children to come to school while they are yet in a condition to communicate disease to others. The need of medical inspection of schools can be clearly seen by the study of the fact just stated, and that fact is the complete justification of municipal or school authorities, when money is expended for this purpose. When a given case is one which involves serious danger to the community, steps must be taken to see that in no way does the disease spread.[1]

[1] Proceedings National Educational Association, 1898, p. 534.

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MEDICAL INSPECTION A VALUABLE EDUCATIVE INSTRUMENTALITY.

[By W. B. POWELL, superintendent of schools, Washington, D. C.]

The most important argument in favor of medical inspection of schools and school children is the educational benefit it would be to the community at large. Its direct and naturally aggressive tendency would be to make knowledge of the common laws of health universal, and to create an interest in the study of social life. Intelligence respecting the effects of modes of living on length of life, on happiness of life, and on cost of living is very meager, especially among the lower classes of society. The school has reason to know and to understand the disadvantages of this condition economically and morally. Knowledge of these subjects would grow rapidly if the school would take hold of the matter purposively and would cause people to begin knowledge-getting in experience. Medical inspection would result in giving knowledge of conditions and causes, and would suggest changes in modes of living, with reasons for the same. These would cause thought and would give information to satisfy the same, which, with the purposive effort induced in the realization of suggestion, would educate in the most effectual way. This experience would create interest, which, in turn, would insure further knowledge-seeking by means of reading, attending lectures, by inquiry, and in many cases by original investigation and experiment. Is it not the duty of the school to arouse society to intelligent thought on the importance of better modes of life? By no other means can this be done so effectively. Is it not the duty of the school to train people to live better? Is not this the true purpose of the school? The logical place to begin this is with the physical life of society, the one phase of life that has been the most ignored by our educational methods, because least thought about, and until now least understood.[1]

SCHOOLS AND THE SPREAD OF DIPHTHERIA.[2]

The public health department of the London county council has issued a report upon diphtheria and elementary schools, in which Dr. Shirley F. Murphy repeats his opinion that the increase of diphtheria in London is largely due to the aggregation of children in schools. Dr. Murphy closes his report with this very grave warning:

"I am satisfied that the full recognition of the effect of compulsory school attendance in this connection is absolutely necessary if efficient measures are to be adopted for the prevention of diphtheria caused in this way. The system of notification supplies but a very inconsiderable record of the total number of persons actually suffering from the disease, its principal use being to give indications as to where inquiry should be made. The circumstance that schools contribute largely to the prevalence of this disease not only justifies but necessitates the medical officer of health having free access to schools where school children can be most readily examined for the prosecution of his inquiries. I am led to make these observations because the medical officer of health of a London district reports that the London school board has addressed to his authority a letter 'severely censuring' him for examining in school certain children during scarlet fever prevalence among the pupils of the school, where, in fact, he found children he had grounds for regarding as possibly infective. The board stated that they would not allow him or any other medical officer to examine children in their schools. The authorities in London should look to this, and would act wisely if they followed the example of New York in this respect."

THE SCHOOL A FOCUS FOR SPREADING DISEASE.[3]

The effect of schools in spreading diphtheria has long occupied the attention of sanitarians. The medical officer of the school board seems to attach little importance to this influence, but it is so natural to believe that the aggregation of many children offers full opportunity for the spread of so infectious a disease that no one can be surprised that the danger is frequently pointed out. There have been many outbreaks which have been traced to the presence of a case or two in a school, and the closing of such an infected school has often sufficed to arrest the spread.

At Southall, England, Dr. Windle suggested to the authorities systematic examination of the school children, and they accepted his advice. They had previously

[1] Proceedings National Educational Association, 1898, p. 459.
[2] New York Medical Record, December 31, 1898.
[3] London letter to New York Medical Record, October, 1898.

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adopted the plan with great success in the case of scarlet fever, and there can be little doubt that the inspection which has just been carried out will serve to check diphtheria, which has prevailed for the last two years in Southall.

MEDICAL SUPERVISION OF THE SCHOOLS IN PARIS.[1]

The present institution of medical supervision of the schools in Paris does not date farther back than 1884, although previous to that year the schools were not entirely without supervision by physicians. The law of 1833 (June 28) had charged the school committees of the respective towns and cities with the care of keeping the schoolhouses clean, while a royal ordinance of 1837 (December 22) made it a special duty of the female supervisors of maternal schools (kindergartens) to watch over the health of the little children in the infant asylums.

For the city of Paris separate governmental decrees had been issued, while the two decrees mentioned had reference to all the schools of France. The decrees of 1842 (December 20) and 1843 (May 19) ordered that every public boys' and girls' school should be visited by a physician, who was to inspect the localities and the general health of the school children. For private schools and maternal schools similar regulations were issued. These school physicians of public institutions and the lady inspectors of maternal schools were appointed by the prefect of the department, selected from nominations made by the mayor.

However praiseworthy this arrangement was, it had a great drawback. In the annual budgets of the communities no provision was made for paying these physicians; hence an appeal to the generosity of the medical fraternity was necessary. Many offered their services and acted gratuitously for many years.

In January, 1878, Messrs. Lauth and Harant, members of the general council of the Seine department, moved a reorganization of the medical service in schools. Their endeavors were not without speedy success; for during the session of April 23, 1879, the council voted in favor of paying for medical supervision of the schools during the last six months of the year. The sum appropriated was 34,200 francs. New regulations issued by the prefect determined certain mooted questions and defined the duties of the physicians. The Seine department was divided into 114 medical districts, of which 88 were within the city of Paris. Each district contained between 20 and 25 schoolrooms.

The medical inspectors, who had to be graduates of well-reputed schools of medicine, were nominated by the mayors of the different arrondissements (wards) and appointed by the prefect of the department.

The term of office was three years, at an annual salary of 600 francs. They were obliged to visit the schools of their district at least twice a month, carefully inspect the localities, and remove any children found to be suffering from contagious or infectious diseases; they were even empowered to order a school closed in times of epidemics.

During the absence of the physician the principals of the schools had to watch over the health of the pupils in their respective buildings. In order to assist them in this, the authorities provided them with instructions issued by the supreme sanitary council of Paris, according to which they could detect the symptoms of contagious and infectious diseases. In Paris the medical service in school stood under the immediate supervision of the mayor of the arrondissement, while in the suburbs and the country the head of the canton watched over the faithful discharge of duty on the part of the physicians.

Up to the year 1882 the entire expense for the new institution was defrayed by the department, but in that year the communal budget of Paris contained the item of 53,000 francs for salaries of school physicians.

The experiences of the first period of three years of service had taught the authorities valuable lessons, which led to the following reforms: It was found that the number of schoolrooms (20 to 25) given to one physician to supervise was too large. The consequence was that the examination of individual children with reference to their eyesight, ears, and teeth (the seats of most children's diseases) could not be minute and exact enough. Hence the city council appointed a commission which worked out and submitted a new statute, or set of regulations; this was adopted on November 7, 1883, and went into effect January 1, 1884.

The most important points of these regulations, which are still in force, are as follows:

Article 2. The public schools of the city of Paris are, for the purpose of medical supervision, to be divided into groups of from 15 to 20 schoolrooms. Any mater-

[1] Educational News, December 6, 1890. From Freie Pädag. Blätter (Vienna), by L. Fleischner, after official French reports.

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nal school is to be reckoned as two rooms. A redistricting takes place every three years. The prefect performs this duty. Newly opened schools are assigned to the nearest "medical group."

Article 3. The salary of a school physician is 800 francs ($160) per annum.

Article 4. The physicians are nominated by the mayors and appointed by the prefect of the department.

Article 5. The tenure of office of these physicians is for three years.

Article 8. Every school physician must announce to the mayor his address or residence or office and the hours at which he can be found there. This statement is posted in a conspicuous place in the respective schools. A book must be kept in every public school and maternal school, in which the school physician notes down his observations. This book must be submitted to the inspection of officials and supervisory authorities.

Article 10. The school physician is obliged to visit every public and maternal school twice a month, but he must also appear there when the mayor or prefect may see fit to order a visit.

Article 11. When visiting a schoolhouse the physician shall first thoroughly inspect the "localities" (corridors, stairs, water-closets, etc.). In so doing, the principal of the school is to accompany him, so that he may receive suggestions from the physician. Then the latter visits each class room, and after he has inspected them with reference to light, heat, ventilation, furniture, etc., he must proceed to examine the pupils separately, especially those who are pointed out by the principal and teachers as showing symptoms of indisposition. After the examination of a schoolroom and its inmates is completed, the physician enters the results in his book intended for this purpose. He answers the different questions and tabulates his answers in the columns provided for them. In the column "ad hoc" he enters the names of those children in whom he has noticed symptoms of approaching disease, states that their withdrawal from school is found necessary, and especially notes whether the disease is contagious. Finally, he enters the number of pupils absent on account of sickness on the day of his visit, and inquires of the teachers what sickness, if any, seems to be prevalent at that time.

Article 13. At least once a month a thorough examination of each child is to be made with reference to eyes, ears, and teeth. If the physician finds an inclination to disease, or if the general state of health of a child needs special attention on the part of the parents, these must be notified by the physician's certificate, which is to be handed to the child.

Article 14. Children in whom the physician discovers the symptoms of a contagious or infectious disease are to be sent home at once with a sealed letter, in which the physician states the cause of this step. In this letter the parents are notified that the child is not permitted to attend school until it comes with a certificate signed by a school physician announcing its complete recovery.

Article 15. The principal of every school keeps at hand a series of instructions, issued by the supreme sanitary council, in which the symptoms of contagious and infectious diseases are stated. If a child gets ill during the absence of the school physician, the teacher of the respective class room notifies the principal. If the latter finds symptoms of a contagious or infectious disease, he must send the child home with a sealed letter, in which he asks the parents or guardian to call at the office of the respective school physician during his office hours, which are mentioned.

Article 16. A certificate of recovery may even be required of children who have been absent for any length of time on account of sickness, without having been sent home. In this case the nature of the illness is to be stated, unless the child is subjected to a special examination by the school physician and thus acquires a certificate of recovery.

Article 18. Within twenty-four hours after each sanitary and medical inspection the physician is obliged to report to the mayor of the arrondissement (ward) about the sanitary condition of the school. Blanks for this purpose are furnished him.

Article 19. The mayors of all arrondissements prepare summaries of the various individual reports and submit to higher authority all those propositions and suggestions which seem of special importance. Propositions which are of a more general nature, and not very pressing, are referred to medical committees for deliberation and subsequent report. In case an epidemic breaks out, the mayor has the right, upon motion of the school physician, to close a school; but he is obliged to give notice of his action to the school inspector and his own superiors.

Article 20. The mayor is required to report regularly every three months to his higher authority (the prefect of the department) concerning the sanitary and medical condition of the schools in his arrondissement. Semiannually he must send in a more elaborate report, containing suggestions for changes and improve-

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ments, such as are made by the physicians in their reports to him. Advice regarding changes and "adaptations" in buildings is equally welcome.

This supervision of the Paris elementary schools was, in 1886, performed by 128 physicians. The budget of the city for that year contained the sum of 100,800 francs for this institution. Medical supervision of schools in Paris has served as a model for similar arrangements in other French cities. By means of a ministerial order of November 14, 1879, the attention of all prefects was called to the instructions quoted above at length. But since then, through the school law of October 30, 1886, as well as through ministerial decrees and orders dated November 18, 1887, medical and sanitary inspection has been made obligatory for all the schools, public and private.

A few years ago the city council of Paris expressed the desire that with this institution of supervision be connected a free school dispensary. This suggestion is under advisement at present.

These dispensaries, so it is intended, shall go further than the school physicians who are watching over the health of the children. These dispensaries shall take sick children and treat them in hospital wards specially arranged for children, and provide them with medicine and surgical assistance.

As early as 1862 a few free dispensaries were in existence in Paris supported by charitable societies, notably the "Société philanthropique." These dispensaries were connected with hospitals for children, but there is a difference between institutions founded and maintained by charity and those by law. In these private dispensaries children could not always have the desirable special treatment, medicine, shower baths, etc. To the city of Havre belongs the honor and credit of having founded the first public free dispensary for children. This institution is equipped with all the most desirable conveniences and all necessary appliances. In 1875 a physician, Dr. Giebert, aided by contributions of charitable persons, established an institution of this kind which had astonishing results, and was subsequently made a city institution.

In Paris the first children's dispensary was opened in the first arrondissement upon urgent solicitation of Dr. Dubricay and M. Baudof. It found a home in Jean Lantrie street, No. 15, in a house which was offered by the owner free of charge. Since the date of opening, April 1, 1883, the consultations in this institution have reached the enormous number of 60,000. In the first year the number was 5,037, then, steadily increasing, it reached 19,000 in 1889. The expenses during 1889 were 5,980 francs, but the annual donations amounted to 8,205 francs.

The example set by the first arrondissement soon found imitators. To-day (in 1890) eight arrondissements have children's dispensaries, partly supported by private persons (like those in the thirteenth and fourteenth arondissements), partly by the city. The excellent influence these few institutions have exerted has awakened the desire of increasing their number and to provide every ward of the city with one; hence a credit of 100,000 francs was opened for that purpose in the city budget of 1890, and all indications point toward an early fulfillment of the desire mentioned above, namely, that the medical and sanitary inspection of the schools be supplemented by a great number of free dispensaries, in which children will find treatment needed in cases of sickness.

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CHAPTER XXXI.

BIBLE STUDY IN AMERICAN COLLEGES.

The following report upon the condition of Bible study in the colleges of the country has been furnished to this office through the courtesy of Dr. William R. Harper, president of Chicago University.

The investigation was conducted during 1897 by a committee appointed by the Council of Seventy of the American Institute of Sacred Literature. The organization of the institute and that of the council are explained in the following paragraphs, compiled from the publications of the institute.

THE AMERICAN INSTITUTE OF SACRED LITERATURE, DIRECTED BY THE COUNCIL OF SEVENTY.

The work of the American Institute of Sacred Literature is directed and maintained by the Council of Seventy, a governing body composed of representative Biblical teachers of America, organized for the purpose of promoting the historical study of the Bible, and of improving and increasing Biblical instruction.

The experimental period of the institute has passed. Its work has become a recognized part of the world's work. The following plan has been adopted for the conduct of the Institute, along the lines already well established and in new directions not yet developed.

The chief features of the plan are (*a*) the organization of the leading active Biblical teachers of the country for a common purpose; (*b*) the constant training of new teachers in the guilds of the council, which will result in added dignity and a consequent increase of interest in Biblical teaching as a profession; (*c*) the possibility of increase in the working power of the institute through councilors and fellows in all parts of the country; (*d*) the body of patrons, who will give staunch support to the work by their money and influence.

The first annual meeting of the Council of Seventy was held in Chicago, December 9, 1896; the second, January 14, 1898; the third, March 4, 1899.

THE CONSTITUTION OF THE COUNCIL.

1. The name of the organization shall be the Council of Seventy, in full "The Council of Seventy of the American Institute of Sacred Literature."

2. The purpose of the council shall be (1) to associate more closely those who desire to promote the study of the Bible from the historical standpoint, and of other sacred literatures as related to it; (2) to induce properly qualified persons to undertake this work either independently or in connection with another calling; (3) to extend through the American Institute of Sacred Literature a wider acquaintance with the right methods of Bible study and their results; (4) to direct the affairs of said institute.

3. The council shall consist of persons who, believing that the critical need of the times is teachers of the Bible properly trained and imbued with the historical spirit, (*a*) having secured a thorough knowledge of a particular portion of the Bible or of other sacred literatures as related to it, and (*b*) having prepared themselves to teach the same, (1) shall by the acceptance of membership in the council pledge themselves to accept such opportunities as may present themselves to communicate to others the results of their work in Bible study, and (2) thus express themselves as willing to accept the appointments of the American Institute of Sacred Literature in so far as such appointments do not interfere with other obligations which they have assumed.

4. The number of members in the council shall be limited to 70, and the councilors shall be divided into three chambers according as their work pertains to the Old Testament, the New Testament, or sacred literatures in general. No chamber

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shall contain more than 23 members, exclusive of the president of the council, who shall be reckoned as a member of each chamber.

5. The officers of the Council of Seventy shall be a president; a principal of the institute; a recorder, who shall keep the records and edit the reports of the council; a treasurer, who shall also be the treasurer of the institute; three trustees, who shall have general charge of the funds of the council and who shall be elected by the council from among the patrons; and a master and a scribe for each chamber. These thirteen shall constitute the senate of the council, to whom shall be committed the management of the affairs of the council in the intervals of its meetings and the detailed management of the institute, which shall include the arrangement of courses of instruction, the organization of aggressive work, the selection and appointment of instructors. The president shall be elected by a separate ballot of each chamber and a majority of the votes of each of the three chambers shall be necessary to an election. The recorder and treasurer shall be elected by a majority of the votes of the three chambers, and the master and scribe by a majority of the votes of the chamber concerned. Friends of the work who may consent to render aid in furthering the purposes of the council shall be denominated patrons, and their names published as such in the documents of the council.

6. One-fourth of the council shall constitute a quorum, provided each chamber is represented. One-third of each chamber shall constitute a quorum. One-half of the senate shall constitute a quorum.

7. New councilors shall be elected by the respective chambers, subject to confirmation by the senate. The rank of councilors in each chamber shall be determined in each case by academic seniority.

8. The council shall hold an annual meeting in the month of December at such time and place as may be determined. At this meeting (1) the annual report of the president and principal shall be presented; (2) an election of officers shall take place; (3) separate meetings of the chambers shall be held for the discussion of special questions.

9. Each councilor shall be authorized to organize a guild of those of his pupils or others (*a*) who have shown sufficient advancement in Biblical work and interest in the purpose of the council to warrant such appointment; (*b*) who will undertake to give earnest attention to the securing of a thorough knowledge of a particular portion of the Bible or other sacred literature; (*c*) who will make every effort to prepare themselves to teach the same to others; (*d*) who will hold themselves in readiness to accept the appointments of the Institute of Sacred Literature so far as such appointments do not interfere with other obligations which they may have assumed. All appointments to a guild shall be made annually and shall be confirmed at the annual meeting by the chamber of which the councilor is a member. Members of the guilds shall (1) be called fellows of the council; (2) report, through their councilors, to the chamber the work of each year; and (3) pay to the treasurer the sum of $5 a year. In filling vacancies in the council preference shall be given to the fellows.

10. The council shall undertake the publication of such pamphlets and documents as may be needed for the work of the institute.

11. A record of the work of each councilor and of each fellow shall be preserved. This record shall be printed annually and sent to each councilor and fellow.

12. An annual report of the work of the institute shall be prepared by the principal and shall be published for the benefit of the councilors and patrons.

The officers of the Council of Seventy for the year 1898 were: President, Dr. John H. Barrows, the University of Chicago; principal, President William R. Harper, the University of Chicago; recorder, Dr. Clyde W. Votaw, the University of Chicago; treasurer, Prof. George H. Gilbert, Chicago Theological Seminary.

The council is divided into three chambers, one having in charge the work connected with the Old Testament, another having in charge the work connected with the New Testament, and a third having in charge the work connected with sacred literatures in general. The officers of the three chambers are: Old Testament chamber: Master, Prof. Edward T. Harper, Chicago Theological Seminary; scribe, Prof. George L. Robinson, McCormick Theological Seminary. New Testament chamber: Master, Prof. Charles F. Bradley, Garrett Biblical Institute; scribe, Prof. Shailer Mathews, the University of Chicago. General chamber: Master, President Charles J. Little, Garrett Biblical Institute; scribe, Prof. George B. Foster, the University of Chicago.

The names of the members of the Council of Seventy will be found below.

The senate of the council, consisting of the 13 officers of the council, meeting monthly in Chicago, directs the work in detail through the executive officers of the institute, reporting at intervals to the general council. These executive

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officers are: President William R. Harper, principal; Prof. Frank K. Sanders (Yale), eastern vice-principal; Miss G. L. Chamberlin, executive secretary.

THE WORK OF THE INSTITUTE.

Any statement in regard to the work of the American Institute of Sacred Literature should be prefaced by a clear definition of the aim of the organization, viz, to stand for no special theory of interpretation, school of criticism, or denomination, but to promote a systematic knowledge of the Bible as interpreted in the best light of to-day, and to increase the facilities for obtaining such knowledge.

It works in harmony with all Christian denominations. It joins hands with all organizations for Christian work.

Specifically, the divisions and subdivisions of the institute work are as follows:

I. The correspondence work.—In this department courses are offered:

1. In the Hebrew and Cognate languages: (*a*) For beginners; (*b*) for reviewers; (*c*) for advanced students.

2. In New Testament Greek: (*a*) For beginners; (*b*) for reviewers; (*c*) for advanced students.

3. In the English Bible: (*a*) Book study, e. g., Luke, John, etc.; (*b*) subject study, e. g., the founding of the Christian church, etc.

The correspondence instruction is given by men of university and theological training. It is conducted by means of printed instruction sheets sent to the student weekly. The recitations, written out in accordance with the instructions, are returned to the instructor, examined and criticised by him, and again returned to the student with further suggestions. Since 1878, the year in which the correspondence school of Hebrew was organized, about 1,000 persons have received instruction in the department. A large proportion of these have completed courses and received certificates. The work has not been confined to America and Great Britain, but has been carried among Christain missionaries into every part of the world, Australia, Africa, and China adding not a few names to the roll.

II. Reading work.—1. The Bible Students' Reading Guild: This Guild aims to provide reading courses, both popular and professional, upon Biblical and theological topics. At present only the professional courses are available, but the number of these will be made to meet the demand. The courses cover such subjects as the following:

(1) Historical and literary origin of the Pentateuch; (2) Old Testament prophecy; (3) The origin and growth of the Hebrew psalter; (4) The life of the Christ; (5) The apostolic age; (6) The problems of the Fourth Gospel; (7) Christianity and social problems; (8) The preparation of sermons.

The books upon these courses (six or more in number) are selected by the Council of Seventy, and are intended to present impartially all sides of the subject. The Biblical World or the American Journal of Theology, according to choice, is sent to each member for one year from date of registration. In order that the courses may be available to the largest possible number of ministers and Bible teachers, the books are loaned as well as sold. A carefully prepared review accompanies each volume.

The details of this scheme give to the professional Bible student an opportunity (1) to secure a consensus of opinion upon the most important literature on the subjects connected with his work; (2) to obtain temporarily the use of books thus wisely selected; (3) to build up his own library under most competent advisers; (4) to have at hand in his reading a carefully prepared review which he may annotate and keep for future reference; (5) to keep in touch with the best current thought in periodicals, both American and foreign; (6) to secure advice along lines of special reading not in the courses announced; (7) to do all this at a very small annual expense.

Arrangements for special credit for work are made with individual students when desired.

2. The Outline Bible Club course for Christian organizations: The urgent necessity for a course of study for young people and for all Christian organizations, a legitimate feature of whose work might be Bible study, renders advisable a special course upon which all organizations may unite and thereby avoid a confusing complication of work, and duplication of membership. The course presents four subjects, viz, The life of the Christ, The foreshadowings of the Christ, The founding of the Christian church, The work of the Old Testament sages. Each year is independent, and students enter at any time with the then current year.

Since it is a study course, and not a reading course, only the Bible is used. The work is conducted by means of monthly direction and question sheets sent to all students, in which daily work is assigned. The work is inductive; the student is

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led to investigate the original sources, and is given information only when it seems necessary. The time required in the work of this division is fifteen minutes a day. It is, therefore, especially suited to busy Christian workers. Five thousand persons have enrolled for this course during the past year, among them members of the Young People's Society of Christian Endeavor, the King's Sons and King's Daughters, the Young Men's Christian Association, and the Young Women's Christian Association, the Women's Christian Temperance Union, the St. Andrew's Brotherhood, the Epworth League, and other similar organizations. The course is personally recommended by the heads of these organizations.

III. Examination work.—In order to stimulate such study of the Bible as is not carried on directly in connection with the institute, certain annual examinations are offered as follows:

1. An examination in connection with the International Sunday School Lessons. (This is sometimes omitted.)

2. To undergraduate college students in (*a*) Hebrew; (*b*) New Testament Greek; (*c*) a specific Biblical subject (English).

For the best two papers in each of the college examinations prizes of $100 and $50, respectively, are offered.

IV. Summer schools.—The summer schools of the institute are usually held in connection with other institutions or organizations, the number of courses and the character of the work depending upon the desire and financial resources of each institution or organization. Instruction has been given under the auspices of the institute in connection with the University of Chicago; the Chautauqua Assemblies at Chautauqua, N. Y.; Bay View, Mich.; Des Moines, Iowa; Lake Madison, S. Dak.; Lakeside, Ohio; Monteagle, Tenn.; Winona, Ind.; Saratoga, N. Y.; Winfield, Kans.; Glen Park, Colo.; Pertle Springs, Mo.; Ruston, La.; Waseca, Minn.; Marinette, Wis.; Silver Lake, N. Y.; Tully Lake, N. Y.; Crete, Nebr.; also under different auspices at Macatawa Park, Mich.; Jackson, Tenn.; Lewiston, Me. Not less than 5,000 students receive a longer or shorter term of instruction each summer.

It is the purpose of the institute to organize independent summer schools, where it seems wise to do so.

V. Lecture work.—Biblical lectures are given under the auspices of the institute (*a*) in courses, in cooperation with university extension organizations; (*b*) in courses, in colleges and local institutes; (*c*) as single lectures and addresses at conventions and elsewhere.

VI. Local board work.—Local boards of the institute, whose duty it is to propagate the work of the institute in their respective localities, are organized in several of the larger cities.

VII. Publication work.—The institute publishes all its own instruction sheets. Outline inductive studies, supplemental to the International Sunday School Lessons, have been furnished to the Sunday School Times for five years. Series of studies are also provided for other periodicals. It is the province of this department to provide supplementary material for the reading courses when necessary.

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Prof. A. C. Zenos, McCormick Theological Seminary, Chicago, Ill.

REPORT OF THE COMMITTEE APPOINTED BY THE COUNCIL OF SEVENTY OF THE AMERICAN INSTITUTE OF SACRED LITERATURE TO INVESTIGATE THE CONDITION OF BIBLE STUDY IN AMERICAN COLLEGES.[1]

Your committee beg leave to submit the following report of the condition of Bible study in the colleges of the country, as they have studied it in pursuance of orders received.

OWEN H. GATES,
Oberlin Theological Seminary, Oberlin, Ohio.
WILLIS J. BEECHER,
Auburn Theological Seminary, Auburn, N. Y.
CHARLES F. BRADLEY,
Garrett Biblical Institute, Evanston, Ill.
EDWARD T. HARPER,
Chicago Theological Seminary, Chicago, Ill.
FRANK K. SANDERS,
Yale University, New Haven, Conn.

JANUARY 14, 1898.

[1] The report as published has been somewhat altered from the form in which it was read before the Council of Seventy at their annual meeting January 14, 1898, that form having had special reference to the oral presentation of the report.

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ACCOUNT OF THE METHOD EMPLOYED.

A circular letter was sent to the presidents of the colleges of the country (exclusive of the Roman Catholic institutions) which are listed in the latest published report (1894–95) of the United States Commissioner of Education. The letter inclosed a list of questions to be answered and the familiar circular of the institute. The letter and list of questions are given herewith:

THE AMERICAN INSTITUTE OF SACRED LITERATURE,
Oberlin, Ohio, May 1, 1897.

DEAR SIR: At their annual meeting in December the Council of Seventy appointed a committee "to make a thorough investigation of the teaching of the Bible in American colleges, said committee to present the results of the investigation and recommendations thereupon at the next meeting of the council."

The committee ask for the cordial cooperation of the several colleges, in order that the investigation may be as thorough and the report as complete as possible. The inclosed questions are sent to you in pursuance of the task laid upon us. The formulated questions can not, of course, exactly suit each case, and we ask you to answer them as fully as possible, and in addition to give supplementary information of which, in your judgment, we ought to be in possession.

It is expected that copies of the report will be sent to each college, so that all will share the information we secure.

If there is likely to be delay in replying, kindly drop us a card, that we may know that our letter has reached the proper persons.

BIBLE STUDY IN COLLEGES.

Please send as soon as convenient to Prof. Owen H. Gates, Oberlin, Ohio, the following items:

I. The current issue of your catalogue, for the sake of general information as to your curriculum, as well as its description of your Bible courses.

II. Any other printed description of your Bible work which you may have.

III. Information on the following points, as to each of your Bible courses, as exact as possible for the purpose of tabulation, and as full as possible, in order to preclude improper inferences:

1. Name, description, length in hours per week, and total hours.

2*a*. If required, of what classes? Preparation involved for recitation and for examination. Estimate of the value to the student body of required Bible courses.

2*b*. If elective, how freely elected? Preparation involved for recitation and for examination.

3. Primary aim, devotional, culture, theological?

4. Method employed in the conduct of the course.

5. Is the instruction by a teacher (or teachers) designated wholly or chiefly for this purpose? Is the work attached to some other chair? Is it assigned according to circumstances to some suitable member of your faculty? Are the courses taught by the same teacher in successive years?

6. Any recent or proposed changes in regard to the work. We would like to note any marked tendency among the colleges.

7. Opportunities outside of the curriculum upon which you rely for instruction in the Bible; e. g., Y. M. C. A. courses, etc.

8. Additional remarks.

	Men's and coeducational.	Women's, first class.	Women's, second class.	Total.
Number of colleges addressed	422	15	146	583
Number of colleges responding	243	9	31	284

It was early seen that the conditions obtaining in the girls' schools of the second grade were so different from those in the other classes that they could not in any case be treated in connection with them; accordingly no efforts were made after the first letter to get information from them.

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The report will mention the women's colleges of the first grade in a group by themselves in order to facilitate comparison among themselves.

The basis of the body of the report is therefore the 243 men's and coeducational colleges which responded to the request for information.

As is intimated above, the replies were not all sent at once in response to the first call. Supplementary letters were sent to many, and it was a puzzling question what amount of energy should be devoted to the prosecution of the inquiry. We are happy to state that in almost every case the second call brought a reply. This was in part due to the fact that we selected for a second letter the better known and more responsible colleges which had not replied at first; and in part that it involved a written and more individual letter, which is, of course, more effective than a printed circular, though sent under a sealed cover. In some cases a postal card asking for a catalogue was answered when the circular was ignored.

In order to secure the freshest possible information, the letter was not sent out until May—of course during the summer no correspondence could be carried on—and when the work was resumed in the fall it was prosecuted in the midst of other pressing duties. We decided that unless practical completeness were to be our aim, we had in the results already mentioned material enough for safe deductions. We therefore suspended the work of collection for the more difficult one of collation.

The colleges heard from constitute about 60 per cent (57½) of the Protestant colleges of the country within the group mentioned above. The enrollment of students in these reporting colleges exceeds 77 per cent of the whole enrollment in the same group. This, of course, means that we have heard from the larger colleges. The average number of students in the colleges which report is 185, while in the remainder it is only 76. The total number of students in the institutions reporting is 47,700 out of a total of about 61,700 students in the group of colleges under consideration. It is thus evident that we have quite general and satisfactory information as to the advantages afforded the students of our colleges for the study of the Bible.

Men in non-Roman Catholic colleges		44,482
Women in coeducational colleges	13,677	
Women in women's colleges	3,536	
Total women in non-Roman Catholic colleges		17,213
Total students		61,695
Men in colleges reporting		35,000
Women in coeducational colleges reporting	9,600	
Women in women's colleges reporting	3,100	
Total women in colleges reporting		12,700
Total students in colleges reporting		47,700

From the circumstances of the appointment of the committee it is fair to assume that the report will urge more and better Bible study. The institute stands for more, rather than less, Bible work. Now, it is clear that if the report errs on account of not being complete it will err in representing that the Bible study of the colleges is better than it is, for the conditions in the nonreporting colleges will be less favorable than in those which replied. * * * In other words, we have very much more than three-fourths of the amount of Bible study in the colleges represented in our report.

Further, the smaller colleges with their fewer teachers and less subdivision of labor can not furnish as good a quality of instruction as the larger institutions, so that from our studies we form none too low an estimate of the quality of Bible study in the country at large.

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We therefore will not err in basing our appeals for more and better Bible study in colleges on the information which we have been able to gather in our investigation.

The following is a list of the colleges responding and included in the statistics. The data correspond with the table of colleges in the report of the Commissioner of Education for 1894–95, pages 2115 and following, except that in the last column "State" takes the place of "nonsect" in the case of the State institutions:

No.	Location.	Name of college.	Denomination.
	ALABAMA.		
3	Eastlake	Howard College	Bapt.
9	University	University of Alabama	State.
	ARIZONA.		
10	Tucson	University of Arizona	State.
	ARKANSAS.		
11	Arkadelphia	Arkadelphia Methodist College	M. E. So.
13	Batesville	Arkansas College	Presb.
14	Clarksville	Arkansas Cumberland College	Cumb. Presb.
15	Conway	Hendrix College	M. E. So.
17	Little Rock	Philander Smith College	M. E.
	CALIFORNIA.		
19	Berkeley	University of California	State.
20	Claremont	Pomona	Cong.
24	Oakland	California College	Bapt.
26	Pasadena	Throop Polytechnic Institute	Nonsect.
31	Stanford University	Leland Stanford University	Nonsect.
	COLORADO.		
34	Boulder	University of Colorado	State.
35	Colorado Springs	Colorado College	Nonsect.
36	Del Norte	Presbyterian College of the Southwest	Presb.
	CONNECTICUT.		
39	Hartford	Trinity College	P. E.
40	Middletown	Wesleyan University	M. E.
41	New Haven	Yale University	Cong.
	DELAWARE.		
42	Newark	Delaware College	Nonsect.
	DISTRICT OF COLUMBIA.		
43	Washington	Columbian University	Bapt.
44	....do	Gallaudet College	Nonsect.
47	....do	Howard University	Nonsect.
	FLORIDA.		
48	De Land	John B. Stetson University	Bapt.
49	Leesburg	Florida Conference College	M. E. So.
52	Winterpark	Rollins	Cong.
	GEORGIA.		
53	Athens	University of Georgia	State.
54	Atlanta	Atlanta University	Nonsect.
55	....do	Morris Brown College	A. M. E.
60	Oxford	Emory College	M. E. So.
	IDAHO.		
64	Moscow	University of Idaho	State.
	ILLINOIS.		
65	Abingdon	Hedding College	M. E.
68	Carlinville	Blackburn University	Presb.
69	Carthage	Carthage College	Luth.
70	Champaign	University of Illinois	State.
72	Chicago	Chicago University	Bapt.
74	Elmhurst	Evangelical Proseminary	Ev.
75	Eureka	Eureka College	Christian.
76	Evanston	Northwestern University	M. E.

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No.	Location.	Name of college.	Denomination.
	ILLINOIS—continued.		
79	Galesburg	Knox College	Nonsect.
80	do	Lombard University	Univ.
82	Jacksonville	Illinois College	Nonsect.
83	Lake Forest	Lake Forest University	Presb.
84	Lebanon	McKendree College	M. E.
85	Lincoln	Lincoln University	Cumb. Presb.
87	Naperville	Northwestern College	Ev. Ass'n.
89	Quincy	Chaddock College	M. E.
91	Rock Island	Augustana College	Luth.
95	Wheaton	Wheaton College	Cong.
	INDIANA.		
98	Bloomington	Indiana University	State.
99	Crawfordsville	Wabash College	Nonsect.
100	Fort Wayne	Concordia College	Luth.
101	Franklin	Franklin College	Bapt.
102	Greencastle	De Pauw University	Meth.
103	Hanover	Hanover College	Presb.
106	Merom	Union Christian College	Christian.
109	Richmond	Earlham College	Friends.
112	Upland	Taylor University	M. E.
	IOWA.		
113	Cedar Rapids	Coe College	Presb.
114	Charles City	Charles City College	M. E.
115	Clinton	Wartburg College	Luth.
116	College Springs	Amity College	Nonsect.
117	Decorah	Luther College	Luth.
119	Des Moines	Drake University	Christian.
121	Fayette	Upper Iowa University	M. E.
122	Grinnell	Iowa College	Cong.
123	Hopkinton	Lenox College	Presb.
124	Indianola	Simpson College	M. E.
125	Iowa City	Iowa State University	State.
128	Mount Vernon	Cornell College	M. E.
134	Tabor	Tabor College	Cong.
135	Toledo	Western College	U. B.
	KANSAS.		
136	Atchison	Midland College	Luth.
138	Baldwin	Baker University	M. E.
144	Lawrence	University of Kansas	State.
151	Topeka	Washburn College	Cong.
152	Winfield	St. John's Lutheran College	Luth.
153	do	Southwest Kansas College	M. E.
	KENTUCKY.		
155	Berea	Berea College	Nonsect.
156	Bowling Green	Ogden College	Nonsect.
158	Danville	Centre College	Presb.
166	Russellville	Bethel College	Bapt.
	LOUISIANA.		
169	Baton Rouge	Louisiana State University	State.
174	New Orleans	Leland University	Bapt.
175	do	New Orleans University	M. E.
176	do	Straight University	Cong.
177	do	Tulane University	Nonsect.
	MAINE.		
178	Brunswick	Bowdoin	Cong.
179	Lewiston	Bates College	Bapt.
180	Waterville	Colby University	Bapt.
	MARYLAND.		
181	Annapolis	St. John's College	Nonsect.
182	Baltimore	Johns Hopkins University	Nonsect.
190	Westminster	Western Maryland College	Meth. Prot.
	MASSACHUSETTS.		
191	Amherst	Amherst College	Cong.
194	Cambridge	Harvard University	Nonsect.
196	Tufts College	Tufts College	Univ.
197	Williamstown	Williams College	Nonsect.

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No.	Location.	Name of college.	Denomination.
	MICHIGAN.		
201	Albion	Albion College	M. E.
202	Alma	Alma College	Presb.
203	Ann Arbor	University of Michigan	State.
205	Benzonia	Benzonia College	Cong.
207	Hillsdale	Hillsdale College	F. W. Bapt.
208	Holland	Hope College	Ref.
210	Olivet	Olivet College	Cong.
	MINNESOTA.		
214	Minneapolis	Augsburg Seminary	Luth.
215	do	University of Minnesota	State.
216	Northfield	Carleton College	Cong.
217	do	St. Olaf College	Luth.
218	St. Paul	Macalester College	Presb.
	MISSOURI.		
227	Albany	Central Christian College	Christian.
232	Canton	Christian University	Christian.
234	Columbia	University State of Missouri	State.
236	Fayette	Central College	M. E. So.
237	Fulton	Westminster College	Presb.
238	Glasgow	Pritchett School Institute	Nonsect.
242	Liberty	William Jewell College	Bapt.
243	Marshal	Missouri Valley College	Cumb. Presb.
246	Parkville	Park College	Presb.
250	St. Louis	Washington University	Nonsect.
251	Springfield	Drury College	Nonsect.
	NEBRASKA.		
258	College View	Union College	7-day Adv.
259	Crete	Doane College	Cong.
261	Lincoln	University of Nebraska	State.
262	Neligh	Gates College	Cong.
264	University Place	Nebraska Wesleyan University	M. E.
	NEVADA.		
266	Reno	State University of Nevada	State.
	NEW HAMPSHIRE.		
267	Hanover	Dartmouth College	Cong.
	NEW JERSEY.		
269	New Brunswick	Rutgers College	Ref. (Dutch).
270	Princeton	Princeton University	Nonsect.
	NEW YORK.		
273	Alfred	Alfred University	7-day Bap.
280	Canton	St. Lawrence University	Univ.
281	Clinton	Hamilton College	Nonsect.
282	Geneva	Hobart College	P. E.
283	Hamilton	Colgate University	Bapt.
284	Ithaca	Cornell University	Nonsect.
287	New York	Columbia College	Nonsect.
290	do	University of City of New York	Nonsect.
292	Rochester	University of Rochester	Bapt.
294	Syracuse	Syracuse University	M. E.
	NORTH CAROLINA.		
295	Chapel Hill	University of North Carolina	State.
296	Charlotte	Biddle University	Presb.
297	Davidson	Davidson College	Presb.
299	Guilford College	Guilford College	Friends.
302	Newton	Catawba College	Ref.
303	Raleigh	Shaw University	Bapt.
306	Wake Forest	Wake Forest College	Bapt.
	NORTH DAKOTA.		
308	Fargo	Fargo College	Cong.
309	University	University of North Dakota	State.
	OHIO.		
311	Akron	Buchtel College	Univ.
312	Alliance	Mount Union College	M. E.
315	Berea	Baldwin University	M. E.
320	Cincinnati	University of Cincinnati	Nonsect.
323	Cleveland	Western Reserve University	Nonsect.

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No.	Location.	Name of college.	Denomination.
	OHIO—continued.		
325	Columbus	Ohio State University	State.
326	Defiance	Defiance College	Nonsect.
328	Findlay	Findlay College	Ch. of God.
329	Gambier	Kenyon College	P. E.
330	Granville	Denison University	Bapt.
331	Hiram	Hiram College	Christian.
332	Lima	Lima College	Luth.
333	Marietta	Marietta College	Nonsect.
335	New Concord	Muskingum College	Uni. Presb.
336	Oberlin	Oberlin College	Nonsect.
337	Oxford	Miami University	Nonsect.
341	Springfield	Wittenberg College	Luth.
342	Tiffin	Heidelberg University	Ref.
343	Urbana	Urbana University	New Church.
344	Westerville	Otterbein University	U. B.
345	Wilberforce	Wilberforce University	A. M. E.
347	Wooster	University of Wooster	Presb.
	OREGON.		
350	Eugene	University of Oregon	State.
351	Forest Grove	Pacific University	Cong.
	PENNSYLVANIA.		
358	Allegheny	Western University of Pennsylvania	Nonsect.
359	Allentown	Muhlenberg College	Luth.
362	Beaver Falls	Geneva College	Ref. Pres.
363	Bethlehem	Moravian College	U. B.
364	Carlisle	Dickinson College	M. E.
366	Collegeville	Ursinus College	Ref.
367	Easton	Lafayette College	Presb.
368	Gettysburg	Pennsylvania College	Luth.
369	Greenville	Thiel College	Luth.
370	Grove City	Grove City College	Nonsect.
371	Haverford	Haverford College	Friends.
373	Lancaster	Franklin and Marshall College	Ref.
374	Lewisburg	Bucknell University	Bapt.
375	Lincoln University	Lincoln University	Presb.
377	Meadville	Allegheny College	M. E.
378	New Berlin	Central Pennsylvania College	Un. Evang.
379	New Wilmington	Westminster College	Uni. Pres.
380	Philadelphia	Central High School	Nonsect.
382	....do	University of Pennsylvania	State.
385	State College	Pennsylvania State College	Nonsect.
386	Swarthmore	Swarthmore College	Friends.
389	Washington	Washington and Jefferson	Presb.
	RHODE ISLAND.		
390	Providence	Brown University	Bapt.
	SOUTH CAROLINA.		
391	Charleston	College of Charleston	Nonsect.
392	Clinton	Presbyterian College of South Carolina	Presb.
395	Due West	Erskine College	Presb.
396	Greenville	Furman University	Bapt.
397	Newberry	Newberry College	Luth.
398	Orangeburg	Claflin University	Nonsect.
399	Spartanburg	Wofford College	M. E. So.
	SOUTH DAKOTA.		
400	East Pierre	Pierre University	Presb.
401	Hot Springs	Black Hills College	M. E.
403	Redfield	Redfield College	Cong.
404	Vermilion	University of South Dakota	State.
405	Yankton	Yankton College	Cong.
	TENNESSEE.		
408	Clarksville	Southwestern Presbyterian University	Presby.
412	Knoxville	Knoxville College	Uni. Presb.
413	....do	University of Tennessee	State.
414	Lebanon	Cumberland University	Cum. Pres.
416	Maryville	Maryville College	Presb.
418	Milligan	Milligan College	Christian.
420	Nashville	Central Tennessee College	M. E.
421	....do	Fisk University	Cong.
423	....do	University of Nashville	Nonsect.
424	....do	Vanderbilt University	M. E. So.
425	Sewanee	University of the South	P. E.
427	Tullahoma	Jesse Mai Aydelott College	Nonsect.

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No.	Location.	Name of college.	Denomination.
	TEXAS.		
431	Austin	University of Texas	Nonsect.
437	Marshall	Wiley University	M. E.
440	Tehuacana	Trinity University	Cum. Pres.
442	Waco	Baylor University	Bapt.
	UTAH.		
445	Salt Lake City	University of Utah	State.
	VERMONT.		
446	Burlington	University of Vermont	State.
447	Middlebury	Middlebury College	Nonsect.
	VIRGINIA.		
448	Ashland	Randolph Macon College	M. E. So.
450	Charlottesville	University of Virginia	State.
451	Emory	Emory and Henry College	M. E. So.
453	Lexington	Washington and Lee University	Nonsect.
456	Salem	Roanoke College	Luth.
457	Williamsburg	College of William and Mary	Nonsect.
	WASHINGTON.		
460	College Place	Walla Walla College	7-day Adv.
462	Seattle	University of Washington	State.
464	Tacoma	Puget Sound University	M. E.
466	Walla Walla	Whitman College	Cong.
	WEST VIRGINIA.		
470	Morgantown	West Virginia University	State.
	WISCONSIN.		
471	Appleton	Lawrence University	M. E.
472	Beloit	Beloit College	Cong. and Pres.
475	Madison	University of Wisconsin	State.
476	Milton	Milton College	Bapt.
478	Ripon	Ripon College	Cong.
	WYOMING.		
481	Laramie	University of Wyoming	State.

Location of colleges, by States.

State.	Total.	Total excluding Roman Catholic.	Total answering.	State.	Total.	Total excluding Roman Catholic.	Total answering.
Alabama	9	7	2	Nebraska	10	9	5
Arizona	1	1	1	Nevada	1	1	1
Arkansas	8	8	5	New Hampshire	1	1	1
California	15	11	4	New Jersey	4	2	2
Colorado	5	4	3	New Mexico	1	1	.....
Connecticut	3	3	3	New York	22	14	10
Delaware	1	1	1	North Carolina	13	13	7
District of Columbia	5	3	3	North Dakota	3	3	2
Florida	5	4	3	Ohio	38	35	22
Georgia	11	11	4	Oklahoma	1	1	.....
Idaho	1	1	1	Oregon	8	8	2
Illinois	31	26	17	Pennsylvania	32	27	22
Indian Territory	2	2	.....	Rhode Island	1	1	1
Indiana	15	13	10	South Carolina	9	9	7
Iowa	23	23	14	South Dakota	6	6	5
Kansas	18	16	16	Tennessee	24	23	14
Kentucky	15	14	4	Texas	14	12	4
Louisiana	9	7	5	Utah	2	1	1
Maine	3	3	3	Vermont	2	2	2
Maryland	10	6	3	Virginia	10	10	6
Massachusetts	8	6	4	Washington	9	8	4
Michigan	11	10	7	West Virginia	4	4	1
Minnesota	11	10	5	Wisconsin	10	8	5
Mississippi	5	5	.....	Wyoming	1	1	1
Missouri	28	25	11				
Montana	1	1	.....	Total	481	422	243

It will be noticed from this table that the replies are more numerous from the Northern and Eastern colleges.

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Classification, according to religious denomination, of the colleges in the foregoing table.[1]

State.	Other non-sec.	Bapt.	M. E.	M. E. So.	A. M. E.	Prot. Ep.	Presby.	Cumberl'd Presb.	Unl. Presb.	Cong.	Christ.	Luth.	U. B.	Univ.	Friends.	7-day Adv.	Ch. of God.	New Chu.	Me. Prot.	Ref. Pres.	Unl. Evan.	Ref.
9	28	3	17	11	55	339	13	14	335	20	75	69	135	80	109	258	328	343	190	362	87	208
10	31	24	40	15	345	282	36	85	379	41	106	91	344	196	299	273	....	....	....	....	378	289
34	35	43	65	49	....	425	68	243	412	52	119	100	363	280	371	460	....	....	....	....	....	302
53	42	48	76	60	....	329	83	414	....	95	227	115	....	311	386	....	....	....	....	....	....	342
64	44	72	84	236	....	....	103	440	....	122	232	117	....	....	....	....	....	....	....	....	....	386
70	54	101	89	399	....	....	113	....	....	134	331	136	....	....	....	....	....	....	....	....	....	373
98	79	166	102	424	....	....	123	....	....	151	418	152	....	....	....	....	....	....	....	....	....	.....
125	82	172	112	448	....	....	158	....	....	176	....	214	....	....	....	....	....	....	....	....	....	.....
144	99	179	114	451	....	....	202	....	....	178	....	217	....	....	....	....	....	....	....	....	....	.....
169	116	180	121	....	....	....	218	....	....	191	....	332	....	....	....	....	....	....	....	....	....	.....
203	156	207	124	....	....	....	237	....	....	205	....	341	....	....	....	....	....	....	....	....	....	.....
215	177	242	128	....	....	....	246	....	....	210	....	359	....	....	....	....	....	....	....	....	....	.....
234	181	283	138	....	....	....	296	....	....	216	....	368	....	....	....	....	....	....	....	....	....	.....
261	47	292	153	....	....	....	297	....	....	259	....	369	....	....	....	....	....	....	....	....	....	.....
266	155	303	175	....	....	....	347	....	....	262	....	397	....	....	....	....	....	....	....	....	....	.....
295	182	306	201	....	....	....	367	....	....	267	....	456	....	....	....	....	....	....	....	....	....	.....
309	194	330	264	....	....	....	375	....	....	308	....	....	....	....	....	....	....	....	....	....	....	.....
325	197	374	294	....	....	....	389	....	....	351	....	....	....	....	....	....	....	....	....	....	....	.....
350	238	390	312	....	....	....	392	....	....	403	....	....	....	....	....	....	....	....	....	....	....	.....
382	250	396	315	....	....	....	395	....	....	405	....	....	....	....	....	....	....	....	....	....	....	.....
404	251	442	364	....	....	....	400	....	....	420	....	....	....	....	....	....	....	....	....	....	....	.....
413	270	476	377	....	....	....	408	....	....	466	....	....	....	....	....	....	....	....	....	....	....	.....
431	281	....	401	....	....	....	416	....	....	472	....	....	....	....	....	....	....	....	....	....	....	.....
445	284	....	420	....	....	....	428	....	....	478	....	....	....	....	....	....	....	....	....	....	....	.....
446	287	....	437	....	....	....	429	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
450	290	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
462	320	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
470	323	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
475	326	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
481	333	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	336	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	337	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	358	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	370	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	380	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	385	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	391	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	398	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	423	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	427a	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	447	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	453	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
.....	457	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
30	43	22	27	9	2	4	25	5	3	24	7	16	3	4	4	3	1	1	1	1	2	6

[1] The numbers in this table, except totals, are the list numbers used to identify the colleges in the previous list.

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Bible study in colleges.

Denomination.	Total number of colleges.	Total answering.	With Bible.	Bible required.	Bible elective.	Required or elective.	No Bible study.
State institutions		30	13		13		17
Other nonsectarian		43	29	14	20	5	14
Baptist	50	22	20	8	16	4	2
Free Will	2						
Methodist Episcopal	57	27	26	16	13	3	1
Methodist Episcopal, South	25	9	6	5	2	1	3
African Methodist Episcopal	4	2	1	1			1
Protestant Episcopal	5	4	3	2	2	1	1
Presbyterian	40	25	25	25	7	7	0
Cumberland Presbyterian	7	5	4	4	3	3	1
United Presbyterian	6	3	3	3			
Congregationalist	25	24	23	18	13	8	1
Christian	20	7	7	3	6	2	
Lutheran	23	16	15	14	3	2	1
United Brethren	13	3	3	3	1	1	
Universalist	4	4	2		2		2
Friends	7	4	4	3	1		
Seventh-Day Adventists	3	3	3	1	2		
Church of God	1	1	1	1	1	1	
New Church	1	1					1
Methodist Protestant	2	1	1	1	1	1	
Reformed Presbyterian	2	1	1	1			
United Evangelical	4	2	2	1	1		
Reformed	8	6	5	5	1	1	1
Total		243	197	129	108	40	46

A word should be added as regards the construction which the committee have put upon the term "Bible study" in studying the information received. The study may be done in Hebrew or Greek, or in the English Bible; but in order to be admitted into the tables it must be a regular part of the curriculum. If it is by catalogue statement required of all its students, it is included. If not required, it must be regularly elective, and account must be taken of it in some way in the requirement for graduation. We felt justified in rejecting from consideration for purposes of tabulation such statements as this: "The president conducts a voluntary Bible class Sunday mornings," when no other information is given of the work and its place in the college duties.

In order to guard against any misrepresentation in any lists which might be published, we gave the colleges an opportunity, by a special question, to state what outside means are employed in Bible instruction.

INFORMATION GATHERED.

"NO STUDY" COLLEGES.

Of the 243 listed (men's and coeducational) colleges, 46 are without Bible study. Of these, 17 are State institutions, 14 nonsectarian, and 15 denominational.

The following is a list of these 46 colleges, together with the remarks made by them by way of explaining, apologizing for, or justifying their lack of opportunities for Bible study:

9. University of Alabama.—None.

10. University of Arizona.—"Prohibited by law."

11. Arkadelphia.—Would be glad to arrange Bible study, and would appreciate information as to methods.

19. University of California.—"In State institutions distinctive Bible study is not favored, but in literary classes frequent reference is made to the literary qualities of the Bible."

26. Throop Polytechnical Institute.—From the catalogue. No other reply made; nothing appears.

53. University of Georgia.—There is a teacher of Bible outside of the faculty. It is proposed to raise an interdenominational fund.

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64. University of Idaho.—Young Men's and Young Women's Christian Associations. No other course thus far.

70. University of Illinois.—The letter was referred to the Young Men's Christian Association, who conduct the only course.

85. Lincoln University.—No regular work as yet.

98. Indiana University.—No Bible work appears in the catalogue.

125. Iowa State University.—No Bible work appears in the catalogue.

152. St. John's Lutheran.—No Bible course as such in the curriculum. This institution being preparatory to a seminary, the systematic study of the Bible under the head of isagogics is entered on in that department. "We give at least two hours per week in the preparatory department to Bible history, Old and New Testament, guided by text-book; college, freshman, and sophomore years, Luther's Catechism, etc., junior and senior, Greek New Testament." The president adds: "If you publish outlines for Bible study in college, I would be glad to get a copy."

156. Ogden College.—"From lack of funds, we have not been able yet to arrange for a Bible course in the college."

175. New Orleans University.—Bible is taught in the preparatory department. A theological course is advertised, but no students are recorded in that course.

177. Tulane University.—"I shall be glad to learn of any practicable plans to promote Bible study."

179. Bates.—President Chase replies that they have Bible study. As it is explained, however, it falls in the class of extra-curriculum study. There is a required course in ethics, and there are large voluntary classes in Bible conducted by Professor Purinton, of the (Cobb) Divinity School.

181. St. Johns College.—The president teaches a Sunday Bible class.

250. Washington.—Constitution forbids instruction "either sectarian or religious, or partisan in politics," etc. Charter forbids instruction "either sectarian in religion or partisan in politics," etc. * * *

266. State University of Nevada.—"I regret to say that there is no Bible instruction in the university."

280. St. Lawrence.—The catalogue has no hint of Bible study. The religious attitude of the university is shown by required church and chapel attendance and by the fact that they have a theological department.

290. New York University.—None.

302. Catawba.—No study.

308. Fargo.—Requires it of preparatory students, but has no course in college. Number of students of college grade, 4.

309. University of North Dakota.—"Forbidden by law;" "no instruction either sectarian in religion or partisan in politics shall be allowed in any department of the university." There are simple religious exercises each day and voluntary Bible classes Sunday evenings. Attendance is gratifyingly large, including most of the Roman Catholics among the students.

311. Buchtel.—Does not report Bible study.

343. Urbana College.—Bible study seems to be completed in the preparatory department; in the college, theological instruction takes its place.

345. Wilberforce University.—None.

350. University of Oregon.—No study.

358. Western University.—None.

380. Central High School, Philadelphia (college grade).—None.

385. Pennsylvania State College (land grant).—Catalogue makes no statement. It is known that the professor of English includes a study of Job in one of his courses.

391. College of Charleston.—None. Letter gives no explanation.

413. University of Tennessee.—Catalogue shows none. There is a Young Men's Christian Association.

424. Vanderbilt.—"We have often discussed the matter, and are desirous of introducing an elective in Bible study."

425. University of the South.—None in the catalogue.

427a. Jesse Mai Aydelott.—None.

431. University of Texas.—Catalogue shows none. There is a Young Men's Christian Association.

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445. University of Utah.—Catalogue shows none. There is a Young Men's Christian Association.

446. University of Vermont.—President conducts a Bible class Sundays.

447. Middlebury College.—None.

450. University of Virginia.—No official provision, but much interest on the part of some teachers and students. Professor Willett lectures.

451. Emory and Henry College.—"I desire to make Bible study, as soon as practicable, a part of the curriculum."

457. William and Mary College.—None; they rely on outside aids.

462. University of Washington.—Catalogue shows none.

476. Milton.—None.

481. Wyoming University.—All instruction in religious matters is voluntary. No Young Men's Christian Association as yet.

238. Doubtful if any.

The number of students in the colleges listed above which have no regular study of the Bible in the curriculum is a little less than 8,000. The average number in each college, 175.

Colleges (for numbers see list above) with required, elective, and no—Bible study.

Required.	Elective.	None.	Required.	Elective.	None.	Required.	Elective.	None.	Required.	Elective.	None.	Required.	Elective.	None.
3					98	208			323			397		
		9		99		210				325		398		
		10	100			214				326		399		
		11		101		216	216		328	328		400		
13			102			217			329	329		401		
14	14		103			218	218		330	330			403	
15				106			227		331	331			404	
17			109			237	237		332			405		
20	20			112				238	333	333		408		
24	24		113	113			242		335			412		
		26	114			243	243		336	336				413
	31		115			246				337		414	414	
	34		116					250		341		416		
	35		117			251			342	342		418		
36				119			258				343	420		
39			121			259	259		344			421		
	40			122			261				345		423	
	41		123			262			347	347				424
	42		124			264					350			425
	43				125			266	351					427a
44			128	128		267	267				358	428		
47			134	134		269			359	359		429		
	48		135			270	270		36.					431
49	49		136				273		363	363		437		
52	52		138	138				280		364		440		
		53		144		281			366				442	
54				151			282		367	367				445
55					152		283		368	368				446
60				153			284		370	370				447
		64	155				287		371				448	
65					156			290	373					450
68	68		158				292			374				451
69			166				294		375				453	
		70		169			295			377		456		
	72			174		296				378				457
	75				175	297	297		379			460		
	76		176			299					380			462
	79				177			302		382		464		
	80		178			303					385	466		
	82				179	306	306			386			470	
83				180				308	389			471	471	
84					181			309		390		472	472	
		85		182				311			391		475	
87			190	190			312		392					476
89			205				315		395			478	478	
91			207	207		320			396					481
95														

Totals: Required, 129; elective, 108; none, 46. Total with Bible. 197.

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STATE INSTITUTIONS AND BIBLE STUDY.

Alabama.—None.

Arizona.—Prohibited by law.

Arkansas.—No State institution reporting.

California.—"In State institutions distinctive Bible study is not favored, but in literary classes frequent reference is made to the literary qualities of the Bible."

Colorado.—Hebrew appears in the catalogue.

Connecticut.—No college.

Delaware.—No State institution reporting.

Florida.—No State institution reporting.

Georgia.—Teacher outside of faculty. Proposal is made to raise an interdenominational fund.

Idaho.—Young Men's Christian Association and Young Women's Christian Association. No other courses thus far.

Illinois.—Letter was referred to the Young Men's Christian Association, who conduct the only courses.

Indiana.—No Bible work appears in the catalogue.

Iowa.—Catalogue shows no Bible.

Kansas.—Two Greek classes use Greek Testament for sight reading. Occasionally there is a regular class in Greek Testament. The professor of English literature lectures on English Bible; Greek professor on origin of the Bible. Young Men's and Young Women's Christian Associations.

Kentucky.—No State institution reporting.

Louisiana.—Stevens and Burton's Harmony of the Gospels one hour weekly is studied. No examination. Aim, devotion and culture. Assigned to suitable teacher. Next year we want to introduce Burton's Letters and Records of the Apostolic Age. We find the course of study we are pursuing a good one.

Maine.—No State institution reporting.

Maryland.—No State institution reporting.

Massachusetts.—No State institution reporting.

Michigan.—Courses of Biblical literature in Young Men's Christian Association building through the voluntary agency of the Church of the Disciples, who have established chairs here for that purpose, and have done a great deal of good here for the last few years. "Students (I think) pay a small fee." Endowment courses of lectures have also been established by an Episcopal guild and also by a Methodist guild. Catalogue shows several Hebrew and Hellenistic Greek courses.

Minnesota.—Hebrew and history of the Hebrews.

Mississippi.—No information.

Missouri.—New Testament Greek. Disciple Bible college in connection. Work there is not counted on a degree. Episcopal guild to be established. This idea is gaining ground in Missouri. The president of the Bible college writes that credit is given for time spent in that college. This has 100 university students (50 from the law department) taking two to four hours of work in the Bible college.

Montana.—No State institution reporting.

Nebraska.—New Testament Greek; Old Testament literature. Interpretative study of Old Testament poetry and characterization, one semester. Led by English literature teacher.

Nevada.—"I regret to say that there is no Bible instruction in the university."

New Hampshire.—No State institution reporting.

New Jersey.—No State institution reporting.

New Mexico.—No State institution reporting.

New York.—No State institution reporting.

North Carolina.—Catalogue statement: New Testament Greek, two hours per week. Literary study of the Bible. For graduates, critical survey of one or more books. Influence of the Bible on literature and development, by professor of English: not given every year. The professor of history lectures on New Testament history to the Young Men's Christian Association. This can not be counted toward a degree.

North Dakota.—"Forbidden by law." "No instruction either sectarian in religion or partisan in politics shall be allowed in any department of the university."

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Ohio.—No information.

Oklahoma.—No information.

Oregon.—No study.

Pennsylvania.—Elective (1897-98) to juniors and seniors, by Dr. T. H. P. Sailer. Two hours per week. "Introduction to Bible" for those not prepared to study it in the original.

Rhode Island.—No State institution reporting.

South Carolina.—No State institution reporting.

South Dakota.—Biblical literature, four hours, twenty-four weeks, offered for the last three years. Elected only once, and then by 16 or 18 students. Aim: culture, literary, archæological, scientific. Two professors.

Tennessee.—Catalogue shows no work. Young Men's Christian Association.

Texas.—Catalogue shows no work. Young Men's and Young Women's Christian Association.

Utah.—Catalogue shows no work.

Vermont.—President conducts Bible class on Sundays.

Virginia.—No official provision, but much interest on the part of some teachers and students. Professor Willett.

Washington.—Catalogue shows none.

West Virginia.—Bible is taught only as a literary book, and Bible ethics as a part of general ethics.

Wisconsin.—Hebrew and New Testament Greek courses are numerous. Also there is listed under Hebrew: Isaiah, literary and historical study, two hours. History and geography of Palestine, one hour. In these there is no knowledge of Hebrew required.

Wyoming.—All instruction in religious matters is voluntary. No Young Men's Christian Association as yet.

COLLEGES HAVING BIBLE STUDY.

Of the 243 colleges in the list 197 report Bible study as a part of the curriculum. These are divided between required and elective work, as follows:

Requiring Bible work	129
Not requiring, but offering as an elective	68
Total	197
Requiring some and offering more as elective	40
Not requiring, but offering as an elective	68
Total offering Bible study as an elective	108

REQUIRED BIBLE STUDY.

One of the special points of interest in our investigation was the mode of instruction in required Bible courses. The number of hours per week devoted to the study in the colleges which make a requirement in Bible is shown from the following table:

Unknown	12
One-hour courses	67
Two-hour courses	23
Three-hour courses	12
Four-hour courses	5
Five-hour courses	17

There are one and two hour Bible courses in 90 colleges and three, four, and five hour courses in 34.

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The 34 which adopt the method of frequently occurring exercises are named in the following condensed list, arranged by States:

Colleges having three, four, and five hour courses.

Arkansas .....Arkansas College, Philander Smith.
Colorado .....Presbyterian College of the Southwest.
Illinois.....Hedding, Blackburn, Carthage, Lake Forest, McKendree.
Iowa.....Charles City, Amity, Simpson, Tabor, Wartburg.
Maine.....Bowdoin.
Missouri .....Christian University.
Nebraska .....Doane, Gates, Nebraska Wesleyan.
North Carolina..Biddle, Davidson, Shaw.
Ohio .....Findlay, Hiram, Marietta. Muskingum, Oberlin.
Pennsylvania ...Grove City.
South Dakota ...Black Hills, Yankton.
Tennessee .....Southwest Presbyterian, Milligan, Fisk.
Washington.....Walla Walla.
Wisconsin .....Ripon.

There are two-hour courses of required work in the following colleges:

Colleges having two-hour courses.

Colorado .....Presbyterian College of the Southwest.
Illinois.....Chaddock, Augustana.
Iowa.....Upper Iowa, Simpson, Western.
Kansas.....Baker.
Minnesota .....St. Olaf, Macalister.
Missouri .....Westminster.
New Hampshire.Dartmouth.
North Carolina..Biddle, Davidson, Wake Forest.
Ohio .....Lima, Otterbein.
Pennsylvania ...Ursinus, Thiel.
Tennessee..... Central Tennessee College.
Washington.....Puget Sound.
Wisconsin .....Lawrence.

The following colleges require Bible study in one-hour courses (i. e., one period per week). There are appended some remarks made in their letters or catalogues, bearing on the preparation required for the lessons, and upon the value of one-hour required courses:

17. Philander Smith.—Twenty minutes each day throughout the course. The Greek Testament is taught in autumn of sophomore year.

20. Pomona.—One hour through the course. Two hours' preparation required and examinations. "Frequent testimonials and clear evidence of real and important value." Aim is culture, with strong devotional bias. Electives are also offered.

39. Trinity.—Held Monday morning. Great value.

44. Gallaudet.—Practically is a Sunday-school class. On the whole it is satisfactory.

47. Howard.—Freshman year, two terms. Also a Sunday-school class for boarders.

54. Atlanta.—Little preparation, and little value.

60. Emory.—Wonderfully successful, intellectually and religiously. Old and New Testaments are used. Through the course.

87. Northwestern College.—Through the course. Old and New Testament.

95. Wheaton.—Recitations and examinations. Very helpful. "We propose to be more exact in requirements."

102. Hanover.—Held Sunday. It is valued highly.

109. Earlham.—Required of nonresidents. Preparation voluntary; no examinations.

113. Coe.—One hour of preparation required. Use the Blakeslee method. "Formerly we used Smith; now the Bible."

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116. Amity.—Their one-hour course is in New Testament Greek; required of sophomores.

123. Lenox.—Preparation and examination as in any other course. An improvement is noticed in college morals.

128. Cornell.—One-hour course on the Acts. (Possibly not required.)

136. Midland.—One hour for three years. Senior year, comparative religion and evidences of Christianity. Bible classes like other classes, except that there are more comments by the professor on the text.

155. Berea.—Lectures and examinations.

158. Center College.—Lectures and examinations. Through the course. Old and New Testaments.

166. Bethel.—Required of every student. Value, as judged by the interest of the students, is considerable. No examinations. Obligatory feature on account of the importance of Bible in literary course; but compensated for by giving credit in excess of time and labor given to it, as compared with other studies. Aim is culture, not excluding devotion. This depends on the current sentiment in college. Many have not studied, some not read, the Bible before coming. Would like to know best books and plans. We favor direct contact with the Bible. We have advanced; present state tentative. Some professors report their Bible classes to be their best.

176. Straight.—Weekly, three years.

202. Alma.—Preparation and examinations as in other course. We think highly of the work. No other influences character so much.

205. Benzonia.—"One hour a week through the course," is the reply; but only freshman year is devoted to Bible study; the rest is church history and evidences.

207. Hillsdale.—Examinations as in other courses. Seventy per cent is passing mark. Highly valuable.

208. Hope.—Examinations as usual. Seventy per cent is passing mark.

210. Olivet.—Freshmen, New Testament ethics; sophomores, planting and development of Jewish and Christian Church; juniors, evidences; seniors, doctrines and duties of Old and New Testaments. Aim, culture, with strong devotional element.

216. Carleton.—Freshmen and sophomores. Good grades are made.

236. Central.—"Some students, the best, appreciate the work; others study it because they are obliged to. It is taught for its religious influence."

246. Park.—Freshman and sophomore years. The theoretical has been separated from the devotional since 1890.

243. Missouri Valley.—Entrance requirements in Bible. One hour through the course. Endowed professorship. Usual academic methods.

251. Drury.—Two terms at least, each year, through most of the course. This includes, however, other religious instruction besides Bible.

269. Rutgers.—English Bible and evidences required for seniors.

281. Hamilton.—Through the course; systematically arranged. "We like the plan."

296. Biddle.—All freshman and sophomore and part of senior year, one hour; otherwise two and three hours.

299. Guilford.—Through the course. At least one hour of preparation. Aim, devotion and culture. "We value Bible work highly."

320. Cincinnati.—No definite information.

323. Western Reserve.—Freshman year. Two hours' preparation and semi-annual examinations. "Value great, if teaching is good."

329. Kenyon.—Freshman year. Preparation similar to that for other studies.

330. Denison.—Greek Testament, two terms. "We do not feel the need of an English Bible chair."

342. Heidelberg.—Two terms first three years. Study is growing more thorough.

347. Wooster.—First two years. Two hours' preparation; examinations. No question of the value of required Bible study. "The confessedly religious and denominational basis of our organization prevents the question. Bible is the best means to character, culture, and strong life."

351. Pacific.—Through the course. Aim, to learn the contents of the Bible. The Young Men's Christian Association does the devotional work.

362. Geneva.—Preparation as for other courses. Aim, information, inspiration.

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363. Moravian.—Freshman year. Most of the students study for the ministry.

367. Lafayette.—Three years. Presumed to require two hours' study Sunday afternoon. Cheerfully attended, decorous, thoughtful.

368. Pennsylvania.—Freshman and sophomore years. Preparation as for other studies. Also a Sunday school.

371. Haverford.—Through the course. Regular work required. Highly valuable.

373. Franklin and Marshall.—Freshman year.

375. Lincoln.—Through the course. Memorizing is emphasized. On entrance an examination is required on Genesis and Mark. (College is for negroes.)

379. Westminster.—One term each year.

389. Washington and Jefferson.—Through the course; $100 prize for excellence in Bible study.

395. Erskine.—Four years' course. Graded as in other studies. Sunday. Growing appreciation of the work. Aim, devotion and culture.

396. Furman.—Some are interested; others would gladly be excused. Bible Union lessons used. "I am exceedingly anxious to find out the best method of securing effective Bible study, and will hail any light on this matter. More recitations are needed; can be secured by making part elective or by substituting Bible for something else."

397. Newberry.—Each class one hour. Recitations.

398. Claflin.—No previous study. Forty-five minutes daily devoted to Bible reading and study. Aim is devotional.

399. Wofford.—Half hour a week. The time is so short that no effort is made to make the exercise a drill. Practical aims are sought.

400. Pierre.—One-half hour, including chapel service. Probably more time will be given; more class work done. In the newer West we can not bring Bible teaching into very close class work. To secure the largest attendance we must use more general methods.

412. Knoxville.—Forty-minute periods. Through course. Aim, good Christians and good citizens. Examinations. A change from weekly to daily recitations is seriously considered.

414. Cumberland.—English Bible is a department of the English literature work during freshman year.

416. Maryville.—Through the course. Students take the work cheerfully and with interest for the most part; promotes seriousness and dignity. We think the moral and religious tone has been elevated; conversions multiplied; growth in grace of students and teachers promoted. Regular Bible work was introduced in 1889. All teachers participate and grow more expert each year. Young Men's Christian Association is somewhat under the influence of Mr. Moody's methods.

428. Greenville and Tusculum.—Forty-five minutes. Through the course. "Would like to have a good text-book. None of the several which I have seen satisfy me."

429. Washington.—Forty-five minute periods. Of great value. "Teaching is now distributed, but we will probably arrange to have one man do all the work."

440. Trinity.—Bible lessons in chapel, varied and adapted to the several grades of students.

456. Roanoke.—Sophomore year. Required work is not generally popular. Most work is done by Young Men's Christian Association.

466. Whitman.—Through course. Inductive study of the Bible.

472. Beloit.—Monday morning. Courses well organized.

Number of students in colleges requiring Bible work is: Men, 10,645; women, 2,720; total, 13,365; average, 104. It is, then, the smaller colleges which require Bible.

WHAT IS THE REQUIRED WORK?

Of the 129 colleges it is stated that Old Testament study is required in 49; New Testament in 77; using Greek New Testament alone, 13; using Greek in part, 9; Old and New Testaments, 40; Old Testament alone, 4; New Testament alone, 26; choice offered, 2 or 3. In these it usually occurs that the Testament which is omitted has been studied in the preparatory department. Old Testament history is, it seems, more frequently taught there than any other part of the Bible.

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More than one-third of the colleges do not state in the catalogue or in their letters what part of the Bible is covered by the required work. Some of the one-third follow the Sunday School lessons. Some use a text-book and follow that.

Biblical history is most frequently studied. Different periods of the Old Testament times are not commonly separated in titles of courses. The Maccabean period is once specified. The New Testament history is divided into life of Christ (gospels, harmony) and Acts (Paul, early church history, propagation of the gospel, etc.). Almost all who make their requirement in Old Testament require Old Testament history. Biblical introduction is not known very widely as a science. Geography and antiquities are mentioned about six times. Introduction about as often. Outlines and analysis five times. History of the English Bible once. The Bible as literature is specifically mentioned three times.

VALUE OF REQUIRED WORK.

Only 39 answer the question. Twenty-four of these answers are from colleges having one-hour courses. Eleven say the value is great; 1, great if teaching is good; 1, helpful; 1, good grades are made; 1, growing appreciation; 1, considerable; 2, some interested, some not (more hours needed); 1, taken cheerfully for the most part; 1, unsatisfactory; 1, not popular; 1, little; little preparation; made a required subject last year; 1, does not know how much knowledge is gained, but it gives the professors a chance to reach the students; 1, changed to elective last year.

Five answers from two-hour course colleges say that they are valuable, appreciated, popular; a three-hour course college says decidedly valuable: 3 four-hour, profitable, useful, helpful; 2 five-hour, high, incalculable.

In addition to these few specific answers to the question as to the value it is to be noted that the one-hour plan is the older one, and that accordingly any change from that plan in favor of a larger number of hours per week is evidence of dissatisfaction, more or less pronounced, with the older method. At least they were searching for something more valuable.

ELECTIVE BIBLE STUDY.

The interest of the committee centered in the minimum rather than the maximum of Bible study. The information gained shows that the elective courses are found chiefly in the larger and better-equipped colleges, those which are the leaders in methods. The elective courses reveal in their subjects and methods the influence of competition with other academic courses, and offer fewer peculiar or questionable methods than is the case with the required courses in other colleges. The present report has not been developed in further detail.

The average number of students in colleges where Bible is offered only as an elective is 353; total number of students in them, 23,967.

Average attendance in colleges offering Bible either as required or elective work, 190.

TEACHING FORCE.

The inquiry concerning teaching force was answered by 142 colleges:

All teach in	6
Work assigned to from 1 to 9 teachers	37
Stated to be done by 1 man (or several, if the work is more than 1 man can do)	92
Of these there are special professorships (alone, or with evidences or ethics; perhaps the professor does other work, but this is his chief work) in	26
Attached to some other chair in	25
Not stated what other chair	6
Philosophy	11
English	8
Taught by the president in	25

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Taught by the pastor	2
Taught by the chaplain	1
Taught by the lecturer	1
Taught by the professors in attached seminary	14

The following are the facts about Bible study in 9 of the 15 colleges for women, Division A.

1. Mills.—One hour per week required of juniors and seniors. Outlines of Bible study, using Steele's book. (This course, in addition to Sunday work in the college Sunday School.) One and a half hour's preparation is estimated for each lesson, conducted by the president and the pastor of the college church. Increase in thoroughness of work is a recent improvement. There are also courses of (outside) lectures on the Bible as literature. Our Bible work seems valuable.

2. Rockford.—One hour a week, freshman and sophomore years. One and a half hours' preparation. Regular work of teacher of philosophy. Have just been obliged to drop required Bible for juniors and seniors. This was on account of the many subjects in the curriculum for required study.

3. Smith.—Required work for freshmen, one-half year; sophomores, whole year; juniors, one-half year—all one hour. Kept one hour by reason of the numerous difficulties of making a change, which is in itself desirable. Elective work is well, increasingly, elected. The department is of equal dignity with others. One teacher in charge. Sophomores and juniors taking their electives are excused from their required work, in order to get them out of the one-hour courses; these are unscholarly and inefficient and opposed by a majority of the faculty.

6. Mount Holyoke.—Required, one hour a week for the first three years. Seniors have theism. Two hours' preparation, examinations, etc. Aim, culture and information. Elective work offered next year for the first time. Special chair of instruction in biblical literature. It is proposed to offer choice in the required work. The great question in college Bible study is one of method—method of conducting classes and of directing individual work of students.

7. Wellesley.—Required, one hour in freshman and sophomore years each; two in junior year. Juniors may choose between seven parallel courses. Preparation same as for other work. Aim, culture or general education. Work done by a corps of instructors designated wholly for this work. The department of biblical instruction has been recently organized. Much devotional study of the Bible among the students. Numerous electives open, with credit on degree.

9. Wells.—Required, one hour a week of freshmen and sophomores. Two hours of preparation, with rigid examinations. Electives offered to juniors and seniors. Largely elected. The biblical department was specially organized recently, and is in charge of a specially trained professor.

12. Vassar.—Have depended thus far upon lectures by specialists, given Sunday evenings; attendance of all students expected. "Will not say that we are satisfied with the method, for there is no way of testing the results, except as the students organize for special supplementary studies. However, I know of no better method than this, unless we are able to secure a special student of the Scriptures, who can offer attractive elective courses as well as a general prescribed course for the freshmen." The difficulties of arranging the curriculum are to be considered in this connection.

13. Cleveland College for Women.—Required for first three years, two hours' preparation and examinations as usual. No devotional aim.

14. Bryn Mawr.—Required once a week through the year, "Biblical literature." Numerous elective courses one and two hours a week. Required work is taken usually in the junior or senior year. Preparation the same as for other work. We regard it as of great value. Primary aim of biblical work is cultural, incidentally devotional. Special chair of instruction.

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15. Randolph-Macon.—Definite Bible instruction only on Sundays, when the students meet the various professors, who present studies in various lines of Bible literature.

REVIEW OF THE SITUATION.

The conditions are most hopeful. The larger colleges—those best organized for work—are giving gratifying attention to Bible study.

Many of the smaller colleges are doing their best. A number express their desire to do more, signifying their purpose to develop the work as time and money and students increase. Some very frankly express their ignorance of the best methods, and say that they will gladly welcome any suggestions for improvement.

We regard the number and character of the responses received to our circular as in themselves indicative of considerable interest in the matter.

There is a disposition on all sides to increase the amount and quality of the work done. It is coming to be more on an equality with other departments. Recent appointments of special teachers are reported. Tentative instructorships are being made permanent.

Some of the State institutions have regular work. Others report themselves as being in sympathy with Bible study, and rely upon and actively cooperate with outside efforts to accomplish the desired ends.

On the other hand, it is evident that there is still great need of such efforts as this Institute stands for, and a great opportunity to secure still further gains.

Many, though by no means all, of the colleges which do not reply doubtless have little or no Bible study to report. There are colleges which make a report, though that has to be "no study." There are many schools where the so-called Bible instruction is distributed among the members of the faculty, with results which are inevitable. Too many answer our questions as if we were inquiring about common Sunday-school classes. From the answers received there is more than a suspicion warranted that the typical one-hour course is little more than the average Sunday-school class in method of conduct, dignity, and results. Add, however, to such a class the element of required attendance and we would expect to find what is stated in some instances to be the case, that the value is questioned, results indifferent, interest slight. "No preparation," "preparation slight," "preparation voluntary," "one hour's preparation is expected"—such phrases show the character of the work. Some who reply seem not to understand what Bible study means. They include in their statements evidences, church history, and ethics. One replies that they have Bible study one hour a week through the course, when only the freshman year is occupied with strict Bible study.

The State colleges are, or think that they are, hindered by law from doing Bible work—a condition which may be improved. The history and literature of the Hebrews and the Jews may and should be studied as other history and literature is studied. The peculiar religious element need not be dealt with, and modern sectarianism is not found in the Bible. Such a large and influential portion of universal history and literature should not be ignored, or information about it be left to chance instruction.

SUGGESTIONS.[1]

From the answers received, the committee feel justified in offering the following suggestions to the Institute:

1. The aim should be some Bible work in every college in the country, State institutions included.

2. Bible study should be conducted in the best modern way, with the use of the best books, and with the most skillful teachers obtainable. It is important that

[1] It may be observed that the necessary limits of this report render it impossible to present all the data upon which these suggestions are based. The subject has been fully considered, and the suggestions seem naturally to follow from the facts.

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the colleges understand that modern methods and radical higher criticism are not synonymous.

3. Except under peculiar conditions the Bible itself should be studied, other text-books being used only to direct attention to this book itself.

4. A clearly-drawn line should separate Bible study as an immediately devotional exercise from Bible study as a part of the college curriculum.

5. The Young Men's Christian Association is well equipped for furnishing Bible work of a devotional nature, and is heartily to be commended to the colleges for that purpose. We make this suggestion with the more emphasis, because if the devotional work is given into the charge of this or some similar agency the problem of Bible study in the curriculum, for which credit is to be given toward an academic degree, is much simplified.[1]

6. The Young Men's Christian Association courses, or whatever other outside organization is in the field, or is brought in, should not supersede all curriculum courses. There is real and abundant need of both. The value of each is impaired if it is to do duty for both; while if each restricts itself to its own sphere, they may supplement each other perfectly.

7. The college Bible course should be so free from avowed and direct devotional aims, that the teacher can demand as thorough work as in any college course. Bible study will then take its place as a worthy part of the curriculum. When the student has joined the class, attendance, preparation, recitations, tests, examinations, theses, should correspond with those demanded in other college work.

8. The college should create as soon as possible a department of Bible study on a par with others, though the amount of work offered at first be small.

9. The teaching ought to be done by some one (or more, if the work to be done is more than one man's work) who is equipped for this work with the same thoroughness as is demanded of teachers in other departments. The committee would certainly not overlook the important influence upon the teachers, as well as upon the students, of the enlistment of the whole teaching force in Bible instruction. The assignment of the systematic curriculum work to a trained specialist should not and will not interfere with extra-curriculum devotional Bible classes led by the several professors.[2]

10. The committee agree heartily to recommend that one-hour courses be made at least three hours a week, in order to secure for them fuller recognition, closer application, more definite aim, and a better outlook for the elective work which should, and very often does, follow. We recommend this, even knowing that in most cases the work must be confined to fewer weeks. But conditions differ, and we do not feel ready to reject as valueless all one or two hour courses. After all, the character of the work done is the chief thing, and it may be that insistence upon three, four, and five hour courses would prove an artificial and needless condition. It is our judgment, however, that there is more than an accidental connection between one-hour courses and the Sunday School-like methods of the past; and that the easiest way to elevate the style of instruction in Bible is to concentrate the work. A one hour course is often, perhaps usually, regarded as an

[1] The committee are glad to draw attention to a very careful statement secured from Mr. J. R. Mott, summarizing and characterizing the work of the college department of the Young Men's Christian Association. Attention is called also to the reports printed in the Young Men's Christian Association Yearbook. Their statements of work done amply justify the claim made for them above, that they are well equipped for the kind of Bible work to which allusion is made.

[2] It will not be misunderstood that we urge less Bible study of a devotional character, or Bible study that is less devotional, among college students; on the contrary, we would organize it in such a way that it can become, and can be kept, truly devotional. The recommended distinction between curriculum study and extra-curriculum devotional study is not made until we are sure that there are agencies in the field entirely competent, with the counsel of individual professors, to conduct courses of this character in a way to secure the best possible results.

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extra, which must not be allowed to interfere with the regular five hour courses. So long as, and in so far as, one hour Bible courses are thus originated, and an entrance is granted only grudgingly to the Bible as a study, results will certainly not be satisfactory. It is absolutely essential that the importance of the study be conceded and maintained by the college authorities. This being the attitude, the one hour feature is not an unsurmountable difficulty. If the conditions seem to require it, a weekly exercise can be made a success; experience has abundantly proved that. The committee makes this explanation in order to avoid discouraging the many colleges where better arrangements can not at present be made.

11. The committee has no recommendation as to required *versus* elective Bible courses in college. The conditions in and around one college differ so largely from those of another that each must probably think the matter through for itself. One college finds required work satisfactory from every point of view. Another finds it the opposite; students and teachers dislike it. One (a unique one, indeed) is just making its work required. Another is making its work elective.

It would seem a natural outcome of the careful differentiation of devotional study of the Bible from the curriculum study, which has been recommended above, that an important objection to the requirement of Bible study from college students disappears, viz, that it interferes with the sovereign rights of an American. It seems that a boy reaches the age of consent earlier in religious matters than in intellectual. Horace's Odes and Greek philosophy, but not the Psalms or the teaching of Jesus, may be required studies for him.

On the other hand, the absence of the strictly devotional element would for many destroy the chief argument for making Bible study required. It would seem, however, that moral and religious profit from the study of the Bible does not disappear with the disappearance of the immediately devotional element; that Bible truth presented without appeal or invitation, presented as judicially as possible; that the facts of the Bible, recited as the facts of profane history are recited; that the ethics of the Bible, studied as any other subject is studied (and no conscientious scruples, however abnormally developed, can reasonably stand in the way of such treatment), ought to form in the end as potent an influence over thoughtful men and women as could be demanded.

12. Bible study in State universities should receive more detailed study. It is in order, however, to state our conviction that State enactments against biblical instruction are directed against it as it was formerly given, and that with the rise of the new methods of study of the Bible, and with the training of men ready and fitted to conduct it with entire respect for the religious scruples of students and parents, just as a novel may be studied without the inculcation of all the follies of its characters, or as historical study does not compel us to adopt the vices of its heroes, abundant freedom may be had for Bible study. It is a sad commentary on former methods that the phrase prohibiting teaching which is "sectarian in religion" should be quoted as forbidding Bible study. Doubtless the legal difficulties differ in the various States. It may well be that the use of State funds for the salary of a teacher of the Bible would be illegal, whereas the State could not decline to receive and administer gifts to endow such a chair. It may be that the time has not yet come when it would be fitting to press the claims of formal Bible study upon certain State institutions. Meantime, there is an abundant opportunity, with rare, if any, exceptions, to include Hebrew history in ancient history, biblical masterpieces of literature in literary courses, biblical ethics in general ethics, until, in entire conformity to law, the students are put in possession of a fair knowledge of Bible facts.

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CHAPTER XXXII.

THE BIBLE IN THE PUBLIC SCHOOLS AND STATE UNIVERSITIES.

I.—Report concerning Bible reading in the public schools of the United States, prepared by Elizabeth B. Cook, president Chicago Woman's Educational Union.
(1) Origin of the investigation.
(2) Detailed report, by States, of the present practice relative to Bible reading in the public schools.
(3) Tabulated summary of statements made by school superintendents.
(4) Readings from the Bible selected for school.
II.—The Bible in the public schools; from an address by Dr. A. P. Peabody, of Harvard University.
III.—The English Bible and State Universities, by Rev. Dr. Young, field secretary of the Christian Woman's Board of Missions.

In May, 1896, the Chicago Woman's Educational Union requested its president to prepare a statistical and historical report concerning Bible reading in the public schools of the United States. In compliance with the request, letters of inquiry were sent to the 45 State superintendents of schools, all of which, with two exceptions, have been answered. Two forms of blanks were sent to county and city superintendents of schools, one containing the following questions, the other two less:

Are portions of the Bible read regularly in all the schools of your city?
If not, is the Bible read in part of them?
If read, for how many years has this been the custom?
If not, was it formerly read there?
For how many years?
Is there a rule of your board on this matter?

Although many of these blanks reached the superintendents after their schools were closed for the summer and many school officers had no accurate data upon the subject, replies were received in response to these inquiries from every State of the Union. The earnest and cordial spirit pervading these returns was noticeable.

Dividing the United States for convenience into the North and South Atlantic, the South and North Central, and the Western portions, their attitude toward Bible reading in the public schools is found to be as follows:

NORTH ATLANTIC DIVISION.

MAINE.

Hon. W. W. Stetson, State superintendent of schools, Augusta, Me., reports in general as follows:

I am very happy to be able to report that the opening exercise in most of the common schools of this State consists of reading a passage of Scripture by the teacher and repeating the Lord's Prayer by the teacher and pupils.
This custom is so general that I think it is unnecessary to attempt to collect any statistics upon this matter in this State.

Reports from superintendents and school officers from 9 of the 16 counties in Maine, received since June 17, 1896, state that there is Bible reading in every school. In the tenth, teachers read or not, as they please.

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As soon as the Pilgrims penetrated the wilds of Maine and established schools, the Bible was the Book *essential*. Through public spirit and respect for the Government, in whose interest public schools are administered, daily reading of the Bible has been maintained for two hundred and seventy-one years.

The rule for the opening exercises in the schools of Portland, Maine's chief city, is as follows:

Reading of select portions of Scripture by the teacher and the repeating of the Lord's Prayer in concert by the pupils shall constitute the opening exercises of the schools.

The practice of the school teachers of Maine is in harmony with the decision of Justice Appleton, which was concurred in by the entire bench of seven members of the supreme court of Maine (see 38 Maine, 379).

The Maine court says:

If the Bible, or any particular version of it, may be excluded from the schools because its teachings may be opposed to the teachings of the authorities of any church, the same result may ensue as to any other book. If any one sect may object, the same right must be granted to others. This would give the authorities of any sect the right to annul any regulation of the constituted authorities of the State as to the course of study and the books to be used. It is placing the legislation of the State, in the matter of education, at once and forever in subordination to the decrees and teachings of any and all the sects, when their members conscientiously believe such teachings. It at once surrenders the power of the State to a government not emanating from the people nor recognized by the constitution. * * * As the existence of conscientious scruples as to the reading of a book can be known only from the assertion of the child, its mere assertion must suffice for the exclusion of any book in the reading or in the hearing of which it may allege a wrong to be done to its religious conscience. * * * As a right existing on the part of one child, it is equally a right belonging to all. As it relates to one book, so it may apply to another, whether relating to science or morals. * * * As the child may object to reading any book, so it may equally object to hearing it read for the same cause, and thus the power of selection of books is withdrawn from those to whom the law intrusts it, and by the right of negation is transferred to the scholars. The right as claimed undermines the power of the State. It is that the will of the majority shall bow to the conscience of the minority or to the conscience of one. * * * Nor is this all; while the laws are made and established by those of full age, the right of obstruction, of interdiction, is given to any and all children, of however immature age or judgment.

NEW HAMPSHIRE.

The New Hampshire school law, Chapter III, sections 15, 17, and 18, is as follows:

SEC. 15. No book or tract designed to advocate the tenets of any particular sect or party shall be permitted in any of the schools, nor shall any sectarian or partisan instruction be given by any teacher in the same.

SEC. 17. Good morals being of the first importance to pupils and essential to their highest progress in useful knowledge, instruction therein shall be given in each of the schools, and the principles of truth and virtue faithfully inculcated upon all suitable occasions. The pupils shall be carefully instructed to avoid idleness and profanity, falsehood and deceit, and every wicked way and disgraceful practice, and to conduct themselves in an orderly, courteous, and respectful manner; and it shall be the duty of the instructors, so far as practicable, to exercise a general inspection over them in these regards both in and out of school and while going to the same and returning home.

SEC. 18. The morning exercises of all the schools shall commence with the reading of the Scriptures, followed by the Lord's Prayer.

Hon. Fred Gowing, State superintendent of schools, Concord, N. H., writes June 20, 1896:

I not only do not object to using the actual Bible, leaving to the teachers' discretion the selection of passages, but encourage it.

Reports from superintendents or teachers in all but one of the counties of New Hampshire have been received. In all the schools of the State, with a very few exceptions, the Bible is read and has been since the schools were first established

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(about 1623). Many of the school boards emphasize the State law for Bible reading with local rules.

VERMONT.

Hon. Mason S. Stone, State superintendent of education, Montpelier, Vt., writes:

We encourage Bible reading in our public schools, although we have no law requiring it. The Bible is read in nearly every school. The Lord's Prayer and Bible verses are quite generally recited.

Three local reports received show that the general custom from the earliest existence of the schools has been to have the Bible read daily. One of these states that the Bible is not read in the graded schools of the town, but in the outlying districts only. A second states that it always has been read in a part of the schools, and the third that it has always been read in all the schools

MASSACHUSETTS.

Hon. Frank A. Hill, secretary State board of education, Boston, Mass., writes June 15, 1896:

So far as my knowledge, my observation, and my experience go, the schools of Massachusetts read selections from the Bible once a day. The repetition of the Lord's Prayer is generally used in connection with the devotional exercises, and the singing of sacred music, while not universal, is exceedingly common.

The enthusiasm with which chairmen of school boards and other officers of schools send in their affirmative reports (100 received) shows a deep interest in Bible reading in schools. For two hundred and seventy-six years the Bible has been most intelligently read by the people of Massachusetts.

The State law upon this subject is as follows:

SEC. 32. The school committee shall require the daily reading in the public schools of some portion of the Bible without written note or oral comment, but they shall not require a scholar whose parent or guardian informs the teacher in writing that he has conscientious scruples against it to read from any particular version, or to take any personal part in the reading; nor shall they direct to be purchased or used in the public schools schoolbooks calculated to favor the tenets of any particular sect of Christians.

In the current edition of the State school laws the following annotations are made to this section:

The school committee of a town may lawfully pass an order that the schools thereof shall be opened each morning with reading from the Bible and prayer, and that during the prayer each scholar shall bow the head, unless his parents request that he shall be excused from doing so; and may lawfully exclude from the room a scholar who refuses to comply with such order, and whose parents refuse to request that he shall be excused from doing so. (12 Allen, 127.)

It is the settled policy of the State to require the use of the Bible in the public schools, and since the passage of the act of 1855 there have been but few objections made.

The duty of the committees is performed if they require the Bible to be read by the teachers as a part of the morning devotional service. The law does not prescribe, as a rule from which there are to be no deviations, that every pupil who may be able to read the Bible shall be required to do so. In this respect a discretion is vested in the committees. No sectarian books are used in the schools.

Many school committees have local rules, some of which we quote below:

RULE OF THE CITY OF CAMBRIDGE.

Morning exercises in all the schools shall begin with reading from the Scriptures and the Lord's Prayer.

RULE OF THE CITY OF BEVERLY.

11. All teachers shall, according to the requirements of the laws of this Commonwealth, as set forth in the public statutes, in chapter 44, section 15, exert their best

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endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard to truth; love of their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and it shall be the duty of such instructors to endeavor to lead their pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above-mentioned virtues, to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

80. The morning session in all the schools shall open with reading from the Bible.

THE CHELSEA SCHOOL LAW.

SEC. 45. In each schoolroom the morning exercises shall commence with the reading of suitable selections from the Bible by the teacher, to be followed by the audible repetition of the Lord's Prayer by the teacher alone, or by the teacher and pupils in concert.

SEC. 46. Good morals being of the first importance to the pupils and essential to their highest progress in useful knowledge, instruction therein shall be given in each of the schools, in conformity with the provisions of public statutes (chap. 44, sec. 15) and the principles of truth and virtue faithfully inculcated upon all suitable occasions. The pupils shall be carefully instructed to avoid idleness, profanity, falsehood, deceit, and every wicked and disgraceful practice, and to conduct themselves in an orderly and proper manner; and it shall be the duty of their instructors, so far as possible, to exercise a general inspection over them in these regards both in school hours and while going to and from school.

THE FITCHBURG RULE.

SEC. 3. The beginning of the morning exercises in the school shall include the reading of some portion of the Bible without comment, but no scholar shall be required to read therefrom whose parent or guardian shall notify the teacher that he or she has conscientious scruples against such reading.

THE SALEM REGULATION.

Morning exercises in all the schools shall commence with the reading by the teacher of some portion of the Bible, without written note or oral comment; but no pupil shall be required to read from any particular version whose parent or guardian shall state in writing that he has conscientious scruples against allowing him to read therefrom.

NEW BEDFORD SCHOOL LAW.

[Chapter XV, sec. 4, as amended December, 1894.]

Opening morning exercises.—A portion of the sacred Scriptures shall be read without comment to the pupils by the teacher of each school at the opening of the morning session; also a patriotic selection shall be recited or a patriotic song shall be sung by the school; and the board recommends that the Lord's Prayer be repeated by the teacher alone or by the teacher and pupils in concert.

THE NEWBURYPORT RULE.

SEC. 3. The teachers shall open their respective schools in the morning with reading of the Scriptures and the recitation of the Lord's Prayer, the opening exercises not exceeding ten minutes in length; and it is recommended that the afternoon services close with singing.

In 1642 an ordinance was passed requiring "chosen men" to take account of the ability of children "to read and understand the principles of religion and the capital laws of this country."

An ordinance establishing grammar schools was passed November 11, 1647, in the preamble of which occurred a clause indirectly showing that our earliest legislators attached importance to a knowledge of the Bible. The clause is as follows:

It being one of the chief projects of that old deluder, Satan, to keep men from the knowledge of the Scriptures, etc.

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In 1654 an ordinance was passed forbidding the continued employment of teachers who had manifested themselves "scandalous in their lives and not giving due satisfaction according to the rules of Christ."

More than one hundred years later, in 1789, an act was passed making it the duty of instructors to impress upon their pupils "the principles of piety, justice, and a sacred regard to truth; love to their country, humanity, and universal benevolence; sobriety, industry, and frugality; chastity, moderation, and temperance, and those virtues which are the ornament of human society and the basis upon which the republican constitution is structured.

"According to the New England theory of life, it was absolutely essential that everyone from early childhood should be taught to 'read and understand the Bible and other good and profitable printed books in the English tongue.'"

This feeling strengthened with the passing years, and, as regards Bible reading in schools, indefiniteness changed to clearness and option concerning Bible reading to judicious and careful requirement.

RHODE ISLAND.

Under date of June 13, 1896, Hon. Thomas B. Stockwell, State commissioner of public schools, Providence, writes:

I inclose extract from the last edition of our school manual, which shows very clearly the relation of the State to the subject of religious and moral teaching in the public schools. Twenty years ago I made quite a careful study of this subject and embodied it in my annual report, of which I am able to send you a copy.[1]

It is my impression that there has not been much change since then. If any change, it is in the direction of less reading of the Bible.

The report states that 10 towns require by rule the reading of the Bible. That in 5 it is simply recommended by them; that in 6 either the reading of the Bible or a prayer, generally the Lord's prayer, is required. In 1 town some moral or religious exercise is made obligatory. In 12 towns no rule or recommendation upon the specific subject exists.

Passing from rule to practice, Mr. Stockwell found it to be the almost universal custom to open the daily session with some form of devotional exercise, of which the reading of the Scriptures formed an important part.

Returns received directly from 11 towns and cities in Rhode Island ratify, so far as their localities are concerned, Mr. Stockwell's report. They show (1) that the use of the Bible is recommended to teachers; (2) that it has always been the custom in the school; (3) 6 of the 11 cities and towns report that the Bible is read in every school. The management in 1 city and in 1 town have adopted rules requiring Bible reading. In the rest Bible reading is optional, but universal in 4 of the remaining 9 localities, and almost universally read in 2 more, and read in some of the schools of the remaining 3. One of these is Providence, the largest city in the State.

Mr. Stockwell's report contains the following, on—

MORAL CULTURE.

While we acknowledge fully the labors of the teachers in this branch of their work, we can not also fail to recognize the existence of a lower moral tone in the community than formerly prevailed. For various reasons, some inseparable from our condition, and others the result of our own negligence, we have fallen upon a period when the public morals are at a low state. In this condition of affairs there is devolved upon the schools the greater necessity for lending all the aid in their power to the work of elevation.

School officers in their selection of teachers should exercise a wide discretion and seek for those individuals who can be relied on as efficient and faithful

[1] The great value of this article has lead to its insertion almost as a whole on the following pages.

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instructors in virtue. Teachers are called upon to throw more of devotion into their work, and to labor for the education of the heart as well as of the head. They must not be satisfied with keeping the letter of the law, but must live up to its spirit with a heartiness that shall carry before it all opposition and indifference.

The accompanying special report to the general assembly was prepared, as its tenor indicates, in response to a resolution passed by that honorable body at the May session. I have thought it best to incorporate it in this report, in order that it might take a more permanent form, regarding it as of some future value, at least as showing the present status of our schools in reference to this great question.

To the Honorable the General Assembly:

I have the honor to present the following report in response to a resolution adopted by your honorable body at the May session, 1876, to wit:

"*Resolved* (*the senate concurring*), That the commissioner of public schools be instructed to report to the general assembly, at the next January session, whether any and what means are used in the public schools 'to implant and cultivate in the minds of all children therein the principles of morality and virtue,' as provided in section 6 of chapter 54 of the general statutes."

The chapter of the general statutes from which the quotation in the above resolution is made is the one which refers mainly to teachers, the conditions of their service, and their duties. The whole section referred to reads as follows: Every teacher shall aim to implant and cultivate in the minds of all children committed to his care the principles of morality and virtue.

From the tenor of this chapter, and especially of this section, coupled with the fact that the subject of *morals* is nowhere else alluded to in the laws relating to schools, and that such has always been the fact since the first enactment of the law, I have always supposed it to have been the purpose of the general assembly to place the subject of moral instruction chiefly in the hands of the individual teachers in preference to those of any official or body of officials.

In accordance, therefore, with these facts, we can not expect to find that well-defined system or comprehensive plan of instruction in this department that we should in reference to those subjects which are specifically placed under the control and direction of the school authorities. It needs, however, but a survey of the various reports of the school committees of the several cities and towns in the State for the last few years, and especially for the past year, to show conclusively that the school authorities throughout the State are deeply alive to the importance of the subject, that they are ready and anxious to take as advanced ground in the matter as the sentiment of their respective constituencies will permit, and that they are now exerting a constant influence in all directions, upon both teacher and pupil, in order to bring them up to a higher moral law.

Of the means used to secure moral and virtuous development, we naturally consider the Bible first. As a result of my inquiries on the subject I have received information from all but 2 of the 36 cities and towns in the State. I find that in 10 towns the reading of the Bible is required by a rule of the committee; that in 5 it is simply recommended by them; that in 6 either the reading of the Bible or a prayer, generally the Lord's prayer, is required, while in 1 town "some moral or religious exercise" is made obligatory. In the other 12 towns no rule or recommendation upon this specific subject exists.

Passing now from rule to practice, I find from the testimony of the several town superintendents that not only in those towns where there is a specific rule or recommendation, but also in all of the others it is almost the universal custom to open the daily session with some form of devotional exercises, of which the reading of the Scriptures forms generally an important part, and often the whole. As a result of my own observation I have noticed that it is now much more common than formerly for the teacher to read the Scripture selection alone, instead of making the exercise a concert or responsive one. This course I believe to be the best calculated to produce the desired impression upon the minds and hearts of the pupils. It will thus be seen that there are but few schools in our State wherein the pupils are not brought into daily contact with the Scriptures, the fountain of all truth, the source of all virtue, the essence of all morality. * * *

As every school is, in a certain sense, a minature government and the same principles underlie its existence and control its life as in the case of the nation, it is, of course, both the duty and the privilege of the teacher to call the attention of his pupils to these fundamental ideas and to impress them upon them as the mainspring of their actions. * * *

A reference to the "rules and regulations" adopted by the several school committees will, in nearly all cases, I think, reveal the presence of one or more provisions

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upon the matter of morals and behavior, and referring to both teacher and pupil. In illustration of this influence I have the pleasure of quoting one rule from each of the recent reports for two towns, situated quite remote from each other, and thus fairly representing the State as a whole.

The first: "It shall be the duty of the teachers to use their best endeavors to impress upon the minds of the youth committed to their care and instruction the principles of piety, justice, and a sacred regard for truth; love to their country, humanity, and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and they shall endeavor to lead their pupils, as their ages and capacities will allow, into a clear understanding of the tendencies of those virtues, to preserve and perfect a republican constitution and secure the blessings of liberty as well as promote their own happiness, and also to point out to them the evil tendency of the opposite vices."

The second: "Good morals being of the first importance, and essential to their progress in useful knowledge, pupils are enjoined to avoid all vulgarity and profanity, falsehood and deceit, and every wicked and disgraceful practice. They will be expected to conduct themselves in an orderly manner, both in and out of school; to be diligent and attentive to their studies; to treat each other kindly and politely in all their intercourse; to respect and obey their teachers, and to be punctual in their attendance."

From what precedes, it will be seen, I think, that the main force to be relied upon for the promotion of moral culture, is not so much a system of ethics or a well organized plan of instruction as the *life* which the teacher lives before his pupils. The most effective means for implanting the seeds of virtue and inculcating a sound morality are often the almost unconscious words and acts of the sincere and faithful teacher, which are, as it were, the spontaneous overflow of his own pure character. * * *

In recognition of this truth, and also of the consequent responsibility resting upon them, I am glad to be able to report that the school authorities of various towns are adopting more and more stringent rules in reference to the moral qualifications of their teachers. I hope the standard will be raised still higher, and they shall be sought for not merely the negative grace of a character without reproach, but the positive virtue of an aggressive morality.

From "Instruction to teachers," in the last school manual of Rhode Island, Mr. Stockwell sends the following:

Moral instruction should, by all means, be inculcated by the teacher, but yet so as to avoid all sectarian comment or bias.

The rule as laid down in the law of the State of Massachusetts (see text of law under "Massachusetts"), while it points out and inculcates the duty of the teacher to give moral instruction, is carefully drawn to avoid giving countenance to any attempt to impart sectarian instruction and may well be followed in this Commonwealth. [And adopted by it and by every other Commonweath in the United States.—Ed.]

Here follows extract from Massachusetts statutes, as quoted under "Massachusetts" in "Rule of the city of Beverly."

Mr. Stockwell continues:

Reading the Bible and praying in schools.—The constitution and laws of the State give no power to a school committee, nor is there any authority in the State, by which the reading of the Bible or praying in school, either at the opening or at the close, can be commanded and enforced. On the other hand, the spirit of the constitution and the neglect of the law to specify any penalty for so opening or closing a school, or to appoint or allow any officer to take notice of such an act, do as clearly show that there can be no compulsory exclusion of such reading and praying from our public schools. The whole matter must be regulated by the consciences of the teachers and inhabitants of the district and by the general consent of the community. Statute law and school committees' regulations can enforce neither the use nor disuse of such devotional exercises. School committees may recommend, but they can go no further.

It is believed to be the general sentiment of the people of Rhode Island that this matter shall be left to the conscience of the teacher; and it is expected that if he read the Bible as an opening exercise, he shall read such parts as are not controverted or disputed, but such as are purely or chiefly devotional; and if he pray at the opening of his school, he shall be very brief and conform as nearly to the

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model of the Lord's Prayer as the nature of the case will admit. And in all this he is bound to respect the conscientious scruples of the parents of the children before him, as he would have his own conscientious scruples respected by them in return; always, of course, taking care that in the means he uses to show his respect for the consciences of others he does not violate the law of his own conscience.

In regard to the use of the Bible in schools, two observations occur here. If the committee prescribes or the teacher wishes to have the Bible read in school, it should not be forced upon any children whose parents have any objections whatever to its use. In most cases the teacher will have no difficulty with the parents on this subject if he conducts with proper kindness and courtesy.

CONNECTICUT.

Charles D. Hine, secretary of the State board of education, Hartford, Conn., under date of July 17, 1896, writes:

In most schools of the State the Bible is read, or some part of the Bible recited; often it is a portion of the Psalter. There is, however, no uniform practice. In most of the best schools the only opening exercise is the Lord's Prayer or some devotional exercise, with singing. As I have said, however, in most schools the Bible is read and always has been read. Generally there is no objection to it.

Hartford, Connecticut's largest city, has a rule for Bible reading, which, it may be unnecessary to say, is observed.

Bridgeport and Meriden (with a population of 48,856 and 21,230, respectively) have each a carefully observed rule requiring Bible reading. Although left to the teacher's discretion, so far as the reports received show, in the other cities of the State, Bible reading is carefully observed in all of them, with one exception, and in many of the schools of that one.

The early legislation of Connecticut is similar to, when not identical with, that of Massachusetts.

From the summary of the system of public instruction in Connecticut at the opening of the eighteenth century, made by Dr. Henry Barnard, notice the following:

It is an obligation on every parent and guardian of children "not to suffer so much barbarism in any of their families as to have a single child or apprentice unable to read the Holy Word of God and the good law of the colony," and also "to bring them up to some lawful calling or employment," under a penalty for each offense.

NEW YORK.

The great metropolis of the Empire State has a positive law concerning Bible reading in public schools. It stands as follows:

RULE FOR BIBLE READING IN SCHOOLS IN THE CITY OF NEW YORK.

[All schools to be opened by reading the Bible.]

SEC. 134. All the schools of this city under the jurisdiction of the board of education shall be opened with reading a portion of the Holy Scriptures, without note or comment.

Further instructions relating to this subject in the city are:

SEC. 1062. No school shall be entitled to or receive any portion of the school moneys in which the religious doctrines or tenets of any particular Christian or other religious sect shall be taught, inculcated, or practiced, or in which any book or books containing compositions favorable or prejudicial to the particular doctrines or tenets of any particular Christian or other religious sect shall be used, or which shall teach the doctrines or tenets of any other religious sect, or which shall refuse to permit the visits and examinations provided for in this chapter. But nothing herein contained shall authorize the board of education to exclude the Holy Scriptures, without note or comment, or any selections therefrom, from any of the schools provided for by this chapter; but it shall not be competent for the said board of education to decide what version, if any, of the Holy Scriptures, without note or comment, shall be used in any of the schools: *Provided*, That

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nothing herein contained shall be so construed as to violate the rights of conscience as secured by the constitution of this State and of the United States.

The rule for Brooklyn, which she has observed with no record to the contrary since her schools were established, is as follows:

Part III, section 5.—(At the opening of school.) A portion of the Holy Scriptures shall be read aloud by one of the teachers in each department, without note or comment.

Returns from 94 school officers, residing in 48 of the 59 counties of New York, are received. About one-half of them, as school commissioners, speak for a section of a county each. Fifty-three of these report Bible reading as an opening exercise in all of their schools. Two others think the custom is universal, it being the expressed wish of the superintendents to have the Bible read. Twelve others report that the Bible is read in nearly all or in a very large per cent of their schools, and the statement is generally made that the custom is as old as the schools. Three report written or unwritten local rules prohibiting Bible reading. Nine others report no Bible reading. In these schools, with two exceptions, it is stated that the Bible was formerly read in them. Three state that the Bible is read less than formerly, while two report that the custom seems to be growing, a larger per cent of teachers in the counties reading the Bible than formerly. In the rest the Bible is read to some extent. As teachers do not usually report concerning this custom, data are not so easily obtained nor so reliable as on some less important subjects. The reports show unmistakably that New York in its public schools is a Bible-reading State.

The early records of New York afford many proofs that its tendencies were not very different from those of its more eastern sisters. The following facts and statements are found in Morris's History of the Character of our Civil Institutions:

The first emigrants (to New York) were those who had fled from the severity of religious persecution in the seventeenth century in the French-Belgic provinces, and came with a faith tried in a fiery furnace.

The East India Company, formed in 1621, stipulated that "where emigrants went forth under their auspices and that of the States-General of Holland, it should be their duty to send out a schoolmaster, being a pious member of the church," whose office it was to instruct the children and preside in their religious meetings on the Sabbath and other days, leading in the devotions, and reading a sermon, until the regular ministry should be established over them.

The first settlers of New Rochelle and West Chester counties were said to have such regard for the sanctity of the Sabbath that they would take up their march of foot Saturday noon for public worship 20 miles away, engage in the services, remain until after midnight, and then take up their homeward way, relieving the monotony and weariness of the journey with the singing of hymns.

An order for the opening and closing exercises of a school at Long Island, adopted October 8, 1662, contains the following:

"ART. 2. When school opens, one of the children shall read the morning prayer as it stands in the catechism, and close with the prayer before dinner; and in the afternoon the same. The evening school shall begin with the Lord's Prayer and close by singing a psalm."

In a letter written on the 11th of August, 1628, by Rev. Jonas Michaëllus, the first minister of the Dutch Reformed Church in the United States, there is found the following statement:

"We must have no other object than the glory of God in building up His kingdom and the salvation of many souls. As to the natives of this country, I find them entirely savage and wild, proficient in all wickedness, who serve nobody but the devil. Let us, then, leave the parents in their condition, and begin with the children who are still young and place them under the instruction of some experienced and godly schoolmaster, where they may be taught especially in the fundamentals of our Christian religion."

The constitution of the State as formed in 1777, and also as re-formed in 1821, contains the following:

"This convention doth further, in the name and by the authority of the good people of this State, ordain, determine, and declare that the free exercise and enjoyment of religious profession and worship, without discrimination or preference, shall forever hereafter be allowed within this State to all mankind: *Provided*,

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That the liberty of conscience hereby granted shall not be so construed as to excuse acts of licentiousness or justify practices inconsistent with the peace or safety of the State."

In 1838 the legislature of New York, by a vote nearly unanimous, declared that—

"In all countries some kind of religion or other has existed in all ages. No people on the face of the globe are without a prevailing national religion. Magistrates have sought in many countries to strengthen civil government by an alliance with some particular religion and an intolerant exclusion of all others. But those who have wielded this formidable power have rendered it a rival instead of an auxiliary to the public welfare—a fetter instead of a protection to the rights of conscience. With us it is wisely ordered that no one religion shall be established by law, but that all persons shall be left free in their choice and in their mode of worship. Still, *this is a Christian nation. Ninety-nine hundredths, if not a larger proportion, of our whole population believe in the general doctrines of the Christian religion.* Our government depends for its being on the virtue of the people—on that virtue that has its foundation in the morality of the Christian religion; and that religion is the common and prevailing faith of the people. There are, it is true, exceptions to this belief; but general laws are not made for excepted cases. There are to be found, here and there, the world over, individuals who entertain opinions hostile to the common sense of mankind on subjects of honesty, humanity, and decency; but it would be a kind of republicanism with which we are not acquainted in this country which would require the great mass of mankind to yield to and be governed by this few.

"It is quite unnecessary to enter into a detailed review of all the evidences that Christianity is the common creed of this nation. We know it, and we feel it, as we know and feel any other unquestioned and admitted truth."

NEW JERSEY.

C. J. Baxter, superintendent of public instruction, Trenton, N. J., writes:

Many boards require the Bible to be read. A few do not. It is read in nearly all of the schools, and has been as far back as I can remember.

Bancroft writes:

The people (of New Jersey) rejoiced under the reign of God, confident that he would beautify the meek with salvation. The motto on the provincial seal was, "Righteousness exalteth a nation."

With this early record it is not surprising to learn that the following rule is to be found in the school laws of the State of New Jersey, 1895, page 45, section 123:

It shall not be lawful for any teacher, trustee, or trustees to introduce into or have performed in any school receiving its proportion of the public money any religious service, ceremony, or forms whatsoever, except reading the Bible and repeating the Lord's Prayer.

Jersey City has the following rule:

The principals of the several departments shall open their schools each morning by reading a portion of the Scriptures, without note or comment.

From 21 reports received, 19 state that the Bible is read in all the schools. Of this number, 12 cities have special laws requiring Bible reading. One report states that it is read in nearly all, and the other that only the Lord's Prayer is used.

The rule for the Hoboken schools is:

RULE LVII.

SEC. 81. The opening exercises of each department shall consist of the reading of a chapter out of the Bible (no comments to be made) and repeating the Lord's Prayer. During the above exercises the doors shall be kept closed and good order shall be observed.

RULE LVIII.

SEC. 82. The opening exercises shall close at 9.15 a. m.

The Passaic rule is:

At the opening of the morning session each day they shall read, or cause to be read, without comment, a selection from the Bible. This exercise may be accompanied by singing a hymn and repeating the Lord's Prayer.

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In Long Branch City schools are opened with Bible reading and chanting the Lord's Prayer.

PENNSYLVANIA.

The Book of School Laws and Decisions for the State of Pennsylvania contains the following decisions, page 146, Nos. 114 and 115:

114. The Scriptures come under the head of text-books, and they should not be omitted from the list.
115. Sectarian works and all books of controversial or immoral tendency should be excluded. The common school is no place for controversy or the implanting of the habit of it, either on religious or political subjects, much less for books or lectures of questionable morality.

In the report of the superintendent of the State for the school year ending June 3, 1895, the total number of schools in the State is 18,019. The number in which the Bible is read is 15,780, or more than 87½ per cent.

Pennsylvania, taking advantage of this principle for the good of the schools, presents accurate reports upon the subject. Other States may wisely give this item a place in their reports in the interest of character building.

The rule for Bible reading in the schools of Philadelphia is as follows:

At the opening of each session of the schools at least ten verses of the Bible shall be read, without note or comment, to the pupils by the principal, or, in his or her absence, by one of the assistants. A suitable hymn may also be sung.

Of the 50 reports recently received from city and county superintendents in the State of Pennsylvania, 41 state that the Bible is read in all their schools, 1 in all but the primary, 4 that it is read in many of them, and 5 that it is not read at all.

These reports show also that Bible reading has been a custom from time immemorial in most of the schools. Only 2 state that it has never been read in them. Few report it as a modern custom three, five, ten, fifteen, twenty, and twenty-five years old. Many schools have special rules requiring the reading; some, the unwritten law of Christian community; others, custom, public sentiment, inclination of teachers, etc.

Maine, with her supreme court decision; Massachusetts, with her model State law; Rhode Island, with her watchfulness for the morality and virtue of teachers and pupils; New York, with her law forbidding the exclusion of the Scriptures; Pennsylvania, with her requirement that Bible reading should be reported by all teachers; these, and all the other States of the North Atlantic Division, are in accord with the great jurist, Rufus Choate, who declared:

We would have the Bible read not only for its authoritative revelations and its commands and exactions, obligatory yesterday, to-day, and forever, but for its English, for its literature, for its pathos, for its dim imagery, its sayings of consolation and wisdom and universal truth.

SOUTH ATLANTIC DIVISION.

DELAWARE.

Hon. C. C. Tindal, State superintendent of schools, Dover, Del., writes:

I think I am safe in saying that Bible reading at opening of school is well-nigh or quite universal in Delaware schools.

A loyal spirit of confidence in Bible principles as essential to good citizenship has led her to honor the Scriptures from her earliest colonization. One qualification to be possessed by every officer of the State, required by her first constitution, was belief in the inspiration of the Holy Scriptures.

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MARYLAND.

The superintendent of schools, Baltimore, Md., writes as follows:

The Bible is read daily in our schools; the Lord's Prayer is also recited. I inclose a copy of the rule which has been in force for over thirty years:

"Each school, either collectively or in classes, shall be opened by the reading of a chapter or part of a chapter in the Holy Bible and the use of the Lord's Prayer. The Douay version may be used separately by those pupils who prefer it."

The Bible has been read in all the schools in the city of Frederick for twenty years or more. Westminster has no Bible reading in her public schools.

THE DISTRICT OF COLUMBIA.

On the subject of Bible reading and moral instruction the city of Washington has the following rule:

32. They (teachers) shall practice such discipline in their schools as would be exercised by a kind and judicious parent in the family, always firm and vigilant, but prudent. They shall endeavor, on all proper occasions, to inculcate in their pupils truthfulness, self-control, temperance, frugality, industry, obedience to parents, reverence for the aged, forbearance toward the weak, respect for the rights of others, politeness to all, kindness to animals, desire for knowledge, and obedience to the laws of God; but no teacher shall exercise any sectarian influence in the schools.

The opening exercises in every school shall consist of reading by the teacher, without note or comment, a portion of the Bible, repeating the Lord's Prayer at the option of the teacher, and appropriate singing by the pupils.

VIRGINIA.

The following words of George Washington fittingly introduce the report received from his native State:

Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports. In vain would that man claim the tribute of patriotism who should labor to subvert these great pillars of human happiness, these firmest props of the duties of men and citizens. The mere politician, equally with the pious man, ought to respect and to cherish them. A volume could not trace all their connection with public and private felicity. Let it simply be asked, Where is the security for property, for reputation, for life, if the sense of religious obligation desert the oaths which are the instruments of investigation in courts of justice? And let us with caution indulge the supposition that morality can be maintained without religion. Whatever may be conceded to the influence of refined education on minds of peculiar structure, reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle. It is substantially true that virtue or morality is a necessary spring of popular government.

Hon. John E. Massey, State superintendent of public instruction, Richmond, Va., writes that he believes the Bible to be read in nearly all the Virginia schools; that this has been the custom since their organization.

Richmond reports the Bible as read in all her schools since their establishment. Manchester and Roanoke report fully observed rules requiring Bible reading. The rule in Roanoke specifies reading some portion of Scripture, the singing of a suitable hymn, and repeating the Lord's Prayer. No exposition allowed.

The Bible is read in all the schools of Staunton also. Two others report the custom as general, but not universal.

Perhaps the position of superintendent of schools in Virginia can not be more correctly expressed than by Bushrod Rust, superintendent of schools, Roanoke, Va. Mr. Rust writes:

I am strongly opposed to setting aside the dear old Bible as it stands for all the books in Christendom. * * * I believe in having the entire work at hand and in reading such selections as would "establish our youth in habits of truth, purity, uprightness, unselfishness, and goodness." I believe in being absolutely nonsectarian in and around our schools, and at the same time I would have all our

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teachers be godly men and women, exemplifying all the graces of the Christian character in their daily lives before the pupils. This would tend to the building of high character and good citizenship.

WEST VIRGINIA.

The secretary of the State department of free schools reports that the Bible has been read in part of the schools of the State since 1863. There is no State law on the subject of Bible reading in the public schools of West Virginia, but on April 6, 1893, her supreme court decided that such reading should not be excluded. Thirteen reports have been recently received, four from her cities. In two of these it is stated that the Bible is read in all of the schools every day. In the other two it is read at option of teachers, and has been since the organization of the schools. Of the 8 county superintendents, 4 report Bible reading in all the schools of the county, excepting the high school in one county. Of the other 4, 1 reports the Bible as read in 25 per cent of the schools, saying that formerly teachers had done very little along that line, but at present the interest is increasing. A second, that the custom, although having been practiced for twenty-five or thirty years, is at present discontinued. The third states that it is read at the option of the teacher; that for twelve years it was read in all the schools under a requirement made when the free-school system was organized.

NORTH CAROLINA.

Hon. John C. Scarborough, State superintendent of public instruction, Raleigh, N. C., writes:

In our town and city graded schools, supported by local taxes as a supplement to the fund regularly apportioned to the town or city, the Bible is generally read, either in opening or at some other time, generally, however, at opening, the superintendent or principal in charge offering a short prayer or repeating the Lord's Prayer in concert with other teachers and pupils. * * * There is no rule about it, except as the custom of reading the book makes it a rule.

Superintendent Scarborough states further:

The question of reading the Bible in the public schools of North Carolina has never been mooted or discussed in the State. Many public school teachers read it, and have it read, sometimes as a part of a short exercise at opening, sometimes as a reading lesson selected by the teacher, the whole school, or so many as can read, reading alternate verses or passages. It depends entirely on the inclination of the teacher in charge.

One county examiner writes that the Bible is read in about 50 per cent of the schools. That the custom has been growing for twenty years. Another, that the Bible is more generally read now than at any former time. The remaining five, from whom special reports are received, state that the Bible is read in all their schools.

SOUTH CAROLINA.

Hon. W. D. Mayfield, State superintendent of schools, Columbia, S. C., writes:

There is no law for or against reading from the Bible in our schools. Such teachers as desire to do so read from it as they may choose.

Twelve officers report Bible reading under their jurisdiction. Nine of these state that it is read in all of their schools. It has been read in the schools of Charleston, the chief city of the State, for the last thirty-five years. Of the remaining five, two county superintendents state that the Bible is not generally read. A third, that the custom is quite common, but not universal, as it should be, and the fourth states that it has been generally read, but not regularly, for the last thirty-five years. The fifth, that it is read in part of the schools.

Thomas S. Grimké, the South Carolina statesman and philosopher, wrote of the harmony of our civil institutions with the Bible as follows:

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If ever a political scheme resembled the divine government it is ours, where each exists for the whole and the whole for each.

GEORGIA.

Hon. G. R. Glenn, State school commissioner, Atlanta, Ga., writes:

Under our public school laws the Bible can not be excluded from our schools. The teacher is left to use the Bible as she may see fit. I am glad to say that a great many of our teachers open the school with some sort of religious exercises, sometimes reading from the Bible.

The Bible is read in large numbers of the public schools as far back as remembrance reaches. Of the 12 reports received from Georgia, 6 state that the Bible is read in all the schools and the other 6 state that it is read in part of them.

FLORIDA.

Hon. William N. Sheats, State superintendent of public instruction, Tallahassee, Fla., writes:

No data published in regard to Bible reading in the schools. There is no law prohibiting it, and most Christian teachers read short lessons from the Bible and open their schools with prayer daily.

Of 4 reports received from other school officers, 1 states that Bible reading in all the schools has always been the custom under a school board rule requiring it. A second reports reading of Bible in the county schools. The other 2 state that while Bible reading may not be universal the practice is and has been generally observed in all their schools since organization. The rule for Bible reading adopted by the board of instruction for Osceola County is as follows:

SEC. XI (p. 10). The reading of the Bible and short devotional exercises of a nonsectarian character at the opening of the school are hereby encouraged. Also the reading occasionally of the Declaration of Rights as set forth by the constitution of the State of Florida and the Constitution of the United States.

The South Atlantic Division has Bible reading generally in its schools. The largest cities observe the rule in all their schools.

SOUTH CENTRAL DIVISION.

KENTUCKY.

There is nothing in the law of Kentucky to enjoin or forbid the reading of the Bible in schools. The teaching of infidel or sectarian doctrine is forbidden.

Fourteen replies from county and city superintendents in this State give the following information: Eight of them report the Bible as read in all the schools under their supervision, the custom having been observed for twenty-five, thirty, or more years—ever since the organization of the schools. In one of them it has been the custom for three years only; in another two years. Two of these schools have rules requiring Bible reading. In others it is optional. Louisville, Kentucky's largest city, has the Bible read in every school. There is a rule requiring such reading. Four others report that the Bible is read in part of the schools. Two report no Bible reading, the superintendent of one of which expresses deep regret that such is the fact.

TENNESSEE.

This State sends two reports, one of which assures us of Bible reading in all the schools since their organization. The superintendent writes:

Should the Bible be removed from our schools I would not superintend or instruct in them. The Bible is our rock of public safety.

The other superintendent reports Bible reading in part of the schools and states that a rule will be made this summer requiring it of all teachers.

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ALABAMA.

Five reports are received from Alabama. Three of them, including one from the capital of the State, report that Bible reading has been the custom in their schools since organization. The fourth has no data on the subject. The fifth states that Bible reading is not customary.

MISSISSIPPI.

The constitution of this State requires that the free enjoyment of all religious sentiments shall be held sacred.

The rights hereby secured shall not be construed to justify acts of licentiousness injurious to morals or dangerous to the peace and safety of the State, or to exclude the Holy Bible from use in any public school of this State.

Of the two reports received, one states that the Lord's Prayer is used; another that the Bible is read occasionally and that vigorous efforts will be made to have "Readings from the Bible"[1] introduced this fall.

LOUISIANA.

The constitution of Louisiana has several sections forbidding the connection of schools with any sectarian enterprises. The one report received from that State informs us that there is no local rule on the subject of Bible reading, and that the Bible has not been read during the last six years. From this report the custom of the schools of the State can not be ascertained.

TEXAS.

Hon. J. M. Carlisle, State superintendent of public instruction, Austin, Tex., writes that the state department has not collected any special statistics on this subject. He regrets his inability to aid in the preparation of this report.

Seven local reports have been received. In Houston the Bible is read in all the schools under a law requiring such an exercise. One reports some Bible reading, but no system or regularity. Another states that the Bible is read in the third and fourth grades in course of ethical reading. The fourth writes that it is read regularly mornings in high schools and has been since they were organized. The remaining three report no Bible reading. Two have no rule on the subject, and one of them has a prohibitory regulation.

ARKANSAS.

In the bill of rights of the State of Arkansas, amended in 1868, she directs her general assembly to * * * "encourage schools, because 'religion, morality, and knowledge' are 'essential to good government,'" etc. The constitution of the State (1874) maintains free schools, because "intelligence and virtue are the safeguards of liberty." Hon. Junius Jordan, State superintendent of public instruction, Little Rock, Ark., writes that the State constitution has no rule on the subject of Bible reading. That the custom has been observed in part of the free schools for twenty-five or more years—ever since such schools were organized. Three other reports received state that the schools have no rule on the subject; that the Bible is read in part of them at option of the teacher.

NORTH CENTRAL DIVISION.

OHIO.

The concluding sentence of the seventh section of the bill of rights in the present constitution of the State of Ohio is nearly identical with the article concerning

[1] A book of selections from the Bible, prepared under the auspices of the Chicago Woman's Educational Union.

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schools in the ordinance of 1787; and by the general custom of Bible reading throughout the State this is indicated as the book from which the religion and morality required by the State is to be found.

Reports are received from 53 counties and cities in Ohio. Thirty-one of these state that the Bible is read in every school (29 of them report the custom as observed for many years, ever since the establishment of the schools, and for so long a time that "the memory of man runneth not to the contrary)." In one instance it is reported as having been observed ten or fifteen years. One reports a rule on the subject. Three report an unwritten law favoring Bible reading. The request of the superintendent operates as law in another locality. Of the remaining 22, two have insufficient data, but believe that the Bible has been read for at least five years in all the schools. Another states that teachers are requested to read portions of the Bible regularly, and that most of them do. Four more state that most of the schools have Bible reading. Two more report reading in part of the rooms. Four others say that the Bible is not generally read in the schools under their care. Two report the reading only of the selections from the Bible found in their school readers. Two report very little, if any, Bible reading, and 3 report none.

One superintendent writes:

All our schools, from the first primary through the high school, have the Bible read, and a short prayer, or the Lord's Prayer repeated, accompanied by some appropriate song. We thoroughly believe in it, and we know that it has a good influence on our children.

INDIANA.

Indiana has the following law on the subject (1865, p. 3, approved and in force March 6, 1865):

4493. *Bible.*—The Bible shall not be excluded from the public schools of the State. (167.)

The following note is of interest in this connection:

NOTE.—The Bible, without note or comment, is installed in the common schools of Indiana. Its continuance as a moral class book in these nurseries of her future citizens will as surely mark the period of her prosperity and grace the zenith of her glory as its exclusion would prove the precursor of her decline, the herald of her shame.—(Mills, superintendent.)

Reports received from 31 county and 26 city superintendents of schools are as follows: Seven county and 11 city superintendents report that the Bible is read in all their schools. Twenty-four other school officers report that it is read in nearly all their schools. Three report no Bible reading. All the others report Bible reading at the option of teacher. Six of the city boards have rules concerning Bible reading, 1 of which we quote.

GREENSBURG RULE.

SEC. 3. *Opening of the schools.*—The school shall be opened in the morning with reading of the Bible and prayer or singing; but the first shall in no case be omitted.

Several superintendents of schools in Indiana are using the book "Readings from the Bible," and like it very much.

ILLINOIS.

Hon. Samuel L. Inglis, State superintendent of public instruction, Springfield, Ill., writes—

The constitution of the State neither requires nor forbids the reading of the Bible.

Of the 71 reports received from Illinois city and county public school superintendents, 7 report Bible reading regularly in all their schools. Four more state

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in nearly all. Twenty-eight others write that it is read in part of their schools at the teacher's option. Twelve report no Bible reading. A few have written rules requiring Bible reading. Others observe an unwritten law, based on custom or the will of the teacher.

On the general subject of Bible reading, one superintendent writes:

All of our public schools have been opened daily with devotional exercises, and nearly all of our teachers' meetings have been opened with prayer.

Another—

Teachers are requested to open morning sessions with appropriate songs, the reading of a Bible selection, and prayer. They are to make no comments in these or other school exercises of a sectarian character, but reverence for God and respect for holy things must be inculcated and enforced in every school.

MICHIGAN.

Of the 42 reports received from county and city superintendents in Michigan, 17 report the Bible read in all their schools; 5 more report it as read in nearly all or quite generally; 11 more as read in part of the schools; 9 report that the Bible is not read at present, but in 3 of these it was formerly read. The custom of Bible reading in Michigan dates back to the organization of the schools.

Detroit has adopted "Readings from the Bible" for use in her public schools.

In December, 1898, the supreme court of Michigan rendered a decision favorable to Bible reading in the public schools.

WISCONSIN.

Hon. J. Q. Emery, State superintendent of public schools, Madison, Wis,, in a circular letter dated April, 1896, to superintendents of schools, and town and district clerks, states—

The supreme court has decided that sectarian instruction, within the meaning of the constitution, is instruction in religious doctrines which are believed in by some religious sects and rejected by others.

Fifty-three reports have been received from city and county superintendents. All indicate a loyal observance of the construction placed upon the decision of the supreme court. A careful reading of this decision seems to show that the judges make an exception to the general rule of excluding the Bible, which would permit the use of some book of suitable Scripture selections. The passage referred to is found on page 17, section 5, in the pamphlet containing the decision of the supreme court of Wisconsin concerning the district board of school district No. 8, of the city of Edgerton. It is as follows:

Furthermore, there is much in the Bible which can not be justly characterized as sectarian. There can be no valid objection to the use of such matter in the secular instruction of the pupils. Much of it has great historical and literary value, which may be thus utilized without violating the constitutional prohibition. It may also be used to inculcate good morals—that is, our duties to each other—which may and ought to be inculcated by the district schools. No more complete code of morals exists than is contained in the New Testament, which reaffirms and emphasizes the moral obligations laid down in the Ten Commandments. Concerning the fundamental principles of moral ethics, the religious sects do not disagree.

The following sentiment was prepared for the use of the Wisconsin schools, in their patriotic exercises in May, 1896:

The best citizen, the best patriot, the best son of his country, is he who gives the best manhood to his country. He is the man who writes upon his nature the Ten Commandments and the Nine Beatitudes.

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MINNESOTA.

Hon. W. W. Pendergast, State superintendent of public instruction, St. Paul, Minn., writes—

I have to some extent examined the book entitled "Readings from the Bible," and think the selections have been made with the greatest of care and the best of judgment.

Three reports concerning Bible readings have been received from the Minnesota superintendents, in one of which it is said that the Bible is read in part of the schools, and two which report no reading.

The city of Minneapolis has adopted "Readings from the Bible" for use in her schools.

IOWA.

The school law of Iowa states (sec. 1764, p. 57)—

The Bible shall not be excluded from any school or institution in this State, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian.

Hon. Henry Sabin, superintendent of public instruction, Des Moines, Iowa, writes—

The great fault in the education of to-day is undoubtedly the tendency to crowd the intellect and to neglect nearly everything which tends toward moral training. I think the selections are most judiciously chosen and that the book is well adapted to carry out the praiseworthy design. I can not see how it can be objectionable to anyone who has the welfare of the children at heart.

Twenty reports from county and city superintendents have been received. Seven report the Bible read daily in all their schools; 1 states that it is read in the high and grammar school grades; 3 that it is read in nearly all of the schools; 6 report regular reading in part of them; 1 reports the Bible read at irregular intervals; 2 report no Bible reading; 3 boards report special rules on the subject as follows:

North Des Moines.—A recognition of the divine character of God, and of the accountability of man, is expected of all the teachers, particularly in the brief opening exercises of each day; but all matters of a sectarian or partisan character shall be excluded from the schools.

Fort Dodge.—Opening exercises shall be held in all the departments, and may consist of Bible reading without note or comment, prayer, music, or other appropriate exercise, at the option of the teacher.

[Oskaloosa School Manual, p. 43, secs. 50 and 52.]

SEC. 50. They [teachers] shall open the morning session in each school with reading from the Bible, followed by prayer or appropriate singing, at the option of the teacher.

SEC. 52. *Sectarian influence.*—Teachers shall not exercise any sectarian influence in school; but they shall endeavor at all proper times to impress upon the minds of their pupils correct principles of morality and virtue, a sacred regard for truth, habits of sobriety and industry, love for God and man.

In addition to the cities whose rules are quoted above, replies were received from Sioux City, Burlington, Muscatine, Ottumwa, Marshalltown, and others. These show that the custom of Bible reading extends back to the organization of the schools.

One county superintendent writes—

We find in the Bible beautiful literature, excellent teachings, and the foundation of our discipline.

MISSOURI.

Hon. John R. Kirk, State superintendent of schools, St. Louis, Mo., writes—

There is nothing in the school law of this State with reference to Bible reading in the public schools. The matter is left entirely to the board of directors of each district to settle according to the wishes of the community.

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Twenty-six reports from city and county superintendents acquaint us with the following facts: Six report Bible reading in all their schools; 1 reports it in most of them; 1 has no data; 11 report Bible reading in part of their schools; 7 report no Bible reading. Returns show that the Bible has been read in many localities since the organization of the schools. Others state that the custom is growing, and that the Bible is read more now than ever before; 4 state that the Bible has never been read in their schools.

One superintendent writes—

Your enterprise deserves the greatest encouragement from educators. I have received and examined carefully the book "Readings from the Bible," and think such a book should be in every school course as a supplementary reader. Every boy and girl should know it well.

Another states that—

Each schoolroom acknowledges God in some way every morning. * * * Character building is an important factor with us.

NORTH DAKOTA.

Hon. Emma F. Bates, State superintendent of public instruction, Bismarck, N. Dak., sends the following from the revised code of 1896, section 754:

The Bible shall not be deemed a sectarian book. It shall not be excluded from any public school. It may, at the option of the teacher, be read in school without sectarian comment, not to exceed ten minutes daily. No pupil shall be required to read it, nor to be present in the schoolroom during the reading thereof, contrary to the wishes of his parents, guardian, or other person having him in charge. Moral instruction, tending to impress upon the minds of the pupils the importance of truthfulness, temperance, purity, public spirit, patriotism, and respect for honest labor, obedience to parents, and due deference to old age shall be given by each teacher in the public schools.

One superintendent reports Bible reading in part of the schools.

The legislative provision for the establishment and maintenance of schools is founded upon the fact of the necessity of a high degree of intelligence, patriotism, integrity, and morality on the part of every voter in a government by the people.

The superintendent understands that in order to secure the highest educational results in children, parents must be in intelligent cooperation with all efforts to improve the pupils. Hence, June 26, 1896, was designated as parent's day, to be observed throughout the State.

The exercises upon that day consisted of select songs, recitations, essays, dialogues bearing upon home life, its beauties and duties, the child in the home, the mother, the father, the family. * * * The home is the unit of government, and for the perpetuity of holy home life, and for the right education of the children of those homes our nation was established and our public-school system is maintained.

SOUTH DAKOTA.

Hon. George N. Parker, deputy superintendent of public instruction, Pierre, S. Dak., writes:

We send you a copy of the school law of 1891, on page 44 of which you will find all the law we have upon the reading of the Bible in the public schools. * * * We have examined the publication (Readings from the Bible) you mention, and we are much pleased with it.

[South Dakota School Law, p. 44, sec. 18.]

No sectarian doctrine shall be taught or inculcated in any of the schools of the corporation, but the Bible, without sectarian comment, may be read therein.

Thirteen reports are received from city and county superintendents of South Dakota; 5 report that the Bible is read in all the schools and 8 that it is read in part of them. The State law is the only rule on the subject.

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NEBRASKA.

Hon. H. R. Corbett, State superintendent of schools, Lincoln, Nebr., writes:

The State of Nebraska has by its laws and the regulations of the department of education always encouraged moral culture in its public educational system. The Bible is generally read in our schools. I have, however, no carefully compiled data showing the exact extent or nature of the efforts in this direction.

I have examined the book entitled Readings from the Bible, and regard it as one of the most important educational publications of recent times. It will certainly facilitate the introduction of Scripture reading into many schools where such exercises have heretofore been impossible.

From the 28 reports received from city and county superintendents, 13 state that the Bible is read in all the schools; 2 more have not complete data, but believe it to be read in most of their schools. Generally speaking, writes one, the Bible is read throughout the county. One states that it is read in nearly all of the schools; 8 report Bible reading in part of them—in some counties more, in some less. The Bible has held an honored place in the educational system of Nebraska since the organization of their schools.

One superintendent of schools answers the questions in regard to Bible reading in the negative. She writes:

I read these questions aloud to our teachers in attendance at the institute, and I think if you ask us the same questions next year I can answer yes.

Another speaks of introducing "Bible readings" into his schools during the coming year.

Another writes:

I have examined Readings from the Bible with much care and interest in view of the discussion now going on along this line, and I must certainly say that it seems to me the work undertaken and presented in this little volume has been admirably done.

KANSAS.

Hon. E. Stanley, State superintendent of public instruction, Topeka, Kans., writes:

We have but little law bearing upon the subject of Bible or moral instruction in the common schools of the State. * * * I like your little book, Readings from the Bible, selected for schools, very much. I think the selections are very well chosen.

Thirty-four reports from county and city superintendents on the subject of Bible reading have been received. Seven state that the Bible is read in the opening exercises of all their schools, another thinks this is done, 2 more report Bible reading in most of the schools, and 2 report such reading in many. Seven report Bible reading in part of their schools, and 5 report it as not being read. The custom of Bible reading has been general since the schools were organized. Three superintendents report school laws on the subject. Others say custom is the law in their localities.

THE WESTERN DIVISION.

MONTANA.

Hon. E. A. Steere, State superintendent of public instruction, Helena, Mont., states that there is no rule in the constitution of Montana concerning the Bible; that it is read in a few of the schools. He expresses his approbation of Readings from the Bible as follows: "I am highly pleased with its contents."

A report from a local superintendent in Montana states that the Bible is not read in his schools.

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WYOMING.

Hon. Estelle Reele, State superintendent of public instruction, Cheyenne, Wyo., writes:

There is no provision whatever in the Wyoming school laws relative to the matter [Bible reading], it being left entirely to local school boards, or in almost all cases to the individual teachers. * * * I have examined the copy of Readings from the Bible sent me and like it very much.

Eight reports from county and city superintendents are received. One states that the Bible is read in all schools; another that some teachers read it regularly; a third that it is occasionally read; one expresses sorrow that the custom is not universal; one states that in the primary grade portions of the Bible are learned and repeated; another reports no Bible reading at present, but writes that it was formerly read; two report no Bible reading.

COLORADO.

Hon. A. J. Peavey, State superintendent of public instruction, Denver, Colo., writes:

Have examined the Bible readings and consider it very valuable. We have no statistics about Bible reading.

Twenty-four reports from city and county superintendents have been received. Four of these state that the Bible is read in all their schools; 11 report reading in part of the schools; 9 report no reading. One of these superintendents expects to put Readings from the Bible into all the schools of his county this coming year. Another suggests the use of it for supplementary reading. One writes as follows:

I am in happy accord with the movement, and hope to see Bible reading practiced for morning exercises in all our schools of this county. I shall take pleasure in directing the attention of the institute to this very important subject.

UTAH.

Hon. John R. Park, State superintendent of public instruction, Salt Lake City, Utah, writes:

While morality is taught and inculcated in all of the public schools of this State, the Bible is not read in any of them. The belief seems to be quite widespread here that moral teaching in the public schools should be wholly nonsectarian, and many believe it to be impossible to introduce the Bible into the schools without at the same time removing one of the strongest safeguards against sectarianism.

Eight reports from city and county superintendents verify the information contained in Mr. Park's letter. One of them states that the Bible had been read at option of teacher for twenty years, until 1896. Another that it had been read for thirty-eight years, ending in 1885.

NEVADA.

Hon. H. C. Cutting, State superintendent of public instruction, Carson City, Nev., writes:

Although there is not one school in the State where the Bible is read, efforts at moral training are made in all.

Two reports received from local superintendents are in harmony with that of the State superintendent.

IDAHO.

Hon. C. A. Forseman, State superintendent of public instruction, Boise City, Idaho, writes:

Our school law prohibits any reading of the Bible, or at least that is the recognized construction.

Eight county superintendents verify the report of their chief.

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WASHINGTON.

Hon. C. W. Bean, State superintendent of public instruction, Olympia, Wash., forwards a copy of the attorney-general's opinion regarding the reading of the Bible in the public schools of the State, dated September 19, 1891. Four reports from county and city superintendents are received. Each states that the Bible is not read, being under ban of attorney-general's ruling. Two state that it was read in their schools previous to 1891. One writes:

I believe the day will come when the Bible may be read and taught.

OREGON.

Hon. G. M. Irwin, State superintendent of public instruction, Salem, Oreg., writes that the Bible is not generally read in the schools of the State. Ten reports are received from county superintendents; 4 state that there is no Bible reading in their counties; the others say that it is read in a few schools in each of their counties. There is no rule in Oregon prohibiting the reading of the Bible, and in some schools it is reported to have been read for forty-eight years.

CALIFORNIA.

Hon. Samuel T. Black, State superintendent of public instruction, Sacramento, Cal., refers the questions relating to Bible reading in the schools to the county superintendents of his State. Twenty-six replies to these questions have been received; 19 of these report no Bible reading; 6 understand section 8 of Article IX of the constitution of 1879 to be opposed to such reading; 7 report Bible reading in part of the schools; 1 writes that it is read for its literary value, stating that many of its stories are required to be told and read in course of study.

One superintendent writes as follows:

I am much pleased that something is being done in this direction. I have read the notices that have appeared, from time to time, in the papers with reference to the preparation of a book of extracts from the Bible. I shall surely try to have it introduced into our schools.

Superintendents of public schools reporting in the summer of 1896 Bible reading in all, in part, or in none of their schools.

	Superintendents reporting Bible reading—			Total reports received.
	In all their schools.	In part of their schools.	In none of their schools.	
North Atlantic Division:				
Maine	14	1	.....	15
New Hampshire	15	1	.....	16
Vermont	2	2	.....	4
Massachusetts	100	.....	.....	100
Rhode Island	6	5	.....	11
Connecticut	8	1	.....	9
New York	53	16	14	83
New Jersey	21	1	.....	22
Pennsylvania	41	5	4	50
South Atlantic Division:				
Delaware	1	.....	.....	1
Maryland	2	.....	1	3
District of Columbia	1	.....	.....	1
Virginia	4	4	.....	8
West Virginia	6	4	2	12
North Carolina	6	1	.....	7
South Carolina	10	3	1	14
Georgia	6	5	.....	11
Florida	1	3	.....	4
South Central Division:				
Kentucky	9	6	2	17
Tennessee	1	1	.....	2
Alabama	3	1	1	5
Mississippi	.....	1	1	2
Louisiana	.....	.....	1	1
Texas	2	2	4	8
Arkansas	.....	3	.....	3

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Superintendents of public schools reporting in the summer of 1896 Bible reading in all, in part, or in none of their schools—Continued.

	Superintendents reporting Bible reading—			Total reports received.
	In all their schools.	In part of their schools.	In none of their schools.	
North Central Division:				
Ohio	33	15	5	58
Indiana	15	10	3	28
Illinois	27	33	11	71
Michigan	18	96	11	125
Wisconsin	----------	----------	53	53
Minnesota	----------	1	2	3
Iowa	8	11	1	20
Missouri	1	1	----------	2
North Dakota	1	1	----------	2
South Dakota	5	8	----------	13
Nebraska	13	12	5	30
Kansas	17	12	5	34
Western Division:				
Montana	----------	1	1	2
Wyoming	1	3	4	8
Colorado	3	12	9	24
Utah	----------	----------	8	8
Nevada	----------	----------	2	2
Idaho	----------	----------	8	8
Washington	----------	----------	15	15
Oregon	----------	6	4	10
California	----------	7	19	26
Total United States	454	295	197	946

Reports of State superintendents are not included above. Superintendents having "no data" are not counted. Three-fourths of superintendents report Bible reading in part or all of the schools under their supervision. The recapitulated laws of nine States concerning Bible reading in schools are as follows:

Massachusetts.—The school committee shall require the daily reading in the public schools of some portion of the Bible, without written note or oral comment, etc.

Pennsylvania, Decision No. 114.—The Scriptures come under the head of text-books, and they should not be omitted from the list.

New Jersey.—It shall not be lawful for any teacher, trustee, or trustees to introduce into or have performed in any school receiving its proportion of the public money, any religious service, ceremony, or forms whatsoever, except reading the Bible and repeating the Lord's Prayer.

Georgia.—The county board of education shall prescribe from time to time what text-books and books of reference shall be used in the common schools of the county; provided the Bible shall not be excluded from the common or public schools of the State.

Mississippi.—The constitution of this State requires that the free enjoyment of all religious sentiments shall be held sacred. "The rights hereby secured shall not be construed to justify acts of licentiousness injurious to morals or dangerous to the peace and safety of the State, or to exclude the Holy Bible from use in any public school of this State."

Indiana.—The Bible shall not be excluded from the public schools of the State.

Iowa.—The Bible shall not be excluded from any school or institution of this State, nor shall any pupil be required to read it contrary to the wishes of his parent or guardian.

North Dakota.—The Bible shall not be deemed a sectarian book. It shall not be excluded from any public school, etc.

South Dakota.—No sectarian doctrine shall be taught or inculcated in any of the schools of the corporation; but the Bible, without any sectarian comment, may be read therein.

Educators connected with our public schools recognize the truth of which the poet sings:

"If half the power that fills the world with terror,
If half the wealth bestowed on camps and courts,
Were given to redeem the human mind from error
There were no need of arsenals or forts."

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SELECTED BIBLE READINGS.

The need of appropriate selections from the Bible to be read in schools is obvious. Generally the choice rests with the teacher, who would undoubtedly in many instances be glad to have the assistance of a book of selections that would economize time and effort. It might be possible also, by means of judicious selections, to meet the conflicting notions that sometimes result in the total elimination of the Bible from schools.

At the instigation of Prof. David Swing, of Chicago, the Woman's Educational Union undertook to secure the preparation of such a book, and the result is the little volume Readings from the Bible Selected for Schools, referred to several times in the preceding report. As stated by the society, the book consists of selections from the Old and New Testaments of the Bible, made by ten clergymen, namely, Cardinal Gibbons, Prof. Herrick Johnson, Rev. Theodore N. Morrison, President Charles A. Blanchard, Dr. H. W. Thomas, Rev. Josiah Strong, Dr. F. W. Gunsaulus, Dr. J. H. Barrows, Rev. Theodore F. Wright, and Dr. Thomas C. Hall.

These selections were edited by a committee of four persons, named by Prof. David Swing (together with a fifth, who did not act) in a letter written April 3, 1894. The committee consisted of Hon. William J. Onahan, Dr. John Henry Barrows, Hon. Charles C. Bonney, and Mrs. E. B. Cook. Rabbi Joseph Stolz, Prof. Henry G. Moulton, and others also rendered valuable assistance to the committee.

President William R. Harper, of the Chicago University; President Henry Wade Rogers, of the Northwestern University; President John M. Coulter, at that time of the Lake Forest University; Dr. M. M. Mangasarian, and others reviewed the manuscript, with commendations and suggestions.

A feeling that the work was both patriotic and philanthropic seemed to inspire those who interested themselves in it. The publishers also did their part with a desire to serve the schools in the most helpful manner possible.

The book received a hearty welcome from the evangelical clergymen of Chicago, who in mass meeting assembled spoke eloquent words for it and voted their approval of it. The Chicago metropolitan press, with great unanimity, expressed the popular sentiment of approbation through their columns, both editorially and otherwise.

It was also the subject of favorable notice by educators and religious journals throughout the country.

The editorial committee bear hearty testimony to "the intelligence, prudence, and wise and painstaking zeal with which the work was pursued by the Chicago Woman's Educational Union, under the faithful and earnest leadership of its president, Mrs. Elizabeth B. Cook."

As to the purposes of the book, Hon. W. J. Onahan, a distinguished Roman Catholic layman and chairman of the editorial committee, wrote:

> We do not wish to outline any scholar's religious belief. We simply want to lay the foundation for a belief of some kind. Personally, I should regret not having done what I could to make it impossible for a child to grow up in ignorance of God. Let them grow up in what church they may, but let them have a belief of some kind.

Dr. Barrows, also of the committee, says:

> It is historically certain that the best elements of our institutions sprung from the Bible. * * * There is no sectarian bias for this movement. Only the highest results, dear alike to Catholic, Protestant, Israelite, and even agnostic, are desired and sought for. There is surely no agnostic in Chicago whose judgment has the weight of Professor Huxley's, and he knew of no substitute for the Bible equal in value to the Hebrew and Christian Scriptures.

Hon. C. C. Bonney, the third member of the committee, writes as follows of the legal aspect of the case:

> In contemplation of law, no injury is possible as the result of reading the Bible in the public schools. In contemplation of law, the exclusion of the sacred Scrip-

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tures from the public schools is an indignity to the sovereign authority and a violation of the compact of 1787. In contemplation of law, such exclusion is a breach of the trust on which the school funds are held and an injury to all who are interested in the schools. The bane of American education is the idea that mere knowledge will make useful men and women.

Religion, morality, and knowledge all being necessary to good government and the happiness of mankind, they should all be taught in the public schools, where the children and youth ought to learn the virtues we desire to have them practice when they arrive at mature years.

The selections used in this book were made, as already stated, by clergymen of different denominations. They were carefully arranged in form of a trial book of selections, which, after being approved by the Educational Union, was submitted to clergymen, educators, ethical teachers, and leaders of the unchurched masses for revision, and their suggestions have been considered by the committee having this work in charge.

It is obvious that every possible effort has been made to avoid sectarian bias in this compilation, while maintaining the highest literary and ethical standard.

II.—THE BIBLE IN THE PUBLIC SCHOOLS.

[From an address by Dr. A. P. PEABODY, of Harvard University.]

We are asked to exclude from our schools the Bible, and, by parity of reasoning, all instruction drawn from or to the Bible. What is this, in the first place, but garbling and truncating history? There are important, momentous portions of the world's history of which the Bible is the only manual. The Jewish people have exercised an influence upon mankind far exceeding that of all other ancient nations, and outside of the Bible how scanty and fragmentary is all that can be known or taught concerning this people! Christianity is the most important factor in the history of mankind. It has been the inspiration and the mold of modern civilization and has supplied all the elements that distinguish it from the culture of the ancient world. It has modified all political and social institutions. It has given birth to philanthropy in its protean forms. It has created home, with its unnumbered amenities and charities, while the classic languages have not a word that corresponds to our idea of home. It has reversed the scale of the virtues, attaching supreme importance to some that had not even a name, and throwing into the background others that arrogated to themselves the exclusive title of virtue. Shall our children be forbidden to learn what Christianity is in its own universally acknowledged manual? Jesus Christ, whatever be his actual character—whether he be or not, as I believe him to be, all that his biographers claim for him—is so far the most influential personage that has ever appeared in the history of the world. To exclude his life and character from the narrative of human existence for the last nineteen centuries is an immeasurably more gross, foolish, and stupid mutilation of history than it would be to omit the names and doings of Washington, Franklin, and Adams from American history. Shall not our children be permitted to learn what he was from the only authentic record of his person, words, and works? If history is to be one of our school studies, I know not how it is to be taught if the Bible and its contents be excluded.

There are other departments of education in which the Bible is no less essential than in history. If moral philosophy is to be taught at all, I suppose that none would deny that it is distinctively Christian ethics in which our children are to be trained.

But if Christian ethics be taught, shall they be taught as they are interpreted—and it may be distorted and misrepresented—by modern theorists, or as they fell from the lips and are embodied in the life of the divine teacher?

Again, in our school education we are laying a constantly increasing stress on the culture of the taste and imagination in literature. We deem it of no little

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importance that our children and youth should become conversant with the best models of composition, should learn to admire what is truly grand, and to love what is truly beautiful, and should thus, both in their choice of books and in their choice of words in speaking and writing, be under the guidance of a pure, refined, and cultivated taste. In this department who will dare dispense with the Bible? Leaving their religious worth out of the account, in a purely literary point of view I should feel myself bereaved of the choicest productions of human genius, of my highest inspiration and my most finished models, were you to blot out of my knowledge the Psalms of David, the parables of our Saviour, St. Paul's description of charity, his sublime chapter on the resurrection, the glorious vision of the Apocalypse, and many portions of sacred writ which transcend all other literature equally in the glow and fervor of their God-breathed thoughts, and in the sweetness, majesty, and grandeur of their diction.

We are by profession a Christian people. We recognize the great principles of religion, of Christianity, in the devotional services in our legislatures and our courts of justice, and in the use of oaths in every department of public administration. Shall our children be trained as citizens without the inculcation of those fundamental religious ideas which will impress upon them the significance of prayer and the dread solemnity of an oath?

* * * * * * *

The question virtually before us is not that of the use of the Bible in schools, but that of the permanence of our public schools as an institution. * * *

I have left myself little space to speak of the way in which the Bible should be used in schools. Of course it should not be made a mere class book, and should not be read indiscriminately. I would have it, in the first place, furnish the material for whatever devotional services there may be in the school. Such services are intrinsically proper, and apart from their religious worth they aid materially in the discipline of the school, by the relations of a more tender and sacred character which they create between teacher and pupils and among the pupils. But prayer in the teacher's own words may be sectarian or, what is fully as bad, may be suspected of being so. Far better is it then that prayer be offered in the comprehensive form given by our Saviour. To this, where it is found practicable, may be added the responsive reading of Psalms and other appropriate passages of Scripture, by teacher and pupils alternately, or of such scriptural liturgies of praise as might be prepared for that use. Where sacred music can be added, nothing could be easier, more pleasant to the ear and taste, or more edifying to the spiritual receptivity than the chanting of Psalms. Over and above such devotional exercises it should be left to the discretion of committees and teachers, and should depend on the grade and character of the school, whether additional direct use be made of the sacred volume.

Where all or the major part of a school are of an age to profit by such reading, I would have short lessons read by the teacher or one of the scholars, embracing the most instructive biographies and historical narratives of the Old Testament, the choicest specimens of Hebrew poetry, the principal parables and discourses of our Saviour, the leading incidents in His life, and some select portions of the apostolic epistles. For such purposes there are volumes of extracts for school use, well chosen and arranged, and easily accessible, or the teacher may exercise his own taste and judgment in the selection.

But what I would chiefly contend for and urge is, that the teacher be not only permitted, but expected, instructed, and encouraged to make free use of the Bible for any and every purpose for which he may find it available—for instruction in history, literature, morals, and the fundamental truths of religion; that it be a reference book, a standard work, a recognized authority in the school; that as the teacher has recourse to all other books within his reach for such help as they may furnish him in teaching, so should he have especial recourse to this exhaustless

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manual of knowledge, human and divine, for whatever knowledge and wisdom he can draw from it for the pupils under his charge.

The problem of religious instruction in State universities is a serious one, and is attracting much earnest attention at the present time. One method of its solution is shown in the accompanying account of the work of Bible chairs at State universities under the auspices of the Christian Woman's Board of Missions. The office is indebted for the statement to the courtesy of Rev. Dr. Young, field secretary.

III.—The English Bible and State Universities.

[By Rev. Chas. A. Young.]

The Bible has been recognized all through our American history as the sheet anchor of our civil liberties and the source of our higher civilization. It was faith in the Bible which actuated the American Congress, when the Revolution was at its height, to issue an order for 20,000 copies of the Scriptures, side by side with appropriations for the purchase of gunpowder. The grant of public lands for the purpose of education in 1787 states that religion is "necessary to good government." That the religion of the Bible is implied may be inferred from the following statements of Presidents of the United States:

The studious perusal of the sacred volume will make better citizens. (Thomas Jefferson.)

In regard to the Great Book, I have only to say that it is the best gift which God has given to men. (Abraham Lincoln.)

So great is my veneration for the Bible that the earlier my children begin to read it the more confident will be my hopes that they will prove useful citizens of their country and respectable members of society. (John Quincy Adams.)

Hold fast to the Bible as the sheet anchor of your liberties; write its precepts on your hearts and practice them in your lives. To the influence of this book we are indebted for the progress made in civilization, and to this we must look as our guide in the future. (U. S. Grant.)

The more profoundly we study this wonderful book, and the more closely we observe its divine precepts the better citizens we will become and the higher will be our destiny as a nation. (Wm. McKinley.)

None of these Presidents were ecclesiastically inclined, yet all recognized the religion of the Bible as the basis of true citizenship. The Bible is the great textbook of civilization. As Daniel Webster said: "There is no solid basis for civilization but in the Word of God." Horace Mann wrote: "Our system earnestly inculcates all Christian morals; * * * it welcomes the religion of the Bible." Even Professor Huxley, certainly no pietist, says: "True science and true religion are twin sisters, and the separation of either from the other is sure to prove death to both." No scheme of intellectual equipment is complete which omits the study of the interpretations of life contained in the classic masterpieces of the world's best thought. Some knowledge of the literature of the Roman, Greek, German, English, and other peoples is essential to any adequate understanding of history. Strange as it may seem, the body of literature which we call the Bible—which is permeated by a healthful moralism and hopeful optimism, and judged by every canon of literary criticism is the most beautiful, fascinating, inspiring, and ennobling literature in the world, and which has exerted an unparalleled influence upon our best literature—has been almost totally neglected in our higher institutions of learning. Consequently, those who study the great lessons of life revealed in literature are properly expected to have some knowledge of Homer, Horace, Dante, Goethe, Shakespeare, and Milton, but are unfortunately almost totally ignorant of the literary worth of the Bible, the most important collection of books in the world. When, in addition to its superior literary merits, the ethical value of the history and literature of the Bible, which exceeds that of all

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other literature combined, is taken into account, the absence of the literary study of the Bible in the curricula of our colleges and universities is indeed strange. The rising tide of interest in the Bible from the standpoint of history and literature, as well as from that of ethics and religion, is taking practical shape in the establishment of chairs in Biblical literature in many endowed denominational schools. The introduction of Biblical study in State universities, however, is attended with some difficulties. The reason of this is apparent. It has usually been regarded as impossible to teach the Bible except from the standpoint of theology, thus affording the instructor opportunity to force his peculiar denominational tenets upon students. The fear of sectarian prejudice has made the exclusion of the Bible from the curriculum seem the safer course. Again, the Bible has been viewed from the ecclesiastical standpoint, rather than from the standpoint of life and literature, history and ethics. This fact, owing to the separation of church and state, has perhaps had more influence than fear of sectarian bias in preventing the study of the Bible in State universities. It has been proved, however, that the Bible can be taught from the standpoint of history and literature, scientifically and without sectarian bias, and this fact has encouraged the establishment of Bible chairs at the seats of several State universities.

While the separation of church and state is a fundamental principle in American civilization, every informed person knows that we can not divorce our political life from our religious influence without the most disastrous consequences. Religious culture is essential to the highest and completest intellectual attainments. It was a recognition of the moral and spiritual needs of university students, whether church members or not, which prompted the Christian Woman's Board of Missions, an organization of Christian women with headquarters at Indianapolis, Ind., to undertake "the establishment of English Bible chairs for the purpose of giving religious instruction to students attending State universities." The method of coordinating religious instruction with the university studies is very simple and has proved eminently practicable. The instruction is provided by Christian people who are responsible for the expenses. Classes are arranged for all students who desire to study the Bible. This plan not only meets the needs of students preparing for Christian service in the ministry or the mission field, but affords opportunity for general religious culture to all. Dr. Richard T. Ely, of the University of Wisconsin, recommends the establishment of denominational dormitories around State universities, but having no legal connection with them.

THE ORIGIN OF THE BIBLE-CHAIR IDEA.

The present has its roots in the past. The unity of life pervades every realm of thought to-day. The idea of coordinating religious culture and intellectual development is not new. "Let us reason together saith the Lord." (Isaiah i, 18.) An early church father reminds us that in the Bible the tree of knowledge and the tree of life grow side by side. The charter of Harvard College, the first institution of learning on the continent of America, declared the object of the institution to be "the education of the English and Indian youth of this country in knowledge and godliness." In our State universities, however, the emphasis is placed almost exclusively upon intellectual development. Through the influence of Thomas Jefferson the University of Virginia was the first State university to invite religious denominations to plant their theological schools around it. In Jefferson's letter to Dr. Cooper, November 2, 1822, describing his plan of allowing independent schools of theology to be established in the neighborhood of the university, two things are very plain. (1) *His chief concern was to disarm prejudice* against an institution of "no religion." We who heartily accept the doctrine of the separation of church and state may not fully realize the bitterness of the prejudice which the father of the University of Virginia felt. (2) While Jefferson's chief concern was negative, it is also quite evident that, as to the positive work

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"the different religious sects" might accomplish, he did not anticipate the teaching of the Bible from the standpoint of history and literature to *all* students irrespective of creed or calling. I give his letter as quoted in the History of Higher Education in Virginia.

In our university you know there is no professorship of divinity. A handle has been made of this to disseminate an idea that this is an institution not merely of no religion, but against all religion. Occasion was taken at the last meeting of the visitors to bring forward an idea that might silence this calumny, which weighed on the minds of some honest friends to the institution. In our annual report to the legislature, after stating the constitutional reasons against a public establishment of any religious instruction, we suggest the expediency of encouraging the different religious sects to establish each for itself a professorship of their own tenets, on the confines of the university, so near as that their students may attend the lectures there, and have the free use of our library and every other accommodation we can give them; preserving, however, their independence of us and of each other. This fills the chasm objected to ours, as the defect in an institution professing to give instruction in all useful sciences. * * * By bringing the sects together and mixing them with the mass of other students we shall soften their asperities, liberalize and neutralize their prejudices, and make the general religion a religion of peace, reason, and morality.

My interest in the coordination of religious culture and secular education at State universities was enlisted by Dr. Samuel Spahr Laws. His view of the coordination of church and state at the most strategic point, the State university, is embodied in the following letter concerning the establishment of Bible chairs at the seats of State universities, written from Columbia, S. C., January 1, 1894:

Rev. CHARLES A. YOUNG, *Ann Arbor, Mich.*

MY DEAR FRIEND AND STUDENT OF FORMER DAYS: It was a great pleasure to me to receive your letter from your present field of labor. The plan of organization and operation which you outline is, in my judgment, perfectly feasible. Those educational institutions which are not under denominational supervision are unprovided permanently with any assured and adequate care of their religious interests. This remark is particularly applicable to our State universities. At the University of Virginia it was the idea of its founder, Thomas Jefferson, that theological schools might be put on independent foundations, in close proximity to it, so as to avail themselves of its advantages, and reciprocate by extending over it their religious influences. In a letter written by Mr. Jefferson from Monticello, in September, 1813, he uses the following language, to wit: "Of all the systems of morality, ancient or modern, which have come under my observation, none appears to me so pure as that of Jesus. * * * The problem confronts us, How can Christian influences be best mingled with educational influences in those institutions not directly under religious care?" In our country, wisely, church and state are separated, and State education is, as in no other country of the world, secularized. In Germany for centuries the theological faculty has stood first of the four fundamental faculties of the university. Such a combination with us is impracticable. The influence of religion in our State universities must consequently be indirect. You are pleased to ask me about my own attitude on this matter during my long service as chancellor of the University of the State of Missouri, of which you gained some knowledge while a student there. * * * As an established means of organizing Christian influences in permanent association with the university, I held for a number of years a magnificent lot of 10 acres right alongside of the university, with the view of its allotment to the Christian denominations of the State for their individual Christian schools, or for one grand united Bible school, which should sponge out of the university all that was available for theological students. * * * I had then several hundred thousand dollars deemed available for founding this enterprise. However, "The best laid schemes o' mice and men gang aft aglee." Wishing you great strength in your work, I remain,

Your friend, S. S. LAWS.

It will be seen that the union Bible school which Dr. Laws hoped to establish would have been a great improvement over Mr. Jefferson's idea of the different religious sects establishing "each for itself a professorship for their own tenets." It remained for Christian women to realize what Mr. Jefferson and Dr. Laws hoped but failed to accomplish.

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In 1886 Mrs. Sarah Hawley Scott, of Detroit, died, leaving over $12,000 to missionary societies. This amount was intrusted to the Christian Woman's Board of Missions, of which Mrs. Maria Jameson was then president. With the proceeds of the Scott bequest a handsome chapel was built and the Church of Christ organized at Ann Arbor, Mich., in 1891. The church which the Christian Woman's Board of Missions established was an essential prerequisite for the establishment of the English Bible chairs. But while preaching religious truth on Lord's days is efficient, it is not sufficient for university students. The student habit of mind makes "Jesus as a teacher" more influential than "Christus orator." The preaching function is important, but the teaching function, even in matters of religion, is still more important. University students are surfeited with science, even to the neglect of history and literature, language and the fine arts. The Bible—its ethics and its literature, its truth and its life—should be taught in order to restore the symmetry of a true development, physical, intellectual, and spiritual. In 1893, under the leadership of Mrs. O. A. Burgess, the Christian Woman's Board of Missions established the first English Bible chair at the seat of the University of Michigan. Its purpose is to teach the Bible—not theology, not denominational tenets, but the Bible—from the standpoint of history and literature, to all students, Christian and non-Christian, male and female. Literature is the interpretation of life. Biblical literature is the best interpretation of the higher life. The necessities of positive spiritual ideas in State universities, where science, with its secular tendencies, is so largely emphasized, has been well expressed by Dr. Harris:

> Nature presupposes a God of grace and good will toward His creatures. * * * But the mind, disciplined solely in observing independence and external relations, becomes of the opinion that it is not necessary to assume self-activity to explain anything in nature. * * * Natural science, with its predominant use of the categories of quality and quantity, fails in the department of organic nature to comprehend the plant and the animal, and it fails still more signally to recognize the spiritual in man. * * * Now, the corrective for such studies as lay too much stress on external observation is found ready at hand in the studies of human nature, language, history, and literature. Religious literature, of course, touches the problem directly and offers to the individual in the form of authority the spiritual theory of the universe. (The Study of Natural Science—Its Uses and Dangers. W. T. Harris, LL. D.)

Man is material, mental, and moral. As a university student he needs athletics or manual training for his physical development; he needs to study science and art, language and literature, for his mental expansion, but above all and conserving all he needs to study the Bible as the Book of Life, its history and its literature, for his religious culture.

HISTORY OF THE ANN ARBOR BIBLE CHAIRS.

The idea of endowing an English Bible chair at the seat of the University of Michigan was first advocated by the writer in 1891, while pastor of the Church of Christ in Ann Arbor. Harris Hall, McMillan Hall, and Newberry Hall were equipped with libraries and other facilities for Christian students of the various denominations, but no systematic Bible teaching was offered. At the National Convention of the Christian Woman's Board of Missions held in Nashville, Tenn., in 1892, the president, Mrs. O. A. Burgess, recommended the establishment of an English Bible chair at Ann Arbor, Mich. After due deliberation the convention unanimously recommended "the endowment of one or more Bible chairs" at Ann Arbor, and a committee was appointed to present plans for the work at the next national convention. This was held in Chicago in 1893, when the following report was made by the Bible chair committee:

> Inasmuch as the great need of the world is a knowledge of Christ and the simple gospel He taught, and as a higher education and a broader culture are demanded by the people, which demand can only be met by an increase in the force of edu-

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cated workers; and inasmuch as God has opened the way for the Christian Woman's Board of Missions to further this end through its mission:

Resolved, That we heartily indorse the steps that have been taken toward the permanent establishment of a chair of the English Bible at Ann Arbor, and would recommend—

1. H. L. Willett, who comes to the position bearing the honors of Bethany and Yale and Chicago universities, as one eminently fitted for the professorship of that chair.

2. We would recommend Clinton Lockhart, whose credentials for fitness are unquestioned, as a suitable assistant to the work.

3. We recommend, inasmuch as the needs of the present year are in a large measure provided for, that the executive committee be directed to take such steps as may be required for the further progress of the Bible chairs.

Respectfully submitted.

Mrs. PERSIS L. CHRISTIAN.
Mrs. M. F. MILES.
LURA V. THOMPSON.
Mrs. V. A. POLLARD.

The recommendations of this committee were adopted, and the executive committee of the Christian Woman's Board of Missions was authorized to begin the work at once.

The purpose of the Ann Arbor Bible chairs is as follows:

1. To provide biblical instruction for the students of the university and other persons who may desire to study the Bible.

2. So to present the claims of the Christian ministry as to win to it well-educated young men who are endowed by nature and qualified by character for such work.

3. In connection with advantages already offered by one of America's greatest universities, to provide a high-grade missionary training school where young men and young women can prepare themselves for the foreign field. Those desiring to become medical missionaries will find superior advantages in the medical schools of the university, and may at the same time receive training under the Bible chairs in the study of the Bible and in missionary history and methods.

4. To provide training in Bible study and methods of work for young preachers and others who are to engage in Sunday school, Endeavor, and other church work. It is thought that Sunday school teachers and leaders in Endeavor work may be glad to avail themselves of this instruction, and perhaps at the same time attend some of the lectures in the university.

The methods of the Ann Arbor Bible chairs are as follows:

1. Regular courses of Bible study for university students are offered by the instructors each year. They aim to make their instruction as scholarly and as inviting as any that is offered in the university, and especially to appeal to the spiritual nature of the students. They are in deep sympathy both with the Bible and with the students. It is their chief purpose to teach the Bible.

2. One or more Bible institutes, lasting from three to five days, are conducted at Ann Arbor under the auspices of the Bible chairs each year. The instructors in these institutes are the best biblical scholars that can be secured, regardless of denominational affiliations. These institutes are well attended and are much appreciated by students and by citizens of Ann Arbor.

3. Lecture courses on Christian sociology, Christian missions, and other problems involved in the application of Bible truth to individual and social life are provided each year.

4. It is the aim of the instructors to put the students into sympathetic touch with the best biblical literature.

The actual work of the Bible chairs began October 1, 1893. The courses offered for the year 1893-94 were as follows: History of Israel, Prophecy, Psalms, The Life of Christ, Paul and His Epistles, Methods of Christian Work, Religious Movements in America, and New Testament Greek. The largest classes were those in the Life of Christ and in the Life and Epistles of Paul. The number of registrations during the first year was 59. The number of courses elected was 80. Special lecture courses were given by A. McLean, general secretary of the Foreign

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Christian Missionary Society, on "Missions and missionaries," and by Prof. George D. Herron on "Applied Christianity." Hundreds of students and citizens of Ann Arbor attended these lectures. The lectures have since been published in book form. The price fixed by the instructors for each course of study was $1 per term. Owing to an arrangement with the Student's Christian Association, whereby the use of Newberry Hall was secured for the classes, the members of that association were admitted at one-half price.

The success of the Bible chairs for the first year surpassed the expectations of the most sanguine friends of the work. The question whether university students would avail themselves of biblical instruction if it should be offered them was definitely settled by the fact that a large number of them had elected the Bible chair courses and faithfully pursued them. The instruction offered was placed on a thoroughly scientific and practical basis. The Bible chair experiment received strong commendations in the press, both local and general, and especially in the religious papers. Prominent educators all over the country took an interest in the experiment. Dr. Richard T. Ely, of the University of Wisconsin, thinks the success of the principle involved will form an epoch in the history of education.

The following letters written at the close of the first year's work indicate the impression which it made upon the leaders of thought and religious life in Ann Arbor:

ANN ARBOR, MICH., *June 8, 1894.*

To the Christian Woman's Board of Missions:

You might like to learn our impression of the work undertaken here by Mr. Willett and Mr. Lockhart. It gives us pleasure to say that their classes have been larger than they expected and that we feel under obligations to them for the help they have rendered in the religious work among our students. The friends who have contributed to the support of the new enterprise have every reason, I think, to be more than satisfied.

Yours, truly,

JAMES B. ANGELL,
President University of Michigan.

Mrs. O. A. BURGESS,
President of the Christian Woman's Board of Missions:

We, the undersigned, pastors of Ann Arbor, Mich., wish to express our sympathy with and approval of the great and commendable work which the Christian Woman's Board of Missions have done and are doing in our city, the seat of the University of Michigan. The Church of Christ has, from its beginning, been unequivocal in its loyalty to our divine Lord and Saviour, as the Son of God, and the work of the Bible chairs has been, and we trust shall continue to be, a tower of strength for evangelical Christianity among the students of the university. We rejoice in the success which has thus far attended your efforts to have the Bible taught systematically as the Word of God to our students, and hope the Bible chairs may be firmly established and well endowed.

Respectfully submitted.

C. M. COBERN,
Pastor Methodist Episcopal Church.
J. M. GELSTON,
Pastor Presbyterian Church.
J. W. BRADSHAW,
Pastor Congregational Church.

Prof. G. P. Coler was called to take charge of the Bible chair work in February, 1895. Fifty-two students took regular work the second year. The following courses were given: The Life of Christ, the Life and Epistles of Paul, Prophecy, History of Missions, a Normal Course for Sunday School Teachers, and the Philosophy of Religion.

The third year of the Bible chairs began the first week of October, 1895, with a Bible institute, which was conducted by Ernest D. Burton, professor of New Testament Exegesis in the University of Chicago, and by Dean H. L. Willett, of the

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Disciple Divinity House, Chicago. There were ten sessions of this institute and these sessions were well patronized. The institute served a good purpose in many ways, one of which was the prominence into which the Bible chair work was brought before the students and citizens of Ann Arbor. At the close of this institute Bible chair classes were organized and taught by Rev. C. A. Young and G. P. Coler. Mr. Young withdrew from the work as instructor in February, 1896, and Professor Coler was assisted by Mrs. W. C. Hull, who taught a class in Old Testament history. During the year courses were given in the following subjects: The Life of Christ, the Gospel of John, the Life and Epistles of Paul, the Epistles to the Hebrews, Old Testament History, Christian Ethics, the Gospel of Matthew, the Epistle to the Romans, the Great Religions of the World.

Ninety-five different students enrolled in these classes, 59 young men and 36 young ladies. Many others applied for courses, but hours could not be suitably arranged.

The fourth year of the Bible chairs opened the first week of October, 1896, with an interesting Bible institute, conducted by Dr. H. L. Willett. Seventy-five students are already (November 17, 1896) enrolled in the Bible chair classes, and it is probable that still others will enroll before the close of the semester in February. It is expected that a much larger enrollment will be secured for the second semester of this year.

SIMILAR WORK AT OTHER STATE UNIVERSITIES.

This wise policy has been signally pursued in occupying State university centers. Not only at Ann Arbor, Mich., where nearly 3,000 students are annually gathered, is the Christian Woman's Board of Missions bringing the English Bible chair to the attention of a great university community, but also at Charlottesville, the seat of the University of Virginia, and Athens, the seat of the University of Georgia.

It is worthy of note that the influence of the wise policy of the Christian Woman's Board of Missions in having the Bible taught at State university centers has been even more far-reaching than was anticipated when the work at Ann Arbor began in 1893. This is plainly manifest in the fact that the Disciples of Christ in several States have not only adopted the plan of teaching the English Bible from the standpoint of history and literature to *all students, irrespective of their future life work*, but in three States at least have advanced beyond the popular feature of the Bible chair work emphasized by the Christian Woman's Board of Missions to the more distinctly *educational* feature of giving special training to ministerial students. With this in view the Berkeley Bible chair, located at the seat of the University of California, has been superseded by the Berkeley Bible Seminary, with two competent instructors. H. D. McAneny, financial secretary of the Berkeley Bible Seminary, deserves great credit for the excellent work he has done. The year ending July 30, 1896, this faithful, energetic secretary reported over $80,000 pledged by the churches of California to the Berkeley Bible Seminary fund. Since then I have been informed that Hesperian College has transferred its endowment, over and above its indebtedness, to the seminary fund.

At Columbia, Mo., under the leadership of J. H. Garrison, editor of the Christian Evangelist, assisted by T. P. Haley, W. T. Moore, D. O. Smart, and others, steps are being taken toward the establishment of a Bible college contiguous to the University of Missouri. So far the teaching of Dr. Moore has been a popular work among a large number of students rather than special training to a limited number of ministerial students, but as soon as sufficient endowment can be raised to support two or more regular instructors more technical work will be done without neglecting the broader popular features of the work. Prof. E. C. Sanderson is doing excellent work in pushing the establishment of the divinity school at Eugene, the seat of the University of Oregon. Perhaps the most significant enterprise

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related to the Bible-chair movement is the establishment of the divinity house in connection with the divinity school of the University of Chicago. The work of the divinity house, under the direction of Herbert L. Willett, Ph. D., and Edward S. Ames, Ph. D., is quite distinct from the Bible-chair work and should not be classed with it, since it is of a technical theological character and not popular Bible study. It is related to the Bible-chair enterprise, since it is in alliance with a university, but it differs from it in being graduate in character and in being connected with a university which is not a State institution. The establishment of one or more Bible chairs at the seat of a State university was first proposed by Mrs. O. A. Burgess for national consideration in 1892. The actual work of teaching the English Bible, from the standpoint of history and literature, to students in general began at Ann Arbor in 1893. The Bible-chair movement is only three years old—still in its infancy—yet systematic biblical instruction will be offered the students at six of our State universities this coming year by the disciples of Christ. Under the auspices of the English Bible chair of the Christian Woman's Board of Missions, Prof. G. P. Coler and others will give systematic instruction in the Bible and the history of missions, at Ann Arbor; Dr. Herbert L. Willett, during his leave of absence from work in Chicago, will be employed in systematic Bible teaching at the University of Virginia; C. A. Young will do similar work at the University of Georgia; Dr. W. T. Moore gives all of his time to Bible teaching at the University of Missouri; Prof. S. M. Jefferson and Prof. A. M. Elston at the University of California, and Prof. E. C. Sanderson at the University of Oregon. When the report of the committee recommending the establishment of the first English Bible chair was read at Nashville, J. H. Garrison said: "The inauguration of this movement will make this night historic." No one who understands it questions the wisdom and practicability of the Bible-chair movement. The only question before us is, Shall we adequately support it? Each Bible chair ought to have an endowment of at least $50,000. The following communication expresses the judgment of a number of State university presidents and may fitly close this report:

UNIVERSITY OF GEORGIA,
Chancellor's Office, Athens, Ga., May 8, 1896.

Rev. Mr. C. A. YOUNG.

REVEREND AND DEAR BROTHER: The Manual of Bible Chairs at the University of Michigan has given me both pleasure and instruction. You may rest assured that such work at this university would receive a warm welcome and hearty support from all good men, especially from the faculty and trustees.

The general idea embodied in the Manual has been for years in the minds of some of us. In our opinion it solves one of the greatest problems of the higher education in the United States, viz, How can the religious element be fostered in our State universities? To this you reply: This great work can be best done by the churches of Christ placing Bible chairs in close contact with their young men while enjoying the benefits of the State university. The enterprise must be wholly ecclesiastical, and the control must be in the denomination, not in the university.

The benefits of your plan seem to be equally great to all parties concerned:

(1) It fully recognized the American doctrine of the complete separation of church and state. Each of these great societies is left uncontrolled and unhindered to pursue its own legitimate ends in its own constitutional way. Yet incidentally they benefit each other very much, as two independent political sovereignties would do which permit their people to exchange commodities on favorable terms.

(2) It secures to members of such churches, with the least possible expenditure, all the benefits of the State's costly endowments for literary and scientific education. They reap a return from the taxes paid by them, and at the same time enjoy all that can be done to retain their sons while they are minors in the faith of their parents. And the church, as it seems to me, ought to accomplish better results than she can do in any other way. She is helping to keep a great institution from the possibility of being given over to secularism. And yet she is acting strictly within her divine commission, which reads: "Go ye, therefore, and make disciples

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of all nations, * * * teaching them to observe all things whatsoever I have commanded you." That is to say, she escapes from the entanglements of geology, biology, and metaphysics, which, however valuable they may be for mental training, are certainly not among the "things" which Christ commanded. And if, like Paul, the church can truly say, "This one thing I do," like him, she should be able to do it well.

(3) The State and her university will share fully in the blessing of this arrangement, for all men know that the morality of the gospel is the best and cheapest safeguard to order. All see that Christianity creates a better citizenship—manlier men, more womanly women. The withdrawal from the State university of so many of the more pious young men is a public calamity, for in the university they are "the salt of the earth" and the "light of the world."

Nor would the Bible chairs interfere in the least with the work done by the Young Men's Christian Association, the influence of which is chiefly to stimulate devotional feelings and promote Christian work for others. The Bible chairs would supply a steadier light to the conscience, and would forearm the reason against doubt and disbelief.

I conclude, dear brother, as I begun, by assuring you of a warm welcome and a wide field in the University of Georgia, should your friends enable you to plant Bible chairs close beside us.

Yours, faithfully,

WM. E. BOGGS,
Chancellor of the University of Georgia.

The establishment of English Bible chairs at the seats of State universities, so as to coordinate secular and religious instruction, I consider eminently practicable. It provides symmetrical education on the most economical basis possible. It disarms prejudice against our State universities from those who fear the tendencies of secular education. As has been well said, "It is the principle of business in Christianity which recognizes the importance of occupying great educational centers for the purpose of radiating the light of religious truth."

As the above matter goes to press a letter is received from Rev. Charles A. Young respecting the promotion of Bible study among the students of the University of Virginia. The following extract from the letter and the circular appended show the work in detail:

I have been conducting Bible study from the standpoint of history and literature among the students of the University of Virginia upon the same plan I introduced at Ann Arbor, Mich., Athens, Ga., and elsewhere. * * *

Over a score of the best and brightest young men who are students of the University of Virginia gave me two hours per week in class room and three hours per week studying special duties I assigned them in biblical history and literature, making five full hours per week given to the systematic study of the Bible.

YOUNG MEN'S CHRISTIAN ASSOCIATION, UNIVERSITY OF VIRGINIA.

BIBLICAL INSTRUCTION.

The purpose.—It is the object of these lectures to afford opportunities for the study of the Bible from the standpoint of history and literature to members of the university and other persons who may desire to pursue such courses of investigation. The Bible is obtaining increasing recognition as a collection of literature, possessing a distinct educational as well as ethical and religious value. It is recognized as the most profoundly influential book in existence. Its study may, therefore, well find a place in the educational discipline of every member of the community.

Courses of study.—The themes presented will include four courses of study, as follows: The Life and Letters of Paul, ten lectures; The Minor Prophets, ten lectures; The Life and Writings of John, five lectures; Book Studies, etc. (popular course), five lectures.

These lectures will be delivered in the university chapel on Tuesday, Wednesday, Thursday, and Friday evening of each week during five weeks, from January 18 to February 18, 1898, and at such other places and hours as shall be arranged by

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the general secretary of the Young Men's Christian Association with those who may pursue any of the above courses.

Admission to courses.—Those who are desirous of taking any or all of these courses will register with Mr. Charles Hancock, to whom the fees may be paid upon registration as follows:

One course of five lectures	$1.00
Two courses of five lectures, or one double course of ten lectures	1.50
Admission to all courses	3.00

The fees to members of the Young Men's Christian Association and to ministers will be one-half the above.

Arrangements for nonresidents.—Persons residing in other places may avail themselves of this opportunity for Bible study by residence in Charlottesville during the period of the courses. Ministers can return to their churches over Sunday if they find it desirable. The necessary expenses of residence in Charlottesville will not exceed $5 per week.

Consultation.—Those desiring to make inquiries or engage accommodations may address W. I. McNair, general secretary of the University of Virginia, Young Men's Christian Association.

Those who desire to inquire further regarding these courses may consult Mr. Hancock or the general secretary at the office of the Young Men's Christian Association.

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CHAPTER XXXIII.

METHODS OF INSTRUCTION IN AGRICULTURE.

INCLUDING LEAFLETS ILLUSTRATING THE EDUCATIONAL WORK DONE AT THE CORNELL AGRICULTURAL EXPERIMENT STATION AND AT PURDUE UNIVERSITY.

THE SCHOOL GARDENS AT THE BUSCOMBE BRITISH SCHOOL.

[From volume 2 of Special Reports on Education by the British Educational Department.]

Starting a school garden.—There are two ways of setting boys to work at gardening. They may either cultivate a plat in common or each boy may be provided with a plat of his own. The latter plan is the better, because it offers superior educational advantages. If, for example, a boy is one of a group cultivating a garden, he can not know for certain what is the effect of his share of the work. It is only when a boy is sole master of a plat of his own that he can be sure what the results of his efforts really are—whether meritorious or defective.

The objects of school gardening.—A school garden must not be treated as though it were an allotment. The difference is important, because, if it is ignored, the school garden may prove a pecuniary success, but an educational failure. The owner of an allotment naturally seeks to make the greatest commercial profit out of his parcel of land. In the school garden, on the other hand, the boys have partly to receive instruction in the rudiments of the gardener's craft according to the best methods and partly to find illustrations for their lessons in natural science and to make practical application of them. In an allotment the owner often finds it to pay better to grow one or two kinds of crops, either for the sake of the demand for them in his market or because the soil is best suited for them. The schoolboy should learn how to raise a variety of crops, and will benefit educationally as much by failure as by success. Indeed, when the conditions of soil and climate are so favorable that, be the gardening good or bad, the crop is always forthcoming, though the undertaking may prove a greater commercial success, yet as an educational exercise it will have less value than where nature is unkindly and hard to subdue.

Again, the object of a school garden is certainly not to put boys as apprentices to gardening. Some boys, no doubt, who learn gardening will become gardeners in a professional way, but it would be wholly out of place in school unless it served a general purpose as well as having a technical aim.

School gardens are a part of general as well as technical education. A very slight acquaintance with modern text-books and their readers, whether dealing of the farm or of the garden or of the home, is sufficient to show that while many of the plain facts of modern science are assumed by the writers to be matters of general knowledge, most of the readers continue to regard such facts as outside their province and belonging to the peculiar domain of men of science. Now, some knowledge of the nature of a few of the chief gases and other chemical elements is really indispensable for the farmer, the gardener, and the housewife, and it may be acquired in more ways than one. While a girl may study it in connection with

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cooking and cleaning, a boy may have it brought home to him in connection with a garden plat. The kind of experiments which may be made and studied with advantage in connection with school gardens are described in Laurie's Food of Plants and in an extremely practical and suggestive paper by the professor of botany in the Durham College of Science, Mr. M. C. Potter. Mr. J. H. Crawford published in Natural Science (July, 1892) a plan for making an agricultural museum, which offers valuable suggestions for associating practical garden work with the study of elementary science in the class room.

The result of this combined indoor and outdoor instruction will be to spread a much-needed type of general as well as technical knowledge. The rising generation will learn what is the true nature of an experiment, what are the methods of modern science, in what way observations are made and inferences are drawn from them, what are the sources of error, and how it comes about that a merely practical man may as easily underrate as overrate the researches of the laboratory.

The division of the ground, and therefore, first the size, shape, and arrangement of the individual plats.—Each boy, then, should have a plat to himself. In the Buscombe School Gardens there are plats for 12 boys. The plats must not be too large, because the boys can not work more than two afternoons a week. The shape, again, is important, because it is desirable that the boys should be able to perform much of their gardening while standing on the paths between the plats instead of having to step on the border for every operation. The plats, therefore, measure 30 feet in length and are only 10 feet in width. The four corners of each plat are carefully marked by squared and substantial pegs firmly driven into the ground. Each plat is numbered and the numbers are written clearly and boldly on the face of the pegs. The longer axis of each plat extends along a line from east to west, which facilitates the cropping. The vegetables are planted in rows across the plats from north to south, because this plan gives them the best chance of thriving. Each particular kind of vegetable is planted on the same line right across all the plats (see plan), so that although in the separate plats the rows are short, being only 10 feet long, yet, when the whole set of plats is looked at in one view, the vegetables are seen to be planted in long rows extending right across the gardens in regular lines, from the north boundary to the south. The success of each boy is thus easily comparable with that of the others.

Cropping of a plat.—Let us now see how a plat is cropped: Broad beans, hollow crown parsnips, white Spanish onions, Bedfordshire champion onions, radishes, lettuce (cos and cabbage), potatoes (three rows—early, medium, and late), Brussels sprouts, cauliflower, James's intermediate carrot, shorthorn carrot, pineapple beet, Wheeler cabbage, drumhead savoy, Veitch's autumn giant cauliflower, scarlet runners. The scarlet runners were planted on the side next the road, and served as a screen against the depredations of roughs and idlers, who, in the absence of the boys, would occasionally steal their best vegetables.

(2) *Other plats for working in common.*—Besides the ground which was taken up by the 12 plats and the paths between them, the inclosure contained space for two other purposes.

(*a*) Along the south side there is a border about 100 feet in length and 10 in width for growing certain vegetables which will not lend themselves readily to separate treatment in the 12 plats, such as asparagus, marrow [gourds], and sea-kale. Here too are planted several pot herbs, such as thyme, sage, marjoram, etc., and also seedlings to be pricked out later in the other plats, such as lettuce, celery, leeks, sprouts, and cabbage.

(*b*) At the east end of the ground there is space for 4 plats of the same size as the 12 others—namely, 30 by 10 feet—in which certain fruit trees were planted, including standard apples, pears, and plums, and also such brush fruit as currants, gooseberries, and raspberries. Room is also found for some tomatoes, a strawberry bed, and a few herbaceous flowers, by way of ornament, and some roses.

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In the northeast corner a small frame 6 by 4 feet was placed for the purpose of growing seedlings, which might thus be preserved through the winter for early spring planting. In these plats the boys learned how to bud roses, to train fruit trees, and to make grafts in different ways.

Care of tools.—The ground was inclosed by a barbed-wire fence, which was stretched upon strong posts. Inside of this fence was planted a privet hedge, in which were set at intervals a few trees, such as poplars, maple, birch, and ash. At the gate of the inclosure a wooden hut was built for the accommodation of the tools and seeds. It was made of tarred boards, with a corrugated iron roof, 9 feet square, 9 feet high at the back and 6 feet in front. The floor is of brick, and shelves are provided. Each plat has a set of tools assigned to it, and each tool is numbered to correspond with the plat to which it belongs. Each set of tools hangs from a peg, which is numbered to correspond with the plat to which it belongs. The boys are taught to keep their tools scrupulously clean by aid of linseed oil and paraffin, and to put them away in an orderly manner after using them. The plat tools are adapted in size to the use of the boys, one 4-inch Dutch hoe; one 4-inch draw hoe; one 4-prong [spading?] fork; one spade (7 by 11 inches), and one 10-toothed rake. Besides these are other tools for common use, to wit: 1 besom, 1 mallet, 2 wheelbarrows, 1 water can, 2 boat baskets, 4 lines 60 feet in length. The plans show the details of the arrangements, which have been described.

The effect of good and bad gardening contrasted.—The soil was originally of the worst possible description, consisting of almost pure gravel. The boys had obviously to overcome natural difficulties. Cultivation was commenced by trenching to a depth of 2 feet, which involves digging out three spits (to the depth of three spades about). Stable manure was applied somewhat liberally at the bottom of the trench. The summer of 1896 was very dry, but owing to this "bastard" trenching, although there was no artificial watering, the fine growth of the crops in these plats, as compared with the scanty growth in neighboring gardens, where there was far less labor expended, proved the truth of the old saying, justissima tellus, for "the honest earth well repaid all the toil." The produce of the gardens received certificates of merit at more than one horticultural show. The contrast between the results of good and bad gardening forms a most telling object lesson, and the difference in the crops according as the boys are more or less skillful, or as they are careful or careless, is well demonstrated by the arrangement of the rows of vegetables which cross the plats in a straight line. In the report of the Woburn fruit farm for 1897 a method is described of making approximate measurements of the comparative loss of growth which is due to neglect and bad method. The instructor of the Buscombe School Gardens, himself a nurseryman, is attempting to teach the boys to practice the method of measurement there described.

The young gardeners' diary and account book.—The boys are taught to make rough notes on the ground, recording the operations of each day, the dates of planting seeds, and the names of the sorts selected. Hints are added to this instruction as to the distance between the rows of plants, and also between plants in the row, and a record is made of the kind of manure which is used and other matters. A daily record of the weather is kept and the amount of rainfall observed and noted. The notes are afterwards worked up in a systematic form, and serve as a gardener's diary of great value for future use should the boys in later life do some gardening of their own. A few extracts from one of the diaries are given:

March 15.—Sowing onion seed. White Spanish and Bedfordshire versus champion. One row of each, 1 foot apart; made drill about 3 inches deep. After sowing the seed, raked the soil over them and patted it down with the spade.

March 22.—Trenching and manuring. The brood beans and pease are showing above ground.

March 16, 23, and 29.—Trenching, manuring, and weeding.

April 2.—Finished trenching in all the plats to-day. Edging and weeding paths.

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May 14.—Sowed one row of cabbage lettuce in the experimental plat. Dressed the cabbage plants with four different kinds of artificial manure, namely: Two rows with nitrate of soda, two rows of nitrate silicate, two rows with native guano, one row with ichthemic guano.

Each boy sold the produce of his own plat, and the money so earned was brought to the instructor, who received it and entered the amount in an account book, reserving a separate page for each plat. Each boy also kept an account book of his own, so that he might feel sure that he received his proper share. The money is divided, and one-half is devoted to the purchase of seeds for the next season, while the other half is given to the boys in proportion to their earnings. In this way some boys earned as much as 8 shillings in the year, while the average was about 6 shillings.

In conclusion, says Mr. Rooper, I may add that a year's garden work had a strikingly beneficial effect upon the growth and physical development of the boys who had thus done their part to carry out the somewhat neglected instruction to man to go forth "and till the ground whence he was taken."

[FOR THE USE OF TEACHERS.]

No. 22.

LEAFLET.[1]

ON NATURE STUDY.

ESPECIALLY ADAPTED TO THE USE OF CHILDREN IN SCHOOLS IN RURAL DISTRICTS.

[Prepared by the faculty of Purdue University.]

AN EXPERIMENTAL FARM FOR YOUNG PEOPLE.

[By Prof. W. C. LATTA.]

In Leaflet No. 9 Professor Coulter told you about a *school garden*. If you have acted on the suggestions of that leaflet, you are beginning to realize how attractive, interesting, and instructive such a garden may become. More than this, you have learned how easily and cheaply you can beautify the school yard with flowers and vines.

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[1] ADDITIONAL NOTES TO TEACHERS CONCERNING THE USE OF THE NATURE-STUDY LEAFLETS.

It is important to observe that very much of the nature study by the children must be done out of doors and in the spring and summer, but many of the schools will not be in session at that time of the year.

Such of the leaflets therefore as especially relate to spring and summer work on the part of the children should be translated into oral lessons and given by the teachers of such schools during the winter term. It is quite apparent the leaflets can often be used in this way with but few slight changes in phraseology. Thus instead of taking the children on an excursion in May to observe spring birds, the teachers can rephrase the leaflet on that subject and use it as a basis for a conversation with the children, instructing them how to become good observers as they go about and requesting them to report the results of their observations at the beginning of the next term. These oral lessons should bring out as much as possible the previous information of the children.

Some of the leaflets, however, which seem especially to relate to objects which can be observed only in the spring, may serve as models upon which the teacher can construct exercises adapted to use in the fall by substituting subjects of study which can be readily found in the later months of the year.

To emphasize what has already been said in the letter of transmittal it may be repeated that the chief purpose of these leaflets is to suggest *methods* to the teachers rather than to give them information, and that the most successful results will be obtained when teachers are able to supplement these lessons by those of their own construction.

JAMES H. SMART.

PRESIDENT'S ROOM, PURDUE UNIVERSITY,
Lafayette, Ind., March 4, 1899

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In this leaflet I wish to show you how to have a miniature *school farm*, which may be made quite as interesting and instructive as the school garden.

But I fancy I hear you say, "Where can we find room for such a farm? We can't take it out of our playground. It is too small now." You are quite right. Don't take any part of your school yard, but persuade the school authorities to provide a small enclosure—at least one rod by four in size—just outside the school yard. Doubtless some kind-hearted farmer who has not forgotten that he was once a boy will let you have the ground, and then I am sure you can get the school board to put a strong, close fence around it.

In this small enclosure the older boys can prepare the ground, plant the seeds, and cultivate the crops "by hand." About the only tools you would need for this purpose would be the spade, the hoe, and the rake.

In such a piece of ground you could conduct a great many simple experiments with the farm crops. You could watch the process of germination, growth, fertilization, and development of grain, and you could also note when, where, and how insects and fungous diseases attack the several crops. By conducting these experiments you would learn many interesting facts that would prove very helpful on the farm.

It is not expected that you would be able to grow as good crops as the farmer can under more favorable conditions. You must remember that the *chief* object of the school farm is to *get knowledge*, which will, later in life, help you to become more successful farmers.

Do you know how valuable knowledge gained by careful observation and experiment really is? Just this kind of knowledge is considered so valuable that our Government expends annually nearly a million of dollars to maintain agricultural experiment stations in the several States and Territories and in the District of Columbia.

This vast amount is expended in conducting and in publishing the results of experiments that will help the farmers to avoid mistakes and employ only the best methods. By using this experimental knowledge the farmers of the country will be enabled to save many times this sum.

A prominent farmer of northern Indiana estimates that the farmers in his county alone might have saved one and one-half millions of dollars in the last ten years by fully using the information afforded by the experiment station and the farmers' institutes.

Experiments have shown that the stinking smut of wheat can be effectually destroyed by simple treatment with hot water. If this remedy *alone* were faithfully used by all farmers whose wheat is affected it would save them millions of dollars.

The farmers of Indiana annually expend many thousands of dollars for new varieties of grain in the belief that the old varieties are "running out." Many carefully conducted experiments at Purdue University and elsewhere have clearly shown that these varieties do not *necessarily* run out, and that the old and tried sorts, if well cared for, will generally do as well as, or better than, the new kinds for which some farmers will pay three or four prices.

The value of the experiments which you can conduct on a school farm will depend on what you undertake and how you do the work. If you begin at the wrong time, do the work in a careless manner, or if you fail to finish what has been well begun, your observations and experiments may have very little value; but if you will carry out even the simplest kind of an experiment from beginning to end in a careful manner, you will surely gain some useful knowledge. More than this, you will acquire the habit of systematically taking and recording observations which will prove invaluable to you all through life.

In order to help you, I will suggest (1) a few very simple experiments that you can try in the garden at home or in some corner where they would not be dis-

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turbed, and (2) how to arrange and manage a school farm, in which you could join with your schoolmates in conducting a variety of experiments.

One of the very interesting things you might do in the garden at home is to collect and plant all the varieties of peas you can get. This might include the Canada field peas, the several kinds of garden peas, and the different varieties of sweet peas. Plant in drills, at least one foot apart, dropping the seeds two or three inches apart in the drill. Do all the planting in one day in the early spring, and cover about two inches deep. Note (1) when each kind "comes up;" (2) the difference between the first or seed leaves and those which follow; (3) how tall each kind grows; (4) when each kind blooms; (5) differences in the size, color, and fragrance of the flowers; (6) differences in the form and size of the seed pods and in the number of pods produced on a single plant of each kind; (7) when each kind matures. You will, of course, need supports for the taller varieties. When each variety comes into bloom it will be interesting to carefully dig up one plant of each kind and examine the roots for nodules (little rounded enlargements), which will vary in size from a pin head to a pea. The little colonies of microbes which live in these nodules have the singular power of capturing the free nitrogen of the air and of rendering it available for crops.

Most if not all of the leguminous plants (including peas, beans, clovers, etc.) have this peculiar power of "fixing" nitrogen through the agency of microscopic soil microbes, and this is one reason they are called soil-renewing crops.

This experiment would be nearly, if not quite, as interesting if made with varieties of beans or corn or potatoes.

If in addition to, or instead of, these experiments at home you desire to join with your schoolmates in making a *series* of experiments, the school farm will best serve your purpose. An enclosure 1 rod wide by 4 long is perhaps as large as you can well take care of "by hand." In such an enclosure you can lay out a series of 20 plats, each 1 yard square, for the small grains, and another series, each 6 feet by 7, for corn, potatoes, etc. The accompanying diagram, containing half the plats in each series, shows how the plants may be arranged, and indicates also the number of hills or drills to each plant.

LIST OF EXPERIMENTS.—SERIES I.

No. 1. Wheat sown broadcast.
No. 2. Wheat sown in drills.
Nos. 3 and 4. Rye sown as Nos. 1 and 2.
Nos. 5 and 6. Oats sown as Nos. 1 and 2.
No. 7.[1] Two drills seed wheat covered ½ inch deep and two drills seed wheat covered 1 inch deep.
No. 8. Two drills seed wheat covered 2 inches deep and two drills seed wheat covered 3 inches deep.
Nos. 9 and 10. Seed oats sown as Nos. 7 and 8.
No. 11. Two drills small shrunken seed wheat and two drills large plump seed wheat.
No. 12. One drill seed wheat sown September 1 to 15, and one drill, each, seed wheat sown 2, 4, and 6 weeks later.
No. 13. Two drills seed wheat, 12 grains to each drill, and two drills seed wheat, 24 grains to each drill.
No. 14. Two drills seed wheat, 36 grains to each drill, and two drills seed wheat, 48 grains to each drill.
No. 15. One drill seed oats sown March 1 to 15, and one drill, each, seed oats sown 2, 4, and 6 weeks later.
No. 16. Two drills seed oats, 12 grains to each drill, and two drills seed oats, 24 grains to each drill.
No. 17. Two drills seed oats, 36 grains to each drill, and two drills seed oats, 48 grains to each drill.
No. 18. One drill, each, of red clover, crimson clover, alsike clover, and alfalfa, sown about April 1.
No. 19. One drill red clover, sown February 15 to 25, and one drill, each, red clover sown 2, 4, and 6 weeks later.
No. 20. Four drills crimson clover sown as No. 19.

SERIES II.

No. 1. Corn in hills, 3 grains to each hill.
No. 2. Corn in hills, 4 grains to each hill.
No. 3. Corn in drills, 6 grains in each drill.
No. 4. Corn in drills, 8 grains in each drill.
No. 5. Corn in drills, 12 grains in each drill.
No. 6. Corn in drills, planted April 20 to 30.
No. 7. Corn in drills, 2 weeks after No. 6.
No. 8. Corn in drills, 4 weeks after No. 6.
No. 9. Corn in drills, covered 2 inches deep.
No. 10. Corn in drills, covered 4 inches deep.

[1] Sow 20 grains to each drill of Nos. 7-12, inclusive, and to each drill of No. 15.

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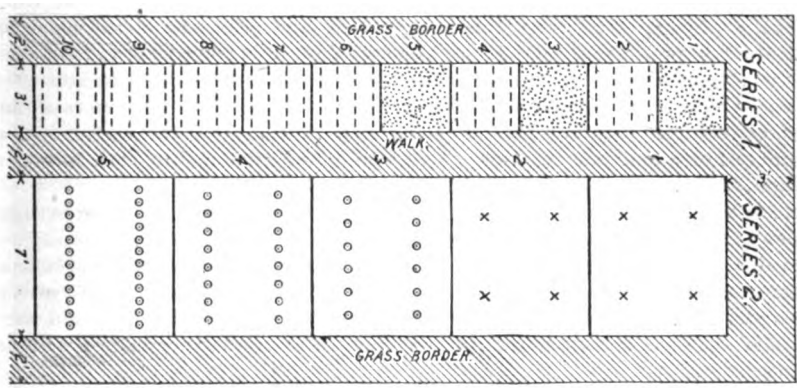
The following are some of the many other experiments you might undertake:

1. A test of varieties of corn, oats, and wheat.
2. Treatment of seed wheat, oats, and potatoes for fungous diseases.
3. Planting large and small cuttings of potatoes.
4. Planting potato cuttings, part with the "eye" *up* and part with the eye *down*.
5. Planting tip and butt kernels of corn.
6. Planting sound and defective seed corn.
7. A test of frequency and depth of cultivation of corn or potatoes.



INSTRUCTIONS.

1. Get advice from your elders as to best time and manner of doing the work.

2. As far as possible, avoid working the ground when wet. This is very important if the soil is heavy. In early and late planting you can not always avoid this.

3. Try to get the soil well pulverized before planting or sowing.

4. Each one of the older boys should have a memorandum book, in which he should draw a diagram of the plats, and number each one in both series.

5. Under the proper date and number note when and how each plat is prepared and planted.

6. Treat the several plats of a group just alike in all respects except the point under investigation. To illustrate: If you want to learn the effect of planting seeds deep and shallow, take care that the several plats in this group are prepared alike, planted the same day, with the same kind of seed, the same number of seeds, and cultivated at the same time and in the same manner.

7. Observe when the seeds in each plat "come up," the per cent of seeds that germinate, how the young plants look, etc., and make careful notes of these and other observations under the proper numbers and dates in your memorandum book. The chief purpose of this is to *acquire the habit* of making close observations and carefully recording the same. Your teacher will show you how to make the notes in your book.

8. From time to time during the season make careful observations, always comparing the several plats of the group with each other, and note in your book the points of interest.

9. Be on the lookout for the first appearance of rust on wheat, oats, rye, and corn. Examine both upper and under surfaces of leaves. Note to what extent each variety is affected by rust.

10. Note what per cent of smutted heads appear in wheat, oats, and rye. Be very careful to note the effect of treatment of seed on the amount of smut present.

11. Note when and where corn smut first makes its appearance, and whether any varieties show more smutted stalks than others. Note how many of the smutted stalks produce no ears. Extend your observations to the fields of corn

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near by. By counting stalks in the field with and without smut, and noting the per cent of ears in each lot, you may learn how the proportion of grain is affected by smut.

12. If any plants become sickly or die before they mature, try to find the cause. It is quite likely to be the work of some injurious insect. If you do not look very carefully the little fellows may escape notice. Prove that boys have "sharp eyes" by finding and capturing the culprits.

13. It will be necessary to continue operations on your school farm during the summer vacation. Six or eight of you can do this by taking "turns" on successive weeks. Why not organize a school-farm club and elect one of the older boys director of experiments? If no one of the scholars feels competent to take charge of the experiments, invite some wide-awake, progressive young farmer of the neighborhood to act as director. Your teacher will cheerfully aid you to organize and conduct such a club. You could meet each fortnight at the schoolhouse and compare notes and observations. You would find such a club both interesting and profitable.

14. In performing the experiments many puzzling questions will arise as to principles and methods of cropping. If your school farm does not give you the answers, consult the other leaflets of this series. Consult also your teacher, parents, and others, and if you are not fully satisfied, write to me, and I will try to give you the desired information. I will be glad to hear from you at any time, and will be especially pleased to have you report anything of interest in connection with your school farm.

[FOR THE USE OF TEACHERS.]

No. 2.

LEAFLET

ON NATURE STUDY.

ESPECIALLY ADAPTED TO THE USE OF CHILDREN IN SCHOOLS IN RURAL DISTRICTS.

[Prepared by the faculty of Purdue University.]

THE STUDY OF THE FOLIAGE LEAF.

[By Prof. STANLEY COULTER.]

The materials for "nature" study are the nearest and most conspicuous natural objects. These materials necessarily differ with the locality, with the seasons, even from day to day. It will be found, however, that in almost every locality the greater part of these studies will be connected with plant forms. The reasons for this are very apparent. Plants are *living* things and life appeals to the child. The material for the studies is convenient and abundant. Plants have a fixed position, allowing the effect of varying conditions to be readily seen and understood. The life cycle is so short that all of its phases may be observed in a single school year. Beyond this it is to be remembered that plants stand as the visible sign of the agricultural capacity of any region, giving us direct report of the character of its soil and climate; that they are intermediaries between unorganized matter and animal forms, and that they have profound economic importance not merely in furnishing food stuffs, but also in some of their forms, in absolutely conditioning public health. It is, however, because of their abundance and rela-

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tive ease of preservation in any desired condition that plant forms must naturally furnish the material for a large part of nature studies.

The flowering plants are evidently the most conspicuous plant forms in any region, and of these the foliage leaf is the most conspicuous part. From the earliest spring, when it begins to unfold its blade of delicate green, until it falls clothed in autumnal brilliance, it is the dominating feature of the plant. For this reason this leaflet is intended to suggest how the foliage leaf may be used as an object for nature study in such a way that all work done will have a definite purpose and an equally definite value.

Foliage leaves are so variant in general appearance, in position, in size and general outline, that it seems necessary to determine what characters are common to *all* such organs. The following general characters will be found to apply to all foliage leaves however diverse they may be in appearance:

1. The foliage leaf is a lateral organ of the *stem*. It is found upon no other part of the plant body.

2. The foliage leaf is *characteristically green*, due to the presence of chlorophyll, which is developed only in the presence of sunlight.

3. The foliage leaf is an *expanded organ*, giving the greatest possible surface exposure to light and atmospheric conditions. Other parts of the plants are mass structures, not surfaces.

It is very evident from these common characters that the *foliage leaf is an organ adapted for the light relation*. The value of this conception of the foliage leaf in nature studies can scarcely be overestimated. Its application readily and clearly explains peculiarities of form, of position, of lobing, and the great mass of adaptations characteristic of plants growing under differing conditions. It explains in a general way plant outlines, and will be found to render clear many apparently puzzling conditions.

Before illustrating the above points specifically, it will be well to consider briefly the work of the leaf. This work may be grouped under four heads:

1. *Transpiration*, or the interchanges of moisture between the interior of the plant and the external air. The result of transpiration, which is after all apparently little else than evaporation, is to aid in the transfer to the leaves of the nutrient water taken from the soil by the roots.

2. *Respiration*, or breathing. Those gaseous interchanges between the plant and the air through which oxygen is taken up by the plant and carbon dioxide returned to the air.

3. *Carbon fixation*, or those processes through which, under the influence of light, carbon dioxide taken from the air is broken down, the carbon being retained and built into the tissues of the plant, while a portion at least of the oxygen is returned to the air.

4. *Photo-syntax*, or those processes through which, under the influence of the light, the crude food materials derived from soil and air are transformed into substances suited to the needs of the plant.

While for the purposes of this leaflet only one of these uses, that of transpiration, will be considered, the others have been given to show how essential the light relation is to the foliage leaf if it accomplish its assigned work. The foliage leaf then is not merely an ornamental appendage to the plant, its various peculiarities being considered as the result of chance, but a working organ intimately concerned with the most important duties in the individual life of the plant.

Let us now examine some of the ways in which this light relation is secured. One of the forms, often seen, especially in the early spring, is that known as the "rosette" arrangement. The foliage leaves are apparently arranged radially, lying flat upon the ground, and in the absence of the stem, seeming at first glance quite unlike organs for light relation. Common plants with this arrangement are the mullein and plantain. If the leaves in this arrangement are without

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leafstalks, it will be found that in almost every case they are broader at the apex than at the base, a form which in definitional botanies is known as spatulate. The successive circles of leaves as they arise from the center are progressively shorter, the broader portions at the apex fitting into the spaces left between the narrowed bases of the leaves of the preceding circle. If the whole rosette be looked at from above it will be seen that scarcely any portion of the lower leaves is shaded by those above, each leaf, by its peculiar form, and the regularly diminishing size of the leaves of succeeding circles, being brought into the most perfect light condition.

In the case of the plantain, where leafstalks are present, the same condition is brought about by the progressive shortening of the leafstalk from the lower to the upper circles of leaves. It is very evident, then, that the "rosette" arrangement is a device for securing the light relation on the part of plants with reduced stems.

Material for illustration: *Common plantain*, earlier leaves of *mullein*, *shepherd's purse*, *dandelion*.

Taking the cases where leaves are found upon a well-developed stem, the most casual examination will show device after device for securing proper light relations. So evident are they that they need not be mentioned in detail, almost every species of plant furnishing its own solution to the problem. If an ordinary erect stem is looked at from above it will be seen that the leaves are arranged in a series of fairly distinct ranks. The number of these ranks is important, since it has a direct relation to leaf form. The greater the number of ranks the narrower the leaves. The smaller the number of ranks the broader the leaves. Facts evidently explained by our conception of the leaf as the organ of light relation.

Thus far it has been assumed that the leaf-bearing stem has been erect. If by any chance or by the necessities of growth it should change from the erect to the horizontal position, it is evident that to secure proper light relations the leaf position must also change. Comparisons of leaf positions upon erect and horizontal stems taken from the same plant will prove of great value in emphasizing the fact that, above all other things, the leaf must have light exposure.

Material for illustration: Erect and horizontal stems of *elm*, *maple*, *linn*, *oak*, *apple*, *peach*, *cherry*, *catnip*, *wild pinks*, *honeysuckle*, or of *any* plant that may be growing near at hand.

I have considered as yet only cases in which the leaves were entire, or with unbroken margins, since these furnished the simplest illustrations. In the case of lobed or dissected leaves, the conditions are somewhat different. In the simpler forms of lobed leaves, the lobing is evidently a device to prevent the shading of underlying leaves. If you recall the ordinary ivy, with its sharply angled leaves, almost geometrical in their regularity, this fact will be evident. If a growing tip of this plant, as it clings to the wall, be carefully flattened down it will be seen that the leaves fit into each other so accurately by means of these angles that on the one hand there is scarcely any perceptible shading, and on the other there is scarcely any space unoccupied by the leaf. Such accurate fitting of leaves when brought to a common plane produce what is known as leaf "mosaics," which simply serve to again prove that the leaf is the organ of light relation. Where the leaves are much dissected, as in the case of the common ragweed, there is the same arrangement in ranks, the same arrangement of leaves in different planes as in the case of the entire leaf, but as a rule no marked diminution in the size of the leaves as we pass from the base to the top of the plant, the constant shifting of the parts of the dissected leaf and the possible play of light through the openings between the leaf parts being sufficient to prevent any portion of the underlying leaf from being continuously shaded.

Material for illustration: *Ivy*, *geranium*, *star cucumber*, *begonia*, *common mallow*, *ragweed*, or any plant with lobed or dissected leaves.

It will be seen, then, that leaf form largely determines the outline of the plant,

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taken as a whole. Let us return to the mullein for a moment. It will be remembered that the leaves are entire, the lower ones being the largest and standing nearly at right angles to the stem. As the summit is approached the leaves become gradually smaller, and at the same time more closely appressed to the stem, until at the extreme summit they are much reduced and nearly parallel to the stem. This arrangement, so evidently for the purpose of preventing shading of lower leaves, serves to give to the whole plant a general pyramidal outline, a form characteristic of simple plants with *entire* leaves. In the case of the ragweed, on the other hand, since there is no diminution in size of the upper leaves, the general outline of the plan is *cylindrical*, a form characteristic of plants with divided or dissected leaves.

It is evident that in genuine nature work the foliage leaf is to be studied from a new view point. It is not to be used as a frame upon which to hang definitions as to form and margin, apex and blade, but is to be considered as a working organ charged with important duties which can only be successfully performed in the presence of the light. In this view all peculiarities of position and form and structure are but devices for enabling the leaf to properly accomplish its work. The main question in every case concerning the foliage leaf is, "How is the light relation secured?"

Before considering specifically how the view of the foliage leaf as the organ of light relation serves to explain many so-called adaptations to meet special conditions, it is necessary to touch very briefly upon the relation of plants to the soil. It is evident that by far the greater part of the food of the plant is derived from the soil. It is also plain from our knowledge of the structure of the plant that this food must be taken up in the form of a watery solution. It follows, therefore, that the amount of water in the soil has a very important bearing upon the food supply of the plant, and serves, perhaps, more than any other one factor to determine its structural features. Indeed, this matter of the available water of the soil is of such great import that it determines largely not merely the external form of the plant, but also modifies in a marked way its minute structure.

Based upon this dependence of plants upon and their relation to water, the plants of any given region may be separated into three groups, each showing adaptive arrangements to fit it for its place in nature:

1. Water-loving plants, or those plants which live either wholly or partly in water, or else grow in very wet soil, where the water percentage is 80 or above. This is an extreme form of vegetation, and the number of species of plants in this class in Indiana is relatively small. Technically such plants are known as *Hydrophytes*.

2. Dry soil or desert plants, at the opposite extreme from the water-loving plants. These plants grow in dry soil and atmosphere, the water content of the soil being below 10 per cent at its minimum. Such plants are known as *Xerophytes*.

3. Intermediate plants, or those adapted to medium conditions of moisture in air and soil. Such plants are known as *Mesophytes*, and constitute the larger portion of our native flora.

While these differing soil conditions modify the structure of the entire plant, we wish at this time to consider only their effect upon the leaf. It is plain that when a plant lives in an extremely dry soil the water lost by transpiration can be replaced with extreme difficulty, and that if no check were placed upon transpiration the available water in the soil would soon be exhausted and the plant would die. On the other hand, when plants live in the water or in a soil rich in water, the losses from transpiration, however great, can be easily replaced. As the foliage leaf is the chief organ of transpiration, the most evident adaptations to control the process occur in it.

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Let us consider in what ways transpiration may be checked, and then see if by an application of these facts the foliage leaf will not tell to us the story of the water capacity of the soil:

1. Transpiration may be checked by reducing the *size* of the foliage leaf. Much less water will be evaporated in a given time from a vessel with ten square inches of exposed surface than from one with a surface exposure of one hundred square inches. So, much less transpiration will take place from a small leaf than from a large one. Think of the leaves of the water lily, of the splatter dock, of the skunk cabbage, indeed of any water or marsh plant with which you are familiar, and compare them as to size with leaves of the golden-rods or the mullein or any familiar plant living in a dry soil. You will see at once a marked contrast. In tropical regions, where water is abundant both in soil and air, the foliage leaves are very large, but as we come into the temperate regions the leaves are reduced in size until finally in desert or arctic regions they are so reduced that they almost lose the semblance of foliage leaves.

2. Transpiration may be checked by reducing the *number* of leaves. If you can recall any plant, say a wild rose, and compare one growing in moist soil with one growing in dry soil, you will at once see how often nature makes use of this device to prevent damage by excessive transpiration and to fit the plant to meet its conditions. And in this way, also, the leaf tells us of the water content of the soil. You know farmers and gardeners say that in wet weather their plants all *run to leaf*, which only means that no check need be placed upon transpiration.

3. Transpiration may be checked by *thickening the outer wall* of the leaf. If you compare a leaf of a plant growing in dry soil with that of one growing in very moist soil, the former will in almost every case have the thicker and tougher outer covering. This is one of nature's favorite devices for checking transpiration, and you can scarcely examine a leaf taken from a plant growing in dry soil which will not show it and at the same time tell to you the character of the soil as to its water capacity.

4. Transpiration may be checked by the leaves having a *covering of hairs*. This also is of frequent occurrence in nature. The common mullein is a familiar example of this method of controlling transpiration. This of course is not the only use of hairs, as may be shown in some future leaflet, but it is one of their important uses.

There are other methods of checking transpiration, but we are only concerned with those which are readily apparent and can be used in nature work.

If we compare, then, the foliage leaves of plants growing under dry conditions with those of water-loving plants, the following facts are apparent:

1. The leaves are relatively small.
2. The leaves are often fewer in number.
3. The outer covering of the leaf is thicker.
4. The leaves are often clothed with hairs, which in water-loving plants are almost always wanting.

The intermediate plants show almost all conceivable variations between these extremes and are extremely sensitive to the slightest changes in soil and air moisture, recording these changes in corresponding leaf modifications. The differences in many cases in plants of the same species growing under differing conditions are so marked as to have led to the formation of distinct species, when the plant was merely trying to tell us the story of the soil.

It is not wise, in these studies, to press the work upon a single feature too far. Continued application is an acquirement of age. The endeavor has been to call attention to a few points which may suggest to the teacher how to use the foliage leaf in nature work.

Similar studies, using some other one of the leaf functions as a basis, will doubtless suggest themselves to the teacher as this work progresses. Some of these may be treated in future leaflets should this one prove to be helpful to the teachers of the State.

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The teacher in the country school has here the greatest advantage over the teacher in the city. God's laboratories are infinitely more complete and more suggestive than man's, and earnest, honest work in these lines will develop in the pupil habits of observation which will not only be of temporary value but will be a permanent possession.

METHODS OF PRESENTATION.

1. *Develop general characters of leaf* (*p. 2*).

This may be done by bringing in abundant material representing different plant forms. Some of the plants should be entire, showing root as well as stem. Have the pupils tell what part of the plant is stem, what part is leaf, and what part is root. This develops easily and naturally the *position* of the leaf. The *color* of the leaf can now be considered and this followed by the leaf as a *flat organ* or *surface*. Tell the pupil to bring to the school any plants in which the leaves are *not* upon the stem, are *not* green, and are *not* expanded surfaces. Such exceptions will be found, but so rarely that the general characters given will be seen to be the rule.

2. *Arrangement of leaves to prevent shading.*

(*a*) Take some simple case, as the maple, the elm, the mulberry, or indeed almost any form with simple and entire leaves, being careful to select *erect* stems. The specimens should be fresh, or the wilting of the leaves may obscure the real relations. Ask if the successive leaves as you pass from base to top of the twig are *directly* over each other. Does this arrangement prevent the shading of the lower leaves by those above? By abundant material of these simple forms have the child see the different ways in which this shading is prevented.

In most cases it may be necessary to suggest to the child to look at the specimen from above and not from the side.

(*b*) Take horizontal stems of the forms studied under (*a*), and have the child report upon the very apparent differences in arrangement. Ask why this difference occurs. If the answer does not suggest itself to the children, repeat the work under (*a*) and (*b*), using different forms. Be careful not to suggest the explanation, but allow the pupil to work it out, even though it seems to take a long time.

(*c*) Take the earlier leaves of the *mullein*, the *plantain*, the *shepherd's purse*, or the *dandelion*. Work out first the "rosette" arrangement. Then lead up to various arrangements for preventing shading. In the hands of the skillful teacher this should not be a difficult task.

(*d*) The case of lobed and dissected leaves had perhaps better be illustrated by the teacher. The common ivy, star cucumber, or any convenient plant with lobed or angled leaves will be found suitable.

3. *The general form of the plant as determined by the leaf.*

(*a*) To show pyramidal form of simple plants with *entire* leaves, take the common mullein, the shepherd's purse, or any plant growing in your region having entire leaves. Have lines drawn from the tip of top leaf to the tip of bottom leaf. What is the shape of resulting figure?

(*b*) To show cylindrical form of plants with dissected leaves, take the ragweed, or any form easily obtained, and proceed as in (*a*). In both cases plants of as many kinds as possible should be examined, in order that the plant form as determined by the leaf may be seen to be the rule and not merely a chance outline. Plants in which branching does not occur, or in which it is very simple, should be chosen, as branches complicate the plant outline and render this point more difficult to work out satisfactorily.

4. *The leaf as indicating differing soil conditions.*

(*a*) Select any water or marsh plants with entire or nearly entire leaves. Suitable forms are water lily, spatter dock, arrow leaf, skunk cabbage, or marsh marigold. Have them examined with reference to size, toughness, and thickness of outer covering of leaf, and presence or absence of hairs.

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(*b*) Select forms of plants loving dry ground, such as the golden-rods, mustards, some of the smartweeds, indeed, any form growing in dry soil, whether its name is known or not. Examine as to same points as in (*a*). Compare conditions found in (*a*) with those in (*b*).

(*c*) Take some single form, such as the wild rose, which you find growing in moist soil, intermediate soil, and dry soil. Note changes in leaf size, leaf number, character of outer covering, and presence or absence of hairs in specimens growing in these different conditions.

5. *Experimental work.*

(1) To show necessity of light for the development of leaf green.

(*a*) Take two plants, equally vigorous, and place them in pots. Keep one in the sunlight, the other in the dark. Let all other conditions be identical. At the end of a week or ten days what differences are noticeable in the plants?

(*b*) Shade a portion of a vigorously growing leaf by covering with a piece of pasteboard. The pasteboard may be held in place by pins passed vertically through it and the leaf, the small wounds made by the pins not producing any injurious effects. At the end of two or three days remove pasteboard and note results. Expose the previously covered portion to the action of light for a few days and note results. In the case of young children, interest may be added by cutting the shading pasteboard into various patterns.

(2) To show that leaf green is necessary to the growth of the plant.

Continue experiment 1 (*a*) for two or three weeks. Note differences in size and vigor of plants.

(3) To show effect of soil moisture upon plants.

Take vigorous seedlings of Indian corn, beans, peas, or any rapidly growing plant and place in pots. Subject one plant to drought by withholding moisture from it, give to the other abundant water, being careful, however, not to drown the plant. Note the results at the end of one, two, three, and four weeks.

These suggestions are made not as laboratory directions, but merely as indications to the honest teacher of methods by which information may be secured from nature itself without the intervention of text-books. Suggestions which, it is hoped, will lead the teacher to find new meaning in that very common thing, the foliage leaf, and through this to give him the power to advance to a clearer and fuller interpretation of the life about him.

TEACHER'S LEAFLETS.

FOR USE IN THE RURAL SCHOOLS.

PREPARED BY

THE AGRICULTURAL EXPERIMENT STATION OF CORNELL UNIVERSITY,

ITHACA, N. Y.

No. 2.

JAN. 1, 1897.

[Issued under the auspices of the Experiment Station Extension or Nixon law. By L. H. Bailey.]

HOW A CANDLE BURNS.[1]

[By GEORGE W. CAVANAUGH.]

I. OXYGEN.

Light the candle and place it upon a piece of blotting paper.

Ques. What do you see burning?

Ans. The candle; or the wick and wax (or tallow).

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[1] *To the Teacher:*

This is the second of a proposed series of leaflets designed to suggest methods of presenting nature study upon commonplace subjects. This is a new field of effort for the College of Agri-

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Ques. Is anything burning besides the candle?

The answer will probably be "no." Well, let us see. Place the lamp chimney over the lighted candle, and partly cover the top by a piece of stiff paper, as in Fig. 15. Ask the pupils to observe and describe how the flame goes out; i. e., that it is gradually extinguished and does not go out instantly.

Ques. Why did the flame go out?

The probable answer will be, "Because there was no air." (If there was no air within the chimney, some could have entered at the top.) Place a couple of pencils beside the relighted candle and on them the chimney as in Fig. 16.

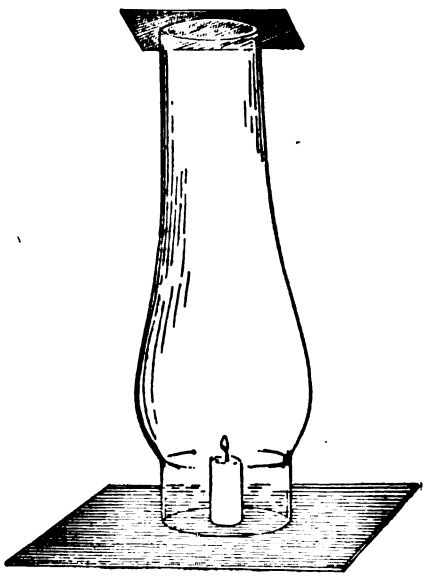

FIG. 15.—The beginning of the experiment.

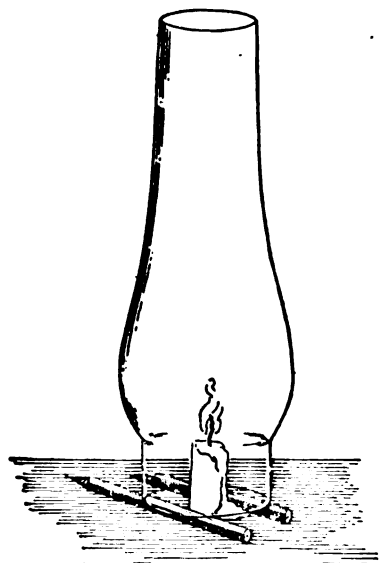

FIG. 16.—Supplying air underneath the chimney.

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culture, and we therefore look upon the methods as largely experimental. We are endeavoring to determine the best way of interesting children in country life. You can give us many suggestions, and we should like a free expression of your opinions and experiences. It should be borne in mind that the object of these lessons is not to impart direct and specific information, but to train the child in the powers of seeing and inquiring. The teacher should keep the attention of the pupil closely fixed upon the experiments, asking him to describe everything which he sees. Require that the pupil see all that is specified in this leaflet, and endeavor to lead him on to see things which are not here described. Once the inquiry is started, you will no doubt be able to conduct other similar experiments from time to time. If questions come up which you can not answer, write them to us and we may be able to help you.

We suggest that you ask your pupils to write short compositions upon these lessons and to make sketches of the observations, and that you send us some of these from time to time in order that we may learn how the experiment is working. We do not care for the best essays alone, but simply the average. The suggestions which we obtain from teachers will aid us greatly in the preparation of future leaflets. We should particularly appreciate suggestions as to the most useful subjects to be taken up in these tracts.

The materials needed for this exercise are, a piece of candle about 2 inches long, a lamp chimney (one with a plane top is best), a piece of white crockery or window glass, a piece of fine wire about 6 inches long, a bit of quick lime about half the size of an egg, and some matches. All of these, with the possible exception of the quick lime, can be obtained in any household. If you perform the experiment requiring the lime, be sure that you start with a fresh piece of quick or stone lime, which can be had of any lime or cement dealer. During the performance of the following simple experiments ask your pupils to describe to you what they see you do at each step. The questions inserted in the text are offered merely as suggestions in the developing of the desired ideas. The answers, which are intended only for the teacher, are those which it is desired shall be given by the pupils.

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Ques. What is the difference between the way in which the candle burns now and before the chimney was placed over it?

Ans. It flickers or dances about more.

Ques. What makes boys and girls feel like dancing about when they go out from a warm schoolroom?

Ans. The fresh air.

Ques. What makes the flame dance or flicker when the chimney is raised by the pencils?

Ans. Because it gets fresh air under the chimney.

Repeat the first experiment, in which the flame grows gradually smaller till it is extinguished.

Ques. Why now does the flame die out?

Ans. Because it had no fresh air.

Ques. Is it really necessary to have fresh air in order to keep a flame burning?

Ans. Yes; since otherwise the candle would continue to burn until it is all used up.

To prove this further, let the candle be relighted. Place the chimney over it, now having the top completely closed by a piece of paper. Have ready a lighted splinter or match, and just as soon as the candle is extinguished remove the paper from the chimney top and thrust in the lighted splinter.

Ques. Why does the light on the splinter go out?

Ans. Because there is no fresh air inside the chimney.

Ques. What became of the freshness that was in the air?

Ans. It was destroyed by the burning candle.

Evidently there is some decided difference between fresh air and air from which the freshness has been burned, since a flame can continue to burn only in air that has the quality known as freshness. This quality in fresh air is due to a gas which has the name of oxygen, and which is represented by the letter O.

Ques. Why was the splinter put out instantly, while the candle flame died out gradually?

Ans. When the splinter was thrust in, the air had no freshness or oxygen at all, while when the candle was placed under the chimney it had whatever oxygen was originally in the air within the chimney.

Endeavor to have this point clearly understood: That the candle did not go out as long as the air had any oxygen and that the splinter was extinguished immediately because there was no oxygen left. Relight the candle. Our second question may now be repeated:

Ques. Is anything else burning besides the candle?

Ans. Yes; the oxygen of the air.

When the subject of the necessity of fresh air, and consequently of oxygen, for the burning of the candle seems to be understood, the following questions, together with any others which suggest themselves, may be asked:

What is the reason that draughts are opened in stoves?

Why is the bottom of a "burner" on a lamp always full of holes?

II. Carbon.

Let us now observe the blackened end of a burned match or splinter. This black substance is usually known by the name of charcoal, and if handled will blacken the fingers. Try this. The same substance is found on the bottoms of kettles which have been used over a wood fire, only it is a fine powder.

Let us see what was burning when the candle was lighted besides the oxygen in the air. Relight the candle, and hold the porcelain or glass about an inch above the bright part of the flame.

Ques. What happens to it there?

Next lower it directly into the flame (fig. 17).

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Ques. What is the black stuff that gets upon the glass?

Look closely and see whether it is not deposited here also as a fine powder.

Ques. Will this deposit from the candle blacken the fingers?

Instead of using the name charcoal for this black substance, let us call it carbon (represented by C), the better name, because there are several kinds of carbon, and charcoal is only that kind which is rather light and easily blackens the hands. Some other kinds are the diamond, coal, and black substance in lead pencils. This last kind is called graphite. These are all much harder than charcoal.

FIG. 17.—The carbon or soot on the glass.

The carbon from the candle flame came mostly from the wax or tallow. Only a very small portion came from the wick.

It can not be seen in the tallow, neither can it be seen in unburned wood, and yet it can be found when the wood is partly burned. The condition in which the carbon exists in the tallow or wood may be explained in a later lesson. At present it suffices that it is there.

Why, now, is the glass blackened when held in the flame and not when held just directly above it? It is because the carbon from the candle has not been completely burned at the middle of the flame, but it is burned beyond the bright part of the flame. When the glass is held in the flame, the carbon that is not yet completely burned is deposited on it, because it is cooler than that in the surrounding flame.

A fine deposit of carbon can be had from any of the luminous parts of the flame: and it is these thousands of little particles of carbon, getting white hot, which glow like coals in the stove and make the light. Just as soon as they are completely burned, there is no more light, the same as coals cease to glow when burned to ashes.

III. CARBON DIOXID.

Let us now inquire what becomes of the carbon that we find in the bright part of the flame and of the oxygen that was in the air in the lamp chimney. When the candle was extinguished within the chimney, there was no oxygen left, as shown by the lighted splinter, which was put out immediately. Neither could any of the particles of carbon be found except on the wick. Yet they both still exist within the chimney, but in an entirely different condition than before. While the candle was burning, the little particles of carbon that we find ascending in the flame are joining with the oxygen of the air and making an entirely new substance. This new substance is a gas like oxygen, and can not be seen in the air.

Ques. Of what two substances is this new substance made?

Ans. Carbon and oxygen.

What shall we call this substance? Since it is made of carbon and oxygen it ought, if possible, to have a name that will show its composition. Its name is carbon dioxid. The words carbon and oxid show of what it is made, and the prefix *di*, which means two, shows that it contains twice as much oxygen as carbon. This is represented by the formula CO_2.

Place the bit of quicklime in about half a glass of water on the day previous to the experiment. When ready for use there will be a white sediment at the bottom and a thin white scum on the top of the clear lime water. Call the attention of the pupils to this white scum, as a question about it will follow. Make a loop in the end of the piece of wire by turning it around the point of a lead pencil. Remove the scum from the lime water with a piece of paper, and insert the loop into the clear water. When withdrawn the loop ought to hold a film of clear water. Pass the wire through a piece of cardboard or stiff paper, and arrange as shown in fig. 18.

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Place the chimney over the lighted candle. Lower the loop into the chimney and cover the top of the chimney with the paper. Withdraw the wire a couple of minutes after the candle goes out. Note the cloudy appearance of the film of water on the wire. The cloudiness was caused by the carbon dioxid formed while the candle was burning.

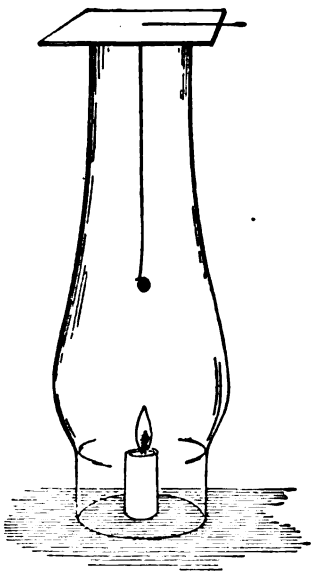

FIG. 18.—The test with the film of lime water.

Omitting the candle, hang the freshly wetted wire in the empty chimney. Let the film of lime water remain within the chimney for the same length of time as when the candle was used. It does not become cloudy now. The cloudiness in clear lime water is a test or indication that carbon dioxid is present.

Ques. What caused the white scum on the lime water which stood over night?

Ans. Some CO_2 in the air.

Ques. How does the CO_2 get into the air?

Ans. It is formed whenever wood, coal, oil, or gas is burned.

The amount of CO_2 in ordinary air is very small, being only three parts in ten thousand. If the lime water in the loop be left long enough in the air it will become cloudy. The reason it clouds so quickly when the candle is being burned is that a large amount of CO_2 is formed. Besides being made by real flames, CO_2 is formed every time we breathe out air. Renew the film of water in the loop and breathe against it gently for two or three minutes.

The presence of CO_2 in the breath may be shown better by pouring off some of the clear lime water into a clean glass and blowing into it through a straw.

An interesting question to end the lesson with is, Why does water put out a fire? The answer is, not alone because it wets, but because it cools the carbon, which must be hot in order to unite with the oxygen, and prevents the oxygen of the air from getting as near the carbon as before.

TEACHER'S LEAFLETS

FOR USE IN THE RURAL SCHOOLS.

PREPARED BY

No. 3.

MARCH 1, 1897.

THE AGRICULTURAL EXPERIMENT STATION OF CORNELL UNIVERSITY,

ITHACA, N. Y.

[Issued under the auspices of the Experiment Station Extension, or Nixon law. By L. H. Bailey.]

FOUR APPLE TWIGS.

[By L. H. BAILEY.]

The other day, as I walked through an apple orchard for the first time since the long winter had set in, I was struck by the many different shapes and sizes of the limbs as I saw them against the blue-gray of the February sky. I cut four of them in passing, and as I walked back to the house I wondered why the twigs

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were all so different, and I found myself guessing whether there would be any apples next summer.

Now, I have had pictures made of these four little apple limbs. Let us look them over and see if they have any story to tell of how they grew and what they have set out to do.

I.

One of these twigs (fig. 19) was taken from a strong young tree which, I remember, bore its first good crop of apples last year. This simple twig is plainly of two years' growth, for the "ring" between the old and new wood is seen at B. That is, the main stem from the base up to B grew in 1895 and the part from B to the tip grew in 1896. But the buds upon these two parts look very unlike. Let us see what these differences mean.

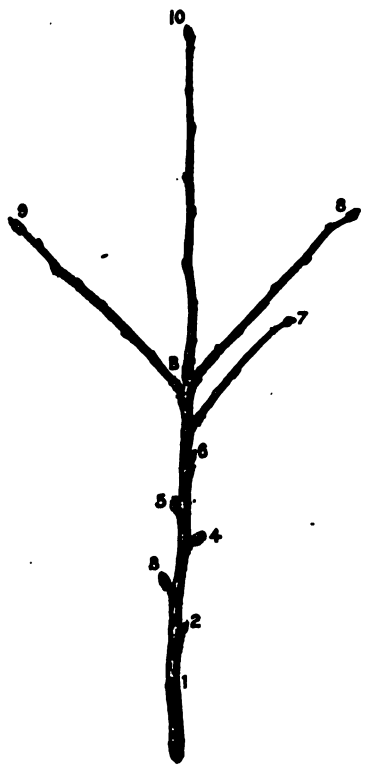

FIG. 19.—A two-year-old shoot from a young apple tree. Half size.

We must now picture to ourselves how this shoot from B to 10 looked last summer whilst it was growing. The shoot bore leaves. Where? There was one just below each bud; or, to be more exact, one bud developed just above each leaf. These buds did not put out leaves. They simply grew to their present size and then stopped.

What are these buds of the tip shoot proposing to do in 1897? We can answer this question by going back just one year and seeing what the buds on the lower (or older) part of the shoot did in 1896. Upon that part (below B) the buds seem to have increased in size. Therefore they must have grown last year. There were no leaves borne below these buds in 1896, but a cluster of leaves came out of each little bud in the spring. As these leaves expanded and grew, the little bud grew on; that is, each bud grew into a tiny branch, and when fall came each of these branches had a bud on its end to continue the growth in the year to come. What we took to be simple buds at 2, 3, 4, 5, 6 are therefore little branches.

But the strangest part of this wonderful little twig has not yet been seen—the branches are of different sizes, and three of them (7, 8, 9) have so far outstripped the others that they seem to be of a different kind. It should be noticed, too, that the very lowermost bud (at 1) never grew at all, but remained perfectly dormant during the entire year 1896. It will be seen, then, that the dormant bud and the smallest branches are on the lower part of the shoot and the three strong branches are at the very tip of the last year's growth.

If, now, we picture the twig as it looked in the fall of 1895, we will see that it consisted of a single shoot, terminating at B. It had a large terminal bud (like those at 7, 8, 9, 10), and this bud pushed on into a branch in 1896, and three other buds near the tip did the same thing.

Why did some of these branches grow to be larger than others? "Simply because they were upon the strongest part of the shoot, or that part where the greatest growth naturally takes place," some one will answer. But this really does not answer the question, for we want to know why this portion of the shoot

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is strongest. The real reason is because there is more sunlight and more room on this outward or upward end. In 1897, if this shoot had been spared, each of these four largest twigs (7, 8, 9, 10) would have done the same thing as the parent twig did in 1896; each would have pushed on from its end, and one or two or three other strong branches would probably have started from the strong side buds near the tips, the very lowest buds would, no doubt, have remained perfectly inactive or dormant for lack of opportunity, and the intermediate buds would have made short branches like 2, 3, 4, 5, 6. In other words, the tree always tries to grow onward from its tips, and these tip shoots eventually become strong branches, unless some of them die in the struggle for existence. What, now, becomes of the little branches lower down?

II.

From another apple tree I took the twig shown in fig. 20. We see at once that it is very unlike the other one. It seems to be two years old, one year's growth extending from the base up to 7, and the last year's growth extending from 7 to 8; but we shall see upon looking closer that this is not so. The short branchlets at 3, 4, 5, 7 are very different from those in fig. 19. They seem to be broken off. The fact is that the broken ends show where apples were borne in 1896. The branchlets that bore them, therefore, must have grown in 1895, and the main branch, from 1 to 7, grew in 1894. It is plain, from the looks of the buds, that the shoot, from 7 to 8, grew last year, 1896.

FIG. 20.—A three-year-old shoot and the fruit spurs. Half size.

Starting from the base, then, we have the main twig growing in 1894; the small side branches growing in 1895; these little branches bearing apples in 1896, and the terminal shoot also growing in 1896. Why was there no terminal shoot growing in 1895? Simply because its tip developed a fruit bud (at 7) and therefore could not send out a branch; for there are two kinds of buds—the small, pointed leaf bud and the thick, blunt fruit bud. If the branchlets, 3, 4, 5, 7, are two years old, the dormant buds—1, 2—must be of the same age. That is, for two long years these little buds have been waiting for some bug to eat off the buds and leaves above, or some accident to break the shoot beyond them, so that they might have a chance to grow; but they have waited in vain.

We have now found, therefore, that the little side-shoots upon apple twigs become fruit branches or fruit spurs, whilst the more ambitious branches above them are making a great display of stem and leaves.

But will these fruit spurs bear fruit again in 1897? No. The bearing of an apple is hard work, and these spurs did not have enough vitality left to make fruit buds for the next year; but they must perpetuate themselves, so that they have sent out small side buds which will bear a cluster of leaves and grow into another little spur in 1897, and in that year these new spurs will make fruit buds for bearing in 1898. The side bud is plainly seen on spur 5, also on spur 4, whilst spur 7 has sown a seed, so to speak, in the bud at 6. It is therefore plain why the tree bears every other year.

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III.

There was one tree in the orchard from which the farmer had not picked his apples. Perhaps the apples were not worth picking. At any rate, the dried apples, shriveled and brown, are still hanging on the twigs, and even the birds do not seem to care for them. I broke off one of these twigs (fig. 21). Let us see how many apples this curious twig has borne. We can tell by the square-cut scars. An apple was once borne at 1, another at 2, another at 4, another at 5, another at 6, and another at 7; and at 7 there will be a scar when the apple falls. Six apples this modest shoot has borne! And I wonder how many of them got ripe, or how many were taken by the worms, or how many were eaten by the little boys and girls on their way to school.

A curious thing happened when the fruit was growing at 2. Two side buds started out, instead of one, and both of them grew the next year. But one of the little branchlets fell sick and died, or a bug nipped off its end, or it starved to death; and the grave is still marked by the little stick standing up at 3. The other branchlet thrived, and eventually bore apples at 4, 5, 6, and 7.

I have said that these fruit spurs bear only every other year; then, if this branch has borne six apples, it must be twelve years old. The truth is that it is

FIG. 21.—A fruit spur which has borne six apples. Half size.

about twenty years old, for some years it failed to bear; but the age can not be traced out in the picture, although any little boy or girl with bright eyes could soon learn to trace out yearly rings on the shoot itself.

IV.

The last shoot which I got that day has a whole volume of history in it, and I can not begin to tell its story unless I should write a small book. But we will trace out its birthdays and see how many apples it has borne. It is shown in fig. 22, and because it is so long I have had to break it in two several times to get it on the page. It begins at A, and is continued at B, C, D, E, and F.

Let us count the yearly rings and see how old the whole limb is. These rings are at 28, 26, D, 12, 1—five of them; and as the shoot grew one year before it made any ring, and another year made no increase in length—as we shall presently see—the whole branch must be seven years old. That is, the limb probably started in 1890.[1] Let us begin, then, at A and follow it out.

1890. Started as a spur from the main branch A, and grew to 1.

1891. Apple borne at 1. This apple did not mature, however, as we can readily

[1] It is really impossible to tell whether the shoot started from the limb A in 1889 or 1890, without knowing the age of A, for the spur may have developed its blossom bud at the end in either the first or second year of its life; that is, young fruit spurs sometimes make a blossom bud the very year they start, but they oftener "stand still" the second year and delay the blossom bud until that time.

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see by the smallness of the scar. In this year, two side buds developed to continue the spur the next year.

1892. Gave up its desire to be a fruit spur, and made a strong growth on to 12. For some reason it had a good chance to grow. Perhaps the farmer pruned the

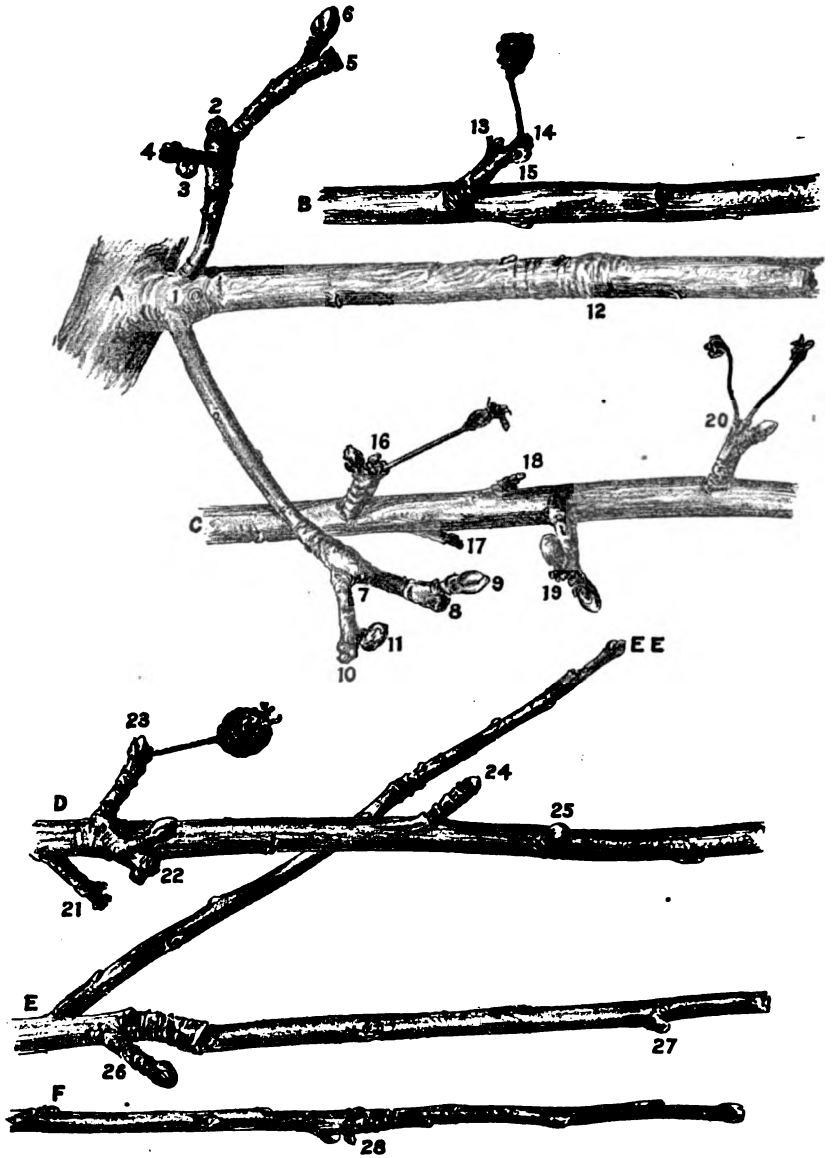

FIG. 22.—A seven-year-old apple twig and its curious history. Half size.

tree and thereby gave the shoot an opportunity; or perhaps he plowed and fertilized the land. In the meantime one of the side buds grew to 3, and the other to 7, and each made a fruit bud at its end.

1893. Shoot grew lustily—on to D. The fruit bud at 3 bore an apple, which probably matured, as shown by the scar 2. Two side buds were formed beneath

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this apple to continue the spur next year. The fruit bud at 7 bloomed, but the apple fell early, as shown by the small scar. Two side buds were formed. The buds upon the main shoot—1 to 12—all remained dormant.

1894. Shoot grew from D to beyond E. Side bud of 2 grew to 4, and made a fruit bud on its end; the other side bud grew on to 5, and there made a fruit bud. Side bud of 7 grew on to 10, and the other one to 8, each ending in a fruit bud. Buds on old shoot—1 to 13—still remained dormant. Some of the buds on the 1893 growth—12 to D—remained dormant, but some of them made fruit spurs—14, 16, 17, 18, 19, 20, 21, 22, 23.

1895. Shoot grew from beyond E to 28. Flowers were borne at 4 and 5, but at 4 the fruit fell early, for the five or six scars of the flowers can be seen, showing that no one of them developed more strongly than the other; that is, none of the flowers "set." A fairly good fruit was probably borne at 5. At the base of each a bud started to continue the spur next year. Upon the other spur flowers were borne both at 8 and 10. At 10 none of the flowers set fruit, but a side bud developed. At 8 the fruit partially matured, and a side bud was also developed. The buds upon the old stem from 1 to 12 still remained dormant. Some of the spurs on the 1893 growth—12 to D—developed fruit buds for bearing in 1896. Some of the buds on the 1894 growth—D to beyond E—remained dormant, but others developed into small fruit spurs. One of these buds, near the top of the 1894 growth, threw out a long shoot, starting from E, and the bud at 26 also endeavored to make a long branch, but failed.

1896. Main shoot grew from 28 to the end. The side bud below 4 (where the fruit was borne the year before), barely lived, not elongating, as seen above 3. This branch of the spur is becoming weak and will never bear again. The side bud of 5, however, made a fairly good spur, and developed a fruit bud at its end, as seen at 6. The side bud of 10 grew somewhat, making the very short spur 11. This branchlet is also getting weak. The bud of 8, however, developed a strong spur at 9. Both 11 and 9 bear fruit buds, but that on 11 is probably too weak ever to bear fruit again. In fact the entire spurs, from 1 to 6 and 1 to 9, are too weak to be of much account for fruit bearing. This year several of the spurs along the 1893 growth—12 to D—bore flowers. Flowers were borne from two buds on the first one (at 13 and 14), but none of the flowers "set." One of the little apples that died last June still clings to the spur, at 14. A side bud, 15, formed to continue the spur in 1897. Flowers were borne at 16, 20, 21, and 23, but no apples developed. Upon 16 and 20 the flowers died soon after they opened, as seen by the remains of them. Upon 23, one of the flowers set an apple, but the apple soon died. The spurs 17 and 18 are so weak that they have never made fruit buds, and they are now nearly dead. The spurs 19 and 22 have behaved differently. Like the others, they grew in 1894, and would have made terminal fruit buds in 1895, and would have borne fruit in 1896; but the terminal buds were broken off in the fall or winter of 1894, so that two side buds developed in 1895, and each of these developed a fruit bud at its end in 1896 in the spur 19, but only one of them developed such a bud in 22. Upon these spurs, therefore, the bearing year has been changed. Upon the growth of 1894—D to beyond E—only three spurs have developed, Nos. 24, 25, and 26. These started out in 1895, and two of them—25 and 26—have made large, fat buds, which are evidently fruit buds. The shoot at E grew on to EE, and all the buds on its lower two-year-old portion remained dormant. On the 1895 growth—from beyond E to 28—all the buds remained dormant save one, and this one—27—made only a very feeble attempt to grow into a spur.

The buds upon the 1892 growth—1 to 12—are still dormant and waiting for an opportunity to grow.

What an eventful history this apple twig has had! And yet in all the seven years of its life, after having made fifteen efforts to bear fruit, it has not produced

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a single good apple! The fault, therefore, does not lie in the shoot. It has done the best it could. The trouble has been that the farmer either did not give the tree enough food to enable it to support the fruits, or he did not prune the tree so as to give the twig light and room, or he allowed apple scab or some other disease to kill the young apples as they were forming. I am wondering, therefore, if, when trees fail to bear, it is not quite as often the fault of the farmer as it is of the trees?

FOR THE USE OF TEACHERS.

No. 4.

LEAFLET

ON NATURE STUDY.

ESPECIALLY ADAPTED TO THE USE OF CHILDREN IN SCHOOLS IN RURAL DISTRICTS.

[Prepared by the faculty of Purdue University.]

THE CARE OF DOMESTIC ANIMALS.

[By Prof. C. S. PLUMB.]

The purpose of this little leaflet is to aid in training the powers of observation of children by studying the animal life of their daily surroundings at home. Enough suggestions are given to the teacher in this to enable one to discuss several phases of such life with the children, and inspire them with an ambition to become more familiar with the daily needs and welfare of farm animals.

Once upon a time, over a century ago, there lived in England a little boy by the name of Robert Bakewell. He lived with his parents in a stone house and helped take care of the horses, cattle, sheep, and swine on the farm. He showed an unusual interest in all of the live stock, and was with them much of his time. As he grew in years, so his interest in farm animals increased. He was rather a reticent fellow and kept his thoughts to himself. But he was a great thinker and observer. He saw that the people about him had many animals that were unworthy of their keeping. The stock grew slowly, ate much expensive food, were of ill shape, and were not profitable to their owners. And so after giving this matter much thought, Robert Bakewell began the work of improving the farm animals of his locality, in the county of Leicester. Horses, cattle, and sheep he resolved to improve to a higher standard of excellence. His neighbors laughed at him, but he was not diverted from his self-assumed task. For years he worked at his problems, and finally he placed before the admiring world the improved English cart horse, long-horn cattle, and Leicester sheep. Then Bakewell was honored, even beyond the shores of Britain, and in later days he became known as "the father of the improved live-stock husbandry."

Note to the teacher.—You will notice that part of the leaflet is printed leaded, or with the lines far apart, and a part of it not leaded. The teacher should use his discretion in the use of the closely lined matter. In most cases it will be necessary to simplify it to meet the comprehension of the children. The leaded matter may be read to the children or presented orally just as it is. It, however, admits of unlimited amplification and discussion. In presenting it the previous knowledge and experience of the children should be drawn upon so far as possible. It is suggested that this leaflet affords material enough for a great many lessons, and that part of it should be used in the summer and part in the winter.

What led to Bakewell's success?

A natural love for animals. The faculty of observation. An ambition to improve that which he thought was inferior. The use of better methods. Persistency of purpose.

Are not all these qualities found to some degree in you? Do not the boys and girls of the farm, more often than not, love the animals with which they come in con-

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tact? How can this love be turned to account as a means of education in one direction and animal betterment in another?

Let us see. Robert Bakewell, as one engaged in caring for and improving farm animals, believed in three things:

(1) Stabling or shelter;
(2) Proper feeding and watering; and
(3) Gentle treatment.

Have you ever thought what a highly developed being the improved farm animal of to-day is? Did he not once run wild and independent? Has not the will of man greatly improved the horse, ox, cow, and pig since the days when they roamed wild? Seventy-five years ago the fastest horses could hardly race a mile in three minutes. Do you know what the fastest record is to-day? Where cattle run wild they produce only enough milk to raise their calves on. How much milk has the best cow you have ever heard of given in a year? In some parts of the country where the pigs run wild and have no care they are so thin and have such long legs that they call them "razorbacks," and they can almost outrun the fastest dogs. How do the best looking pigs that you see on our farms and at our fairs look, compared with a "razorback?"

Yes, it is true the farm animal of to-day is an artificial one, composed of either nerves, muscle, meat, or wool, and over which man has a wonderful power if he but knew it. Once shelter and care would have been an injury; now are more frequently a necessity. And so you should know the real necessity of giving farm animals the care that humanity and economy make desirable.

Would it not be well to look into the necessity of these things? Suppose we consider some phases of the lives of farm animals that we might give attention to and thereby add to the comfort of dumb beasts, while adding to our own knowledge of life.

Stabling or shelter.—All animals require protection from the changes of weather or other conditions to a greater or less extent. In the severe cold of winter or the heat of summer what do most animals naturally do? Do they seek for shelter? Is it for this reason in part that sheds or barns are erected? How do cattle look as they stand in the cornfields or barnyard on a cold, cloudy day in January, with a strong wind blowing? On the great prairies cattle seek the protection of groves or windbreaks, where other shelter is not provided. In the cooler northern part of the country in winter, as in Indiana, for example, the humane and wise man provides comfortable barns or warm sheds in which his stock may be housed.

Is this important? Let us see.

Some years ago the writer conducted an experiment at the Indiana experiment station at Purdue, to see if shelter was desirable for animals in winter. Six cows were used. Three of these were given shelter from all kinds of disagreeable weather, while three were kept out, exposed to all sorts of conditions during the day, the only shelter provided being a small shed open on two sides. This experiment showed several things: First, that the exposed cows produced less milk each day than the sheltered; second, the exposed cows lost in weight, while those given shelter gained; third, the exposed cows ate more food than the sheltered ones; fourth, from the financial side, the sheltered cows showed nearly $13 more to their credit than did the exposed ones.

The animal body is something like the boiler of an engine. The food is the fuel which creates the energy to make the body go. If this body is exposed to severe cold, then more food or fuel is necessary to keep the system up, and so the cost for food is increased.

Another thing should never be lost sight of, and that is that it is cruel to expose animals to intense cold without for hours at a time. Even in summer, when there is no breeze and the heat is excessive, all kinds of farm stock will suffer if they can not secure shelter of some kind from the sun's rays.

Suppose that we make some observations on the subject of shelter. Turn one of the horses or cows out of doors in cold winter weather, and note how it affects the appearance and the appetite. When it is stormy in winter, if possible, compare the condition of wool and skin of a flock of sheep out of doors with those kept in shelter. Ask the man who buys and sells wool what kind of a fleece is

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most valuable, the one from sheep running in the rain and snow or the one kept in the dry shed. In summer place some pigs in a field exposed to the sun, where they can get no shelter, and compare their appearance and comfort with those lying in the shade. In warm weather, when flies are biting badly, begin to weigh the milk of four cows morning and night. Now, turn two of these into the pasture and keep two in a darkened stable, and see what is the influence on the milk yield and comfort of the different animals.

Food and feeding.—All true lovers of animals enjoy watching them eat. In the great zoölogical gardens crowds assemble to see the lions eat and to feed the monkeys peanuts and candy. There is a sense of pleasure in watching our farm animals with hearty appetite eating their grain in the manger. The most successful feeders study the appetites of their stock and enjoy giving changes of diet and noting the relish shown by the animal in eating of it.

Of the foods fed, horses prefer oats or corn. Cattle and sheep relish both of these, as well as bran and oil meal, while pigs enjoy corn or shorts or middlings best. In fact, a large share of the pigs grown in the United States are fed on corn or its products.

All classes of stock, however, enjoy and need herbage in some form, either dry or green. Horses are usually fed timothy hay and cattle clover and corn fodder, green or dry, while sheep need clover or some kind of fine grass, as, for example, Kentucky blue grass. This last is the best pasture grass we have, though for pigs nothing is better than green clover.

Now that we know what foods are used, how shall the animals be fed? Shall they be fed at any regular hours? Is there a good and a bad way to feed? Suppose we say that the best way to feed horses is to give them water first, then some grain, and last, hay. Is that right? Is that the way you do at home? I think horses should be watered before eating. That is so they will not wash their food down before they have ground it up well in the stomach. But suppose you ask a few men you know, who have horses, when they give them water and report on this subject.

Cattle are usually fed their grain first, and then the hay, or coarse fodder, or pasture. Horses and cattle must be fed morning, noon, and night, although grain is not usually fed cattle at noon. Much, however, depends upon circumstances, for horses that are hard worked, or cattle that are being fattened or heavily milked, require more nutriment than do others. Sheep and pigs should be fed at morning and night; but if being fattened it is best to feed them three times a day.

It is important that all kinds of stock be fed only such an amount as will be entirely eaten, and with a relish, especially the grain. With some coarse hays or clover there always is necessarily some woody material left uneaten.

Here is a good chance to make some observations. What do the live stock you are acquainted with eat? How much is fed them of this or that? At what hours of day are they fed? Do you know how fast they grow? There are sheep and pigs on many farms where simple feeding experiments might be conducted. Let us take two lambs about the same size, and feed one corn meal and the other ground oats, and see which will grow the best. We should have scales, and the lambs should be weighed occasionally, say once a week, and an accurate record kept of the growth, as well as of the amount of food eaten each week. Then, in a few weeks, it will be interesting to report on the gain in weight, how many pounds of grain were eaten, its value, and which cost the most. Will it not be easy to feed the calves the skim milk for a few weeks, weighing or measuring what they drink of it, and then report on the amount of such food a calf needs each day to grow well? Can you not show how much each 100 pounds of skim milk is worth when fed to calves or pigs? Feed them the milk, weighing what you give daily, and keeping a record of the weights of the pigs or calves. How much grain do some cows eat daily that make large amounts of milk? Will such a cow give less milk if she is fed less grain?

Watering.—Few people realize how important it is that farm animals should be watered properly. In winter they suffer most, from having to drink from icy pools or troughs, so that if they get enough to satisfy thirst, they are frequently chilled all through. With cold air all about the exterior of the body and ice water

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within, the temperature of the body is reduced, and then more food (fuel) is required in the furnace to warm up the body to the necessary point again.

Do you think animals prefer warmed water in winter? Mr. Gurler, in his book, American Dairying, tells of a case where some young heifers jumped into a water trough to get where the water was coming warm from a pipe. He says his cows, when given water slightly warmed, keep in better condition and give more milk. I have seen cows go to a stream of water flowing along icy shores and drink and then stand humped up and shivering as though suffering from ague. They were chilled through.

A cow will easily drink 50 pounds a day of water at a temperature of 60 degrees, but if at 35 degrees, she will not drink all she needs, and will turn away chilled, yet thirsty. Do you know how a cow looks containing 50 pounds of ice water?

Teach the necessity of giving the farm stock water that is pure and clean, and which in winter has the chill removed from it. Filthy water usually carries disease germs and may cause serious sickness. Thousands, yes millions, of pigs have died from disease through drinking water that was contaminated with cholera germs. The sheep and pig need as pure water to drink as the horse or cow, and they require plenty of it at all times.

Would you not be interested to learn something about this important subject? How much will our farm animals drink at a time? A bucket of water on the scales may be weighed before and after drinking. Will more warm water be drunk than cold? Place a pail of very cold and one of very slightly warm water before the horse on a cold winter day and see which he will drink first. How much water does a sheep drink at a time? How much water will a horse drink in a week? Will a horse that is working hard drink more than one standing in the stable? How much more water will a large horse drink than a small one? Do you know of any men who have heaters in their water troughs in winter, so that their stock may have warm water? If so, ask them how they like these heaters.

Gentleness is a most important thing to observe when among animals if one desires to secure the best results in handling them. The man who has the pigs under his feet whenever he goes into the lot where they are by his quietness and gentleness has taught them that he is their friend. Such a person usually knows how to feed profitably and raise stock successfully. The man who sits by the nervous cow and quietly soothes her with a gentle voice while milking, instead of using harsh measures, secures more milk and enjoys the company of the beast more than would the man who would "teach her a lesson." No dumb animal was ever improved in disposition or made more profitable to the owner by the adoption of brutal or unnecessarily severe measures. The most successful feeders of stock are invariably gentle in handling their animals. The man who succeeds in getting the greatest speed out of a horse on the race track is the one who rules by love, not fear.

[Bulletin 120, Cornell Agricultural Experiment Station.]

THE MOISTURE OF THE SOIL, AND ITS CONSERVATION.

[By L. A. CLINTON.]

The conservation of soil moisture is one of the most important problems presented to the farmer and gardener. Hardly a season passes in which some important crop is not reduced in yield from twenty-five to seventy-five per cent because of lack of sufficient moisture to bring it to maturity. The soil may have been put in proper condition, plant food may have been supplied in the form of fertilizers, and all other conditions may have been favorable for the development of a full crop, yet with the supply of moisture deficient all this labor and expense count for little or nothing. The questions, therefore, arise, "To what extent can the amount of soil moisture be controlled?" "Is it possible to do anything to save crops from the oft-recurring droughts?"

The insufficient water supply is not due to lack of rainfall, but to its unequal distribution. The average annual rainfall in New York for the last twenty years is 37.52 inches. The lowest rainfall ever recorded in the State was in 1879, when

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only 19.74 inches fell. In 1895 there was also a deficiency, only 28.66 inches being recorded. In the arid portions of Kansas a rainfall of 20 inches which is well distributed is reasonably sure of making a good crop. The loss there by surface drainage is, however, very slight, it being estimated at not more than ten per cent, or about 2 inches, leaving 18 inches for crop growth. In New York, with a rainfall of from 34 to 40 inches, nearly one-half passes off by surface drainage and is lost so far as immediate plant growth is concerned. Not only is the water lost to the crops, but it carries with it much of the soluble plant food of the surface soil. This, then, would suggest one important step in the attempt to store up moisture. This surface flow of water must be prevented and caused to sink into the soil to supply a reservoir from which plants can secure moisture during the period of growth.

HOW THE SOIL HOLDS ITS WATER.

That a proper understanding of the question may be reached, it is necessary to have a knowledge of the conditions under which water exists in the soil, and of the part it plays in the mysterious operations of plant growth. Water may be in one of three forms—as free, capillary, or hygroscopic water. The free water of the soil is that which flows under the influence of gravity. It is the source of supply for wells and springs. It is not directly used by plants, and its presence in the soil within eighteen inches of the surface is detrimental to the growth of most cultivated crops. It is valuable, however, because it is the supply from which capillary water is drawn.

The capillary water does not flow by gravity. It is the direct source of moisture for plants. It may be either drawn upwards or it may pass downwards, depending upon whether the soil is drier at the surface or below. In time of droughts the capillary action of the soil may be sufficient to raise the water through a distance of five or six feet, its power in this respect depending directly upon its physical condition. If the soil is coarse and cloddy and the particles are not compact, then the water can not rise to take the place of that which is carried off by evaporation or used up by plants in their growth. If, however, the soil is fine, in good condition, and homogeneous, the water passes freely and continuously to the surface. Notice the track of the horse on the plowed ground or the footprint of the driver, and see how the moisture comes directly to the surface, because the soil has been compacted and there is intimate capillary relation between its particles. This moist surface shows that the water is passing off from it into the air. This observation should teach a lesson. The soil may be pulverized and made compact, but the capillary pores near the surface must be enlarged by tillage so as to break the capillary connections and stop the water in its upward course, and thus force it to pass off through the tissues of the plant. This loose surface stratum, two or three inches deep, is the "soil mulch" (fig. 1), of which so much has been said in recent writings.

FIG. 1.—The soil mulch.

It is the one most important means of preventing the loss of water from the soil. It breaks off the capillary pores in the soil structure and interposes between the lower moist soil and the air a layer so loose that the water cannot rise through it. This mulch may itself dry to dust, but it nevertheless protects the soil below. When soils become baked, the minute capillary pores connect directly with the atmosphere and the evaporation of water is very rapid. Hence it is exceedingly important that the crust be broken after every rain.

The hygroscopic water of the soil flows neither under the influence of gravity nor capillarity. It is held firmly in place upon the particles of soil, and can only be driven off by a high degree of heat. Just how important this water is in the

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growth of plants has not been determined, but it is probable that during severe droughts it may assist in carrying the plant over, enabling it to maintain itself until capillary action is restored.

THE NECESSITY OF WATER FOR GROWING PLANTS.

The importance of water to the growing plant can only be understood when we apprehend and appreciate how large a part of its structure is composed of water, and that even this large percentage of its composition is but a fraction of the total amount used in its development. The quantity of water entering into the structure of plants varies from sixty to as high as ninety-eight per cent of their total weight. During the entire period of growth there is a constant giving off of moisture by the foliage, and it must be made good by that which is taken up by the roots. By experiments conducted at the Wisconsin Experiment Station it has been found that in raising oats, for every ton of dry matter produced there were required 522.4 tons of water; for every ton of dry matter of flint corn there were required 233.9 tons of water; for dent corn, 309.8 tons of water for every ton of dry matter. On plots at this station, 1.8 tons of dry matter of oats per acre represented an expenditure of 940.32 tons of water. Potatoes used 422.7 tons of water per ton of dry matter. The yield of potatoes on the experiment plots of 450 bushels per acre, during the dry season of 1895, represented an amount of water equal to 1,310.37 tons.

FIG. 2.—A corn plant, showing the intimate relation between the roots and the soil particles. From life.

Just why so much water is required by the growing plant and how it obtains this supply is not usually understood. It has been the subject of considerable research and even now presents interesting problems for further study. The roots of the plant are its feeders, and all the water ordinarily used by it passes in through these channels. The particles of soil hold a film of water in firm contact. The roots and rootlets of the plant, in burrowing through the soil, come into intimate relation with these soil particles (fig. 2). The finer the soil, the closer the relation established between it and the roots. The roots are thus surrounded by a thin film of water, a portion of which they are able to absorb. The water passes up through the tissues of the plant, carrying with it soluble plant food which is conveyed to the manufacturing or elaborating organs, the leaves. There, in the presence of sunlight, the fixation of carbon from the air takes place, and by means of the movement of the sap the now organized material is carried to all growing parts of the structure. That part of the water no longer required passes off through the breathing pores of the leaf, called stomata. As evaporation is a cooling process, there is no doubt that this loss of water has an important influence in lowering the temperature of foliage and in promoting the fixation of carbon.

As already stated, the plant roots can absorb food only in the soluble form, and the passage of a large quantity of water through their tissues is necessary to furnish the supply of mineral elements required by growth. Not only is a large quantity of moisture demanded for the direct use of the plant, but its presence in the soil is necessary in order that the plant food may be rendered available. Few soils are so lacking in fertility that they would not grow crops could the mineral

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plant food which they contain be unlocked and brought into fit condition for use. This important operation, as well as nitrification—or the conversion of nitrogen compounds into the form of nitrates—can proceed only in the presence of moisture. Crops plowed under for green manuring, and barn manures, can be made available only when there is sufficient moisture in the soil to cause breaking down and decomposition. With moisture in the soil, there is a constant movement towards the plant roots to restore the equilibrium, or to make good that used by the plant. This movement of the moisture brings to the roots the soluble plant food. * * * Supply the plant with moisture, and its roots are able to set free from the particles of the soil a part of the mineral elements required for its growth. Supply even our sandy desert plains with abundant moisture, and immediately they change from a desert to a garden.

An acre of soil to the depth of 1 foot weighs approximately 1,800 tons. If 25 per cent of this is moisture, we should have 450 tons of water per acre. An acre of soil to the depth of 8 inches weighs about 1,200 tons. If 25 per cent of moisture were found here it would contain per acre 300 tons of water. Plants can maintain themselves with as low as 5 per cent of water, but their growth seems to go on most rapidly in soils whose water content is from 13 to 25 per cent.

THE CONSERVATION OR SAVING OF MOISTURE.

* * * * * * *

The means by which moisture may be conserved is as follows: By plowing and tilling, mulches, underdrainage, lessening the influence of winds, applications of lime, salt, etc., rotation of crops to increase humus, adapting the crop to the soil.

Plowing to save moisture.—As already indicated, the first step in the conservation of moisture must be the preparation of the soil so that the rain will sink down and not be carried off by surface drainage. * * *

The improvements in the plow have done much toward accomplishing this, but there is still much ignorance as to the proper use of this implement. As an implement to be used in the preparation of the soil for the reception of moisture it stands preeminent. Good plowing does not consist, as ordinarily supposed, in merely inverting a portion of the earth, but in pulverizing and fining it and burying the sod or refuse which may be on the surface. The amount of water which a soil is capable of holding depends directly upon the fineness of its particles. Then, that plow which will break and pulverize the soil most thoroughly is the one best adapted to fit the soil for holding moisture. * * * King found the rate of percolation from soils of different degrees of fineness to be as follows, the column of soil being 8 feet in height:

Time of percolation.

Size of grains.	Per cent lost in 1 hour.	Per cent lost in 2 hours.	Per cent lost in 24 hours.	Per cent lost in 48 hours.
Inch.				
0.186	9.10	10.45	13.05	13.52
.073	7.95	9.47	12.31	12.72
.061	6.22	9.21	11.71	11.53
.045	1.76	2.83	7.64	8.44
.032	1.28	1.91	5.83	6.79

* * * * * * *

Harrowing to save moisture.—The harrow, besides pulverizing and fining the soil for the seed bed, is most efficient in furnishing a soil mulch. The spring-tooth harrow is in reality a cultivator and its action is similar to that of the cultivator. When used as an instrument to conserve moisture, the teeth should penetrate to

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the depth of about 3 inches, and to produce the best effect the ridges left by it should be leveled off by a smoother, which can now be purchased as an attachment to the harrow. The tillage of orchards by the harrow is now practiced extensively, and nothing short of irrigation will so nearly meet the demands of trees for moisture, particularly upon the heavier soils.

The Acme harrow is a most excellent implement on soils which are comparatively free from stones and rubbish. The plow-like action of its blades serves to pulverize the surface soil, to spread the loose mulch evenly, and it leaves a most excellent seed bed.

The cutaway or disk harrows may be either beneficial or of absolute injury. If the disks are so set that they cover but a portion of the surface with the mulch, they leave a ridge exposed to the action of the wind and sun and the rate of evaporation is greatly increased. The disks should be set at such an angle that the whole surface shall be stirred or covered. Their chief value lies in their cutting and pulverizing action on clay soils, but as conservers of moisture they are inferior to the Acme or the spring tooth. Soils which need the disk harrow should generally be gone over again with some shallower tool.

The mellower the soil the lighter should be the work done by the harrow. On most heavy orchard soils it will be found necessary to use the heavy tools, like the spring-tooth and disk harrows, in the spring, but if the land is properly handled it should be in such condition as to allow the use of a spike-tooth or smoothing harrow during summer. * * *

Cultivators and conservation of moisture.—The action of cultivators is not materially different from that of the spring-tooth harrow. The size of the teeth should be regulated by the work to be performed, a many-small-toothed implement being preferable to a few large teeth where the object is to conserve moisture. It must be borne in mind that in a dry time the less surface exposed the less will be the evaporation. * * *

The roller in its relation to soil moisture is an implement whose value depends largely upon local conditions. There is no tool which requires more judgment as to its proper use. On light, loose, sandy, or gravelly soils, where every effort must be made to solidify and pack the particles closely together, the roller must be used repeatedly. The difficulty of such soils is that the space between the grains are so large that the water is permitted to pass through freely and is lost by percolation. The capillary openings are so large, that there is very feeble rise of the water to take the place of that used by plants and lost by evaporation. The roller lessens the size of these pores in solidifying the soil, and the capillary force is then strong enough to draw the water to the surface (fig. 3). If, now, the soil is left in this condition, it has been put in the best possible form for parting with its moisture, and it will take advantage of the opportunity, unless prevented by establishing a surface mulch. In seeding land in a dry time the soil should be rolled, in order to bring sufficient moisture to the seeds to insure germination. Where circumstances will permit, the roller should be followed by a smoothing harrow, that the surface mulch may be restored and the moisture stopped before reaching the atmosphere (fig. 4). On clay lands the roller must be used with much caution. If used immediately after grain is sown and a heavy rain following, there would be danger of the soil becoming so compact on the surface that the tender shoots would be unable to get through, and the most direct connection would be established between the soil moisture and the air. A good method of treatment for clay is to roll before the seed is sown, then harrow and make a good seed bed, and then drill in the grain. After the plants are well up the roller may

Fig. 3.—Showing the effect of the roller in compacting the surface layer.

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be used again, which will bring the water to the surface where the growing plants can make use of it before it passes off by evaporation.

Herbage mulches.—The covering of the soil by a mulch of leaves or decaying vegetable matter is nature's way of conserving moisture and of restoring fertility to the soil. Go to any forest where the leaves have not been burned annually and notice the mulch which covers the soil (fig. 5). The soil will be found to be moist and loose. Humus has been stored up and the covering of leaves prevents the escape of the moisture by surface evaporation. Many persons conclude that because nature tills by mulching man should do the same, but the conclusion is fallacious. Farm areas are too open and too much exposed to searching winds to allow of the good results which nature obtains in the seclusion and coolness of the forest. Even our largest orchards do not give us forest conditions. This herbage mulch also induces shallow rooting of trees, as sod land does. In most farm lands also it is necessary to plow or move the land at least once a year in order to sow the seed and harvest the crop, and this would destroy an herbage mulch. Aside from all this, it is impossible, except in very special cases, to secure sufficient herbage to afford an adequate mulch.

Fig. 4.—Showing how the soil mulch should be restored by tillage after the roller has been used.

The humus of the soil is the great storehouse for nitrogen and moisture. It is the accumulation of decaying vegetable or animal matter, and its presence in the soil, while not absolutely necessary to the growth of plants, is the factor which makes the land congenial for the very best development of the crop. The constant use of commercial fertilizers without being supplemented by barn manures or green manuring will so reduce the percentage of humus in the soil that its water-holding capacity will be considerably diminished. This humus should be liberally supplied by means of cover crops, rotations, and stable manures.

Underdrainage and how it acts as a conserver of moisture is popularly misunderstood. It is usually supposed that underdrains instead of acting as conservers of moisture, produce exactly the opposite effect. It has already been noticed that water may exist in the soil as free or capillary, and that the presence of the free water within 18 inches of the surface is positively detrimental to the growth of most cultivated plants. Not only is it necessary that moisture be supplied, but also that the soil shall be in such condition that the air may have access to it, for a supply of oxygen as is necessary to the breaking down and decomposition of organic matter and the making of plant food available. The underdrain removes only the free water which may come too near the surface and it leaves the soil above in a porous condition, so that the water of rainfall may sink down instead of being carried off by surface drainage. This rainfall water is not caught and removed by the drains in its downward course, but the drainage flow begins only when, by the accumulation of the rainfall, the level of the free water has been brought up to the level of the drain. Thus the reservoir for the supply of capillary water is kept nearer the surface during a drought and is removed a proper distance from the surface during a wet time to insure a healthy and proper development of the roots of plants.

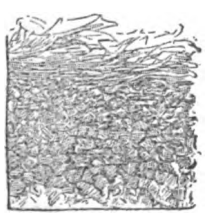

Fig. 5.—The loose mulch on forest soils.

Mineral substances as conservers of moisture.—Among the materials of commerce which are applied to soils as indirect fertilizers are lime, gypsum, and salt, all of which are thought to act as conservers of soil moisture. The application of quicklime to certain soils has been found to have a most beneficial action. When

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used upon heavy clay, it causes a certain adhesion or flocculation, a binding together of the minute particles, and prevents their running at times of rains into a compact hard crust (fig. 6). It causes a more granular condition, making the soil looser and more porous, allowing the water of rainfall to permeate it more readily. As a result of the flocculation, the pores of the soil near the surface are enlarged, and it thus better serves the purpose of a mulch to hold in reserve the moisture underneath.

FIG. 6.—The flocculation of the surface of clay soils by the addition of quicklime.

On sandy soils, the difficulty in conserving moisture arises from the fact that they are so open and porous that the water passes through and is lost to the plant. It would seem that an application of lime here would tend to aggravate the difficulty. On clay, the action of the lime takes place at or near the surface, the soil being so compact that it is not washed down through the soil. In sand, the pores are so large that the lime sinks readily into the soil, and instead of finding the effects of its application at the surface we must look for it below. The binding property of lime is well known from its use in the trades. In its passage down through the particles of sand it does not proceed far before it probably begins to bind the grains together, and there is formed a layer somewhat impervious to water (fig. 7).

Frequent and small applications of lime have been found most beneficial. From 20 to 40 bushels per acre will usually be found to give the best results. On marshy and boggy lands which have recently been drained but still remain sour and full of undecomposed organic matter, the benefit derived from applying lime is very great. It breaks down the vegetable matter, neutralizes the acid, and makes plant food available. In this case its action upon the plant food in the soil is more important than its agency in the conservation of moisture.

FIG. 7.—The action of lime at a few inches in depth, in sandy soils.

Windbreaks to save moisture.—The drying effects of the wind are well known when it has unbroken sweep over a farm. The loss of moisture from this cause is very great. Windbreaks are not only protection in winter but they serve equally well in summer to protect the fields. The hedgerow around a field is not, then, entirely useless, since it serves its purpose as a conserver of moisture. * * *

SUGGESTIONS FOR DETERMINING THE AMOUNT OF MOISTURE IN SOILS.

It is a very easy matter to determine the amount of moisture in a soil. The only apparatus required is a pair of scales which will weigh to grains and a tube which can be driven into the soil for taking the sample. Such a pair of scales can be purchased for a small sum, and the tube may consist simply of a piece of boiler pipe about 1½ inches in diameter which has had the outer edge at one end beveled down to enable it better to be driven into the soil. Have a mark on the outside of the tube indicating 8 inches or 1 foot from the sharpened end, according to the depth to which it is desired to take the sample.

The sampler used by the United States Department of Agriculture (figs. 8 and 9) is described as follows: "The soil-sampling tubes are made out of brazed brass tubing about seven-eighths inch internal diameter and 15 inches long. The tubing is No. 21 Stubb's gauge. On one end a brass collar about one-fourth of an inch wide is sweated in. The end of the tube is then turned off in a lathe, giving a rather long taper, but letting the point be the full thickness of the collar. A mark

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is cut into the tube 12 inches from this cutting edge." We have used this implement with much satisfaction.

In determining the moisture in a given soil, several samples should be taken and these samples thoroughly mixed and then accurately weighed. Then subject the sample to a heat of 212° F. for a few hours, then weigh and heat again for

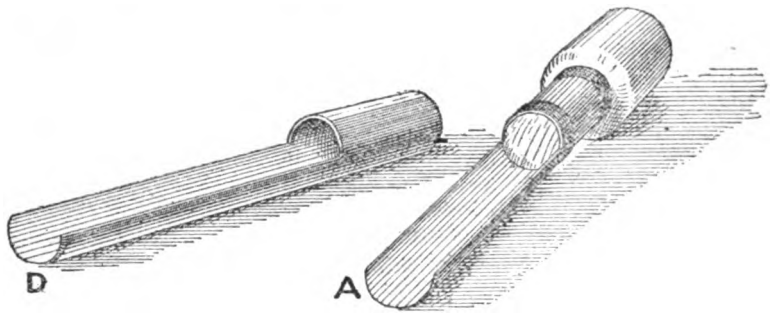

FIG. 8.—The soil sampler.

one hour, then weigh again, and continue this operation until there is no further loss of weight by heating. The difference in weight between the original and the heated sample will indicate the amount of moisture which was present. Divide the difference in the weight by the first weight of the sample to determine the per cent of moisture in the original sample and multiply by 100. The following case will illustrate:

Original weight of sample	pounds	2
Weight after drying	do	1.5
Loss in drying	do	.5

Per cent of moisture in original sample $=.5+2=.25$. $.25\times100=25$ per cent.

An interesting line of work for granges and farmers' clubs would be the investigation of soil moisture.

The importance of thorough culture to conserve moisture is so great that if its value was fully realized we should experience less trouble from droughts. Far better is a season with a deficiency of rainfall, if continuous surface culture be given, than a season of abundant rains with little culture. Much wiser is he who cultivates a small farm, and cultivates it intensively, than he who attempts to spread over a large area and allows his crops to suffer from droughts because the moisture which they so much need has not been saved by frequent tillage. Neglect the soil—allow the orchard to care for itself—and when the time of harvest comes the reward shall be according to the labor; but treat the soil as a living thing, care for it faithfully and intelligently, study the plants and learn their ways and the conditions under which they thrive, and give them congenial surroundings, and they will respond with a readiness that will abundantly repay the best efforts in their behalf.

SUMMARY.

1. The average annual rainfall in New York is sufficient for the growth of profitable crops. Owing to its unequal distribution and to the loss of nearly one-half of it by surface drainage, crops usually suffer from droughts.

2. The first step toward conserving moisture is to put the soil in such a physical condition that it will be pervious to water or afford a reservoir for it.

3. Water exists in the soil as free, capillary, or hygroscopic. The free water within eighteen inches of the surface is injurious to the growth of cultivated

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plants. The capillary water is the direct source of their supply and should be conserved by all possible means.

4. Capillary action of the soil depends upon the fineness of its particles and the closeness of their relation to each other. In course, loose, sandy, or gravelly soils the action is weak; in fine, well-compacted soils it is strong.

5. When the capillary interstices or pores in the soil are continuous from the moist undersoil to the surface, the moisture rises uniformly and passes off into the atmosphere by evaporation. If, however, these interstices or pores are made very much larger near the surface, the moisture is arrested in its upward movement a result which is accomplished by light surface cultivation, which produces a "soil mulch." This mulch of loose soil answers much the same purpose as a board or carpet would in cutting off the direct connection of the capillary soil with the atmosphere. As soon as the soil becomes baked or encrusted the capillary connection with the atmosphere is renewed and another tillage is required to reestablish the soil mulch.

FIG. 9.—The soil sampler.

6. A large amount of water is necessary for the plant, as its food is in a very dilute solution, and water is also used in building plant tissue.

7. Moisture in the soil is necessary that nitrification and decomposition of organic matter may take place. Without it the action by which the roots are able to corrode the solid rock and set free plant food can not take place.

8. The distribution of rainfall can not be controlled by any known means. Dependence must be placed upon irrigation and the conservation of soil moisture.

9. Irrigation is expensive, and, while entirely practicable in arid regions, yet in our section if flooding by irrigation should be followed by heavy rainfall the effect might be disastrous. Where irrigation is not a common necessity it must be secured by individual enterprise and is therefore expensive. In New York we must depend largely upon conserving or preventing the loss of the moisture.

10. The means by which moisture may be conserved are: Judicious plowing and tillage, mulches, underdrainage, windbreaks, applications of lime, salt, etc., and adaptation of crop to the soil.

11. The absorbing or capillary power of a soil depends upon the fineness of division of its particles.

12. The plow is a most valuable implement for pulverizing and fining the soil. Fall plowing is recommended for heavy clays, the surface to be left rough and unharrowed. Fall plowed lands catch and hold the water.

13. Surface tillage should begin early in the spring as every day's delay after the soil is in fit condition means a loss of many tons of water.

14. The harrow is valuable as an implement with which to establish and maintain a surface mulch. Frequent harrowing of an orchard will greatly lessen the evaporation from the surface.

15. Where cultivators are used as conservers of moisture many fine teeth are preferable to a few coarse teeth.

16. Ridge culture is calculated to promote evaporation. To conserve moisture, practice level culture and so reduce the area exposed.

17. The roller brings moisture to the surface by compressing the soil. On loose sandy soils it is useful by compacting the particles. On clay its use may prove injurious if followed by heavy rains. Where possible it is well to follow it with a smoothing harrow to restore the mulch.

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18. A surface mulch of leaves and decaying vegetable matter is nature's way of conserving moisture. It also adds humus to the soil, which is the great store house for nitrogen and moisture. An herbage mulch can rarely be used in farm areas, however.

19. Underdrains act beneficially in making soils porous above them and thus increasing their permeability; and in removing the free water and thus allowing the access of air, which is as necessary as moisture.

20. Lime, gypsum, and salt are all used as conservers of moisture. An application of lime seems to have a beneficial effect on heavy clay and on light sand. It also acts favorably on marshy, sour lands.

21. Grasses and grains should be grown on clay and loamy soils, leaving sandy and gravelly lands for cultivated crops. The humus of tilled lands may be kept up by barn manures and by green manuring.

22. The space between the trees in orchards should be left free for tillage. A growing crop makes such a demand upon the supply of moisture that the trees may be seriously injured.

23. Determinations of soil moisture may be easily made by anyone. The importance of this line of work is called to the attention of granges, farmers' clubs, and horticultural societies.

24. The importance of thorough tillage to conserve moisture can not be made too emphatic. Deficiency in rainfall with intensified agriculture is preferable to abundant rains and neglect by the cultivator. The soil will respond in a large measure according to the treatment it receives. Neglect it and it will fail to bring forth liberal increase, but cultivate intelligently and thoroughly and it responds quickly.

PROGRESS OF EXTENSION WORK—REPORT OF WORK DONE UNDER THE NIXON LAW OF 1897 OF THE LAWS OF THE STATE OF NEW YORK, CHAPTER 128.[1]

EDUCATIONAL WORK.

It was decided at the first meeting of the faculty of agriculture to emphasize the educational work, since the Federal experiment station, a department of the College of Agriculture, was able to carry on many investigations, especially those which of necessity must extend through considerable periods of time and which require ample and permanent laboratories, equipment, and investigators, while most of the work contemplated under chapter 128 could best be carried on away from the college.

The problem of how to successfully introduce into the schools of the State a study of the fundamental principles which govern the soil, the plant, and the animal, or the study of agriculture, has been considered most carefully by many distinguished educators. This subject was long and carefully considered by the faculty of agriculture before entering upon the work. The leaflets on Nature Study which were already issued had been so kindly received and so fully appreciated that it was decided to issue others and to employ trained teachers to visit the schools and to attend teachers' institutes for the purpose of explaining how the subject-matter of the leaflets, as well as other similar subjects, might be used as texts by the teacher, while the illustrations could not help but be useful to the teachers of classes in drawing. It was hoped, too, that after the teacher had given instruction on some subject intimately connected with natural objects which attract the attention of the pupil, the object having been used for a drawing in the class room, the description of such object would form a most interesting sub-

[1] Fourth report, February, 1898.

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ject for compositions, which are now required in most departments of the public schools. By correlating with composition and drawing work, the objection of an added study was removed.

It is believed that a study of the more common and familiar objects of nature leads directly to a better understanding of those laws and phenomena which are the very foundation of improved agriculture. In the hands of the skillful teacher the leaflets may be used to impart valuable lessons in nature history and in the conservation of energy as applied to rural affairs, and may, in some cases, serve to interest teacher and pupil in the economics of agriculture. Briefly stated, it is hoped that such instruction will lead logically and naturally to a greater love for rural affairs and a more rational understanding of them among the old and young both in city and in country.

Eight leaflets in all have been published, electrotyped, and republished on the following subjects:

No. 1. How a Squash Plant Gets Out of the Seed. (Four editions.)
No. 2. How a Candle Burns. (Three editions.)
No. 3. Four Apple Twigs. (Five editions.)
No. 4. A Children's Garden. (Six editions.)
No. 5. Some Tent-Makers. (Four editions.)
No. 6. What is Nature-Study. (Four editions.)
No. 7. Hints on Making Collections of Insects. (Two editions.)
No. 8. The Leaves and Acorns of Our Common Oaks. (Two editions.)

The demand for these leaflets is so great that other editions will be required in the near future. The work in Nature-Study has passed the experimental stage; the demand for it is far beyond our facilities for carrying it forward.

This educational work in agriculture divides itself naturally into six divisions: Nature-study; schools of agriculture and horticulture; dairy instruction; lectures on special subjects, such as the sugar-beet industry; a course of reading and instruction for farmers; publications.

There are many principles of agriculture which are well understood by the scientist but which are not familiar to the farmer. It is proposed to secure the cooperation of progressive agriculturists in the endeavor to learn how best to fit these principles into practice.

It is impossible to sharply separate these various activities, as one often overlaps the other. Suffice it to say, that more than seven hundred lessons and lectures have been given throughout the State by persons selected on account of their special fitness for the work in hand.

Thirty thousand teachers are enrolled on our lists and have received leaflets, and many have attended the lectures explaining the methods of presenting nature-study work in the schools. Sixteen thousand school children have received those leaflets which are especially adapted to their needs. Two thousand five hundred young farmers are enrolled in the agricultural reading course. These are assisted from time to time by means of printed circulars which give directions and assistance to the farmer in carrying on his studies at home. From time to time question papers are sent out for the purpose of giving opportunity to the farmer to make known his needs that they may be more fully understood and met. The location of nature-study centers is shown in the diagram.

It is believed that the benefits derived from carrying the experimental work beyond the limits of the station grounds are very great. First, the data obtained are valuable. In some cases they are much more valuable than could possibly be obtained from experiments conducted at the station. In corroboration of this statement, reference is made to the bulletin on sugar beets, already mentioned. Second, the station is brought into closer touch with the farmers. Meeting them on their own farms, the station workers become better acquainted with their

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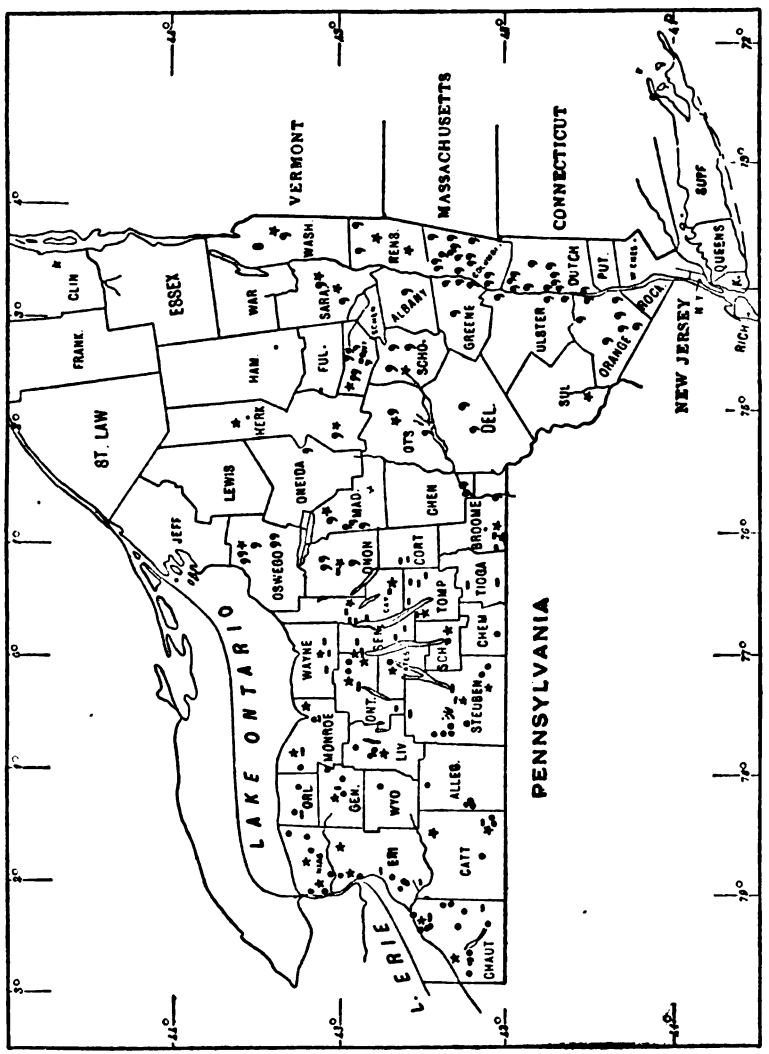
peculiar surroundings and needs, and can offer more appropriate assistance than they otherwise could do. On the other hand, the farmers learn better how the station can help them and how to avail themselves of that help. Third, the experiments serve as object lessons to the farmers. As such they impress themselves upon a large class of farmers that would give little heed to a printed description of experiments conducted at the station. Fourth, the experiments have a high educational value for the farmers performing them. Perhaps, at the present



Showing where meetings have been held and schools visited in the advancement of nature study work.

time, this is the most important consideration. There are many questions affected by soil and climate that must be decided for each locality individually, and the greatest hindrance is the want of trained experimenters to take up the work. It is hoped and believed that we shall find in various localities in the State intelligent and public-spirited farmers who, for the benefits to be derived by themselves and their fellows, will be willing to cooperate with the station in this work.

The educational work which had already been done prior to April, 1897, by

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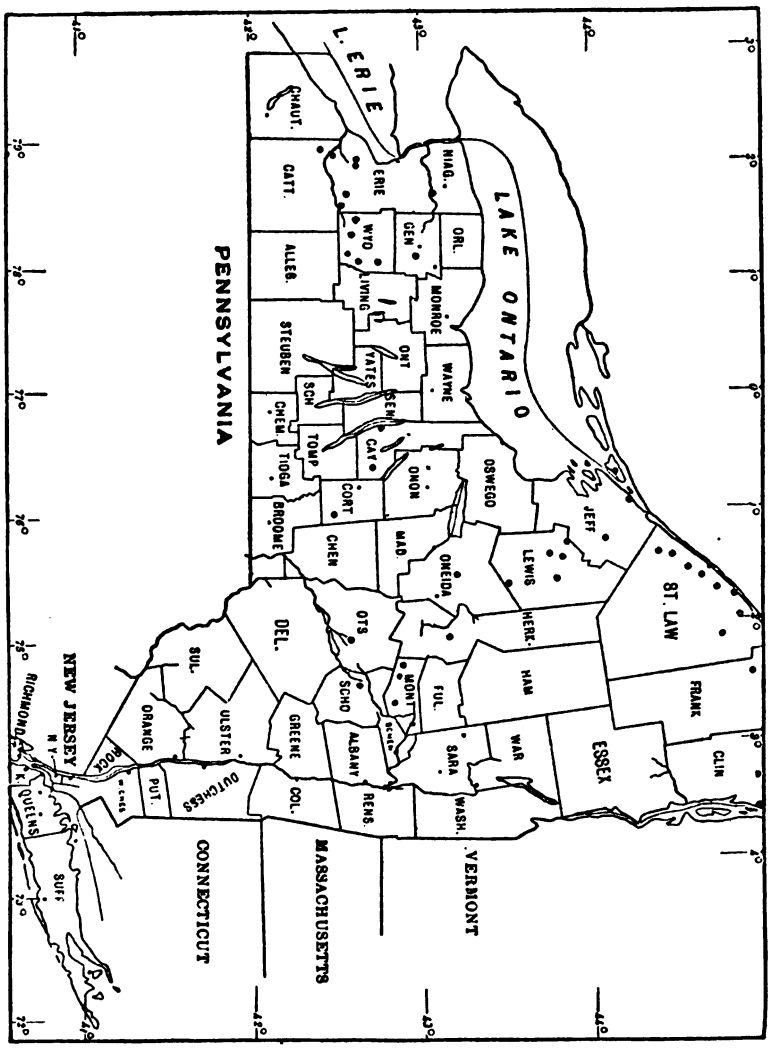
Prof. L. H. Bailey, and his associates in horticulture in the western part of the State, made it possible to secure the cooperation of more than 300 farmers in the investigations in sugar-beet culture and 203 farmers in the experiment with fertilizers. The time has come when the help of the farmers must be secured if valuable investigations are to be conducted which shall be applicable to varied conditions. Climate, soil, environment, and needs are so varied in the State that



Showing points where dairy schools were held.

comparatively little help can be given unless the investigations can be conducted in the locality where the help is needed.

DAIRY HUSBANDRY.

Observations in the dairy districts led to the conclusion that this branch of agriculture needed assistance. The theory of making butter and cheese is fairly well understood, but the art, in many cases, was found to be lamentably wanting. To bridge over this gap between science and art, two expert dairymen were em-

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ployed during the summer, men who not only knew much of the science, but of the art of dairy husbandry as well. These men went from factory to factory, called a few dairymen together, and gave valuable instruction by first teaching the leading principles and then by practically applying them.

INSTRUCTION IN AGRICULTURE IN THE RURAL SCHOOLS OF FRANCE.

THE FRENCH PROGRAMME.

The conception of making agriculture a subject of instruction in the public schools originated in 1791 in the second legislature of the First Republic—that is to say, during the period called in France "The Revolution."[1] The Second Republic, that of 1848, was unable, in spite of its "good intentions," to do more than the "Revolution" or First Republic had done; its laws were in practice only expressions of good will. During the seventh decade of the present century France experienced an "agriculture crisis" or depression, and in 1867 a great inquiry was made with a view to relieve the situation. Among the questions asked in this effort to obtain a consensus of opinions regarding the deplorable condition of agriculture, the most important national industry, was one which was expressed in these terms: Is the public school course (l'instruction primaire) conducted so as to favor agriculture, and what is its influence upon the choice of a profession? As may well be imagined, a great divergency of opinion is to be observed in turning over the 500 or 600 pages of extracts given by Mr. Inspector Pinet in the work which he so diligently compiled for the students of social science,[2] but Messrs. Prillieux and Schribaux, in an official report, summarize the inquiry thus:

The inquiry bore upon three main points: (1) What instruction [in agriculture] shall be given to male students in the elementary normal schools? (2) What instruction shall be given [in agriculture] in the district [communal] schools? (3) What instruction shall be given to adult persons in special courses which are appropriate to improve agriculture?

The same authorities give, "en résumé," the following conclusions as deducible from the replies.

1. Establish, as soon as convenient, a course of agriculture and of horticulture in all the normal schools for men.
2. In order to make the instruction given in these courses uniform (afin de constituer l'unité de ce professorat), let the agricultural colleges be given the mission officially to train teachers for the normal schools, unless it happens that agricultural instruction has been already regularly organized in that section. These teachers should be selected from among the best students of the third year of our normal schools and sent to a school of agriculture, whence, after two or three years, they are to be drawn out to be especially charged as assistants in normal schools, both with instruction in agriculture and, in part, in the ordinary subjects pursued in those schools.
3. Distinguish between rural schools and other elementary schools, so that the usual rural school instruction in summer will permit some agricultural work (s'accorder avec les travaux des champs).[3]
4. Put the matter to be taught in pedagogic form (une instruction détaillée), so as to point out precisely the way (préciser la voie) which the teacher in the rural schools ought to follow hereafter, in teaching agriculture and horticulture, and

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[1] L'enseignement de l'agriculture dans les écoles normales d'instituteurs et dans les écoles primaires, par Prillieux, inspecteur général de l'enseignement agricole, et Schribaux, répétiteur à l Institut national agronomique.

[2] L'enseignement primaire en présence de l'enquête agricole, par A. Pinet, inspecteur de l'enseignement primaire, etc.

[3] It would appear that this means that the school hours should be so fixed in summer that the children might be able to work at home on the farm, "so that the children may be exercised in the duties of agriculture or be employed at labor in the great industrial establishments [factories], where their activity and their bodily strength may be developed." See Bulletin administratif du ministère de l'instruction publique, No. 164, 1867.

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further, announce that, after two or three years, questions upon agriculture and the practice of horticulture will be an obligatory part of the examination for obtaining a teacher's certificate.

5. Class the districts (communes) of each county (literally "department") according to the kinds of crops (cultures) which dominate in each, and select, or have written if necessary, for each of these kinds of culture text-books which shall not only be easily understood (clair), but interesting, and, in addition, recommend that these books be adopted in preference to any others, and that all copy-book models, transcribing and dictations, as well as arithmetical problems, have an agricultural application. Finally, send the teachers out into the country, that they may know it understandingly.

6. Compare, by a rigid examination, the different elementary manuals upon agricultural instruction and agricultural reading books and adopt the best, subject to such additions, eliminations, etc., as may be thought necessary. If no book has yet appeared sufficiently good for the purpose, let a prize be offered for one or more of the kind required.

7. Require that a garden or a plat of land (terrain) be annexed to every normal school and every rural elementary school, in order that the teacher may set the elder pupils of the school to experimenting (essayer) with fertilizers, sowing, cultivating (binage, pulverizing the soil), but especially with trimming trees, and choose horticultural operations which have been brought to their attention in their books or written exercises. Further, let the teacher at least once a week take his pupils on an agricultural investigation (promenade), and, finally, place the normal school near a farm, which may or may not belong to the department, but in any case shall afford the students the best examples possible for their imitation.

8. Order that there shall be immediately established in each chief place of the canton or in a central commune agricultural and horticultural conferences, upon which all the teachers of the circumscription must attend. These conferences are to be presided over, both as president and professor, by a man well instructed in agricultural science, and also capable of imparting his knowledge to others. Any cultivator who requests permission may also be admitted to this conference.

9. Recommend to teachers to bring together during the winter evenings, if only once or twice a week, the grown-up people of their communes and give agricultural readings before them, accompanied with explanations and suggestions.

10. Fix upon a general programme or scheme which will serve as a general plan of campaign, to be completed by the particular programme proposed by the agricultural society—as the variety of culture in the different parts of France requires—and supplement it with the detailed instructions upon the methods which the teacher ought to employ, as noted in paragraph 4. Also, let there be sent out at the same time a list of practical exercises, etc.

11. Appoint in each department certain commissions whose members belong to the agricultural society or societies of that department, and, adding to this membership the inspector of schools, let them ascertain the results of the instruction and advise the teachers.

12. Finally, establish annual competitions between the students of the elementary schools and those pupils in the adult classes who are worthy to be admitted, and give each teacher an honorarium, gauged according to the number of prizes obtained by his pupils, the prizes to be awarded by the agricultural committees.

Such is the fundamental plan upon which the Third Republic of France has endeavored to introduce agricultural instruction into rural France, for the Second Empire collapsed in 1870, before an opportunity was given to it to carry out the ideas regarding agricultural education which it had in its last years found itself compelled to solicit. The essential problem of the plan is, the introduction of agricultural instruction having been decided on, to find the pedagogic form in which such instruction shall be given, pedagogic form in each of its features—what shall be taught, or programme; how shall it be taught, or method. The first of these falls within the province of the agricultural scientist; the second within that of the pedagogue, especially of that class whose business it is to systematize or, as the original of the above translation expresses the matter, "to constitute the unity of the professorate," or, in English idiom, teach the same thing in the same way everywhere, though apparently teaching local agriculture, a programme, indeed, expedited and enhanced by the intelligent teacher, though held stationary and perhaps deteriorated by mere routine. Let us see how these features of pedagogical form have been handled in France, first confining attention to the form

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rather than to the agencies fixed upon as proper to introduce a rational agricultural instruction in the public elementary schools.

1. PEDAGOGIC FORM, OR THE PROGRAMME AND METHODS.

We now for a time take leave of Mr. Inspector-General of Agricultural Instruction Prillieux and Professor Schribaux, who, unquestionably, are far better able to speak upon this subject than a foreigner, and go back to the 31st day of December, 1867, when Mr. Victor Duruy, now so well known abroad as an historian and in France as one of the great ministers of public instruction, was at the head of French school affairs. On the 29th of December, 1867, Mr. Duruy had ordered that the departmental educational authority should arrange the school hours in summer so that a portion of the children's time might be utilized at home, hoping thereby to prevent the withdrawal of them by parents during the summer time. On the following day, December 30, he issued a programme both for the elementary and the normal schools, and on the 31st he nominated several departmental professors of agriculture and fixed their duties, and at the same time issued an "instruction" upon the organization of agricultural teaching. But first, as to this "instruction," so far as its second and third divisions are concerned, quoting from Mr. Duruy's circular:

Mr. PRÉFET: I have already communicated to you the different measures proposed by the commission which was charged with the matter of organizing and developing agricultural instruction in the normal schools, the classes for adult persons, and the rural elementary schools, and I have submitted to the imperial council of public instruction such of its conclusions as I deemed it advisable to have its advice upon before stating them. I now pass in review the propositions of the commission, and notify you of the conclusions which have been arrived at in regard to them. * * *

(2) Fix upon a general programme of agricultural teaching which shall be appropriate to local conditions of culture. Upon this proposition of the commission it is to be said that one of the principal obstacles which presents itself to the introduction of agricultural instruction in our classes is the want of a definite programme. When we examine the very large number of works which treat upon agriculture, we see very quickly how, in this vast field of agricultural science, the makers of these volumes differ about the principles of the science which it is desirable to place before children and country boys for their study. The matters which are presented by one author as fundamental are scarcely noticed by another, and not at all by a third. This one insists on the cultivation of sugar-producing plants, that one upon mulberry trees, and still another upon the exclusive culture of this or that forage plant more or less unknown. One class are very special in their point of view and their works are of no value except under special conditions or in a certain locality; the other class take such a general view that in wishing to cover everything they are not at all practical.

On the other side, every teacher has not made agriculture a special study with the intent of teaching it, and the actual condition of things in the line of agricultural science offers little inducement for them to engage in a study the principles of which are not yet fixed, as far as it is a matter of instruction. By placing in their hands a body (un ensemble) of verified principles in the form of a programme they will very soon be in a position to make a course of instruction which will produce advantageous results.

How do the schools which are especially organized for technical instruction set to work? They commence by inscribing on their programmes the fundamental laws of the science they desire to teach; then, selecting from among its applications those which have a direct bearing upon the particular industry, they extend and develop them, and in this way young people are educated, who, by joining subsequent experience to the principles which they had been previously taught, become men who are useful to themselves and to society.[1]

Let us turn now to Mr. Duruy's official programme, which is prefaced as follows:

In view of the articles 5 and 35 of the law of March 15, 1850, and the decree of July 2, 1855, the imperial council of public instruction proceeds to determine:

ART. 1. The programme of agricultural instruction in the rural elementary schools and in the elementary normal schools shall be as follows:

(1) *Vegetation, soil, climate.*—A general view of vegetation, the duration of

[1] Bulletin administratif du ministère de l'instruction publique, 1867, No. 164, partie officielle.

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vegetable life of vegetables, different methods of reproduction (seeds, buds, etc.). Soils, their nature and physical properties. Influence of climate and agricultural zones (régions agricoles).

(2) *Principal operations in agriculture.*—Fertilizing substances, tillage, écobuage (lifting and burning the turf filled with roots, etc.). Instruments of cultivation. Drainage and irrigation and watering. Sowing and transplanting. Harvesting and preservation of crops. Influence of heat and light. Breaking up pasture, etc. Inclosures, country roads, wagons, and buildings.

(3) *Crops and vegetables of interest to France.*—Cereals, beans, oil, fabric and color producing plants, forage plants, pasture, curing. Roots to be used as food or in industrial processes (sugar, alcohol). Parasitic plants and animals. Bushes (végétaux ligneux). Propagation, seed beds, grafting, etc. Fruit trees, elementary forestry.

(4) *Domestic animals useful to agriculture.*—General principles. Cow, horse, pig, etc. Fowls, silkworms, bees.

(5) *Agricultural economy.*—Capital, renting, working on shares, proprietorship, buying and locating a farm (domaine). Rotation of crops. Influence of various circumstances upon agricultural systems. Starting out. Bookkeeping.

(6) *Horticulture (culture des jardins).*—Division of horticulture in three parts, viz, fruit garden, vegetable garden, flower garden. Parasites of garden crops.

In 1880 the plan of campaign is somewhat changed. The syllabus of instruction in the normal schools is changed to read very like the matter given on page 1010 of the Report of the Commissioner of Education for 1889–90, under the head of "Introduction" to an agricultural course in higher elementary schools for boys, and to this the reader is referred. In 1882 instruction in agriculture was made obligatory in the rural elementary schools of France, and in 1895 a new programme, more specifically chemical and agricultural, was issued. This plan appears as a part of Chapter XXIV of the Commissioner's Report for the year 1895–96, to which the reader is referred.

The programme of 1887 is as follows:

ELEMENTARY PRIMARY.

Elementary course (7–9 years). First lessons in the garden and school.

Middle course (9–11). Ideas appropriate to what the child has read, object lessons and excursions with the purpose of familiarizing pupil with soils, fertilizers, tillage, and common implements.

Higher course (11–13). More methodical instruction upon tillage, implements, drainage, fertilizers of all kinds, sowing, harvesting, domestic animals, and bookkeeping. Ideas about horticulture, propagation, tree culture, and grafting.

SUPERIOR PRIMARY.

Complementary course (boys and girls over 13). Same programme as for following, but less developed.

Higher primary schools (for boys and girls). Practical ideas about vegetation, and the duration of growth, and reproduction (seeds, buds, grafts). Different kinds of land, manures, and their use and rotation. Experience with and use of agricultural implements and machines. Principal operations in agriculture, such as breaking up land, planting, transplanting, drainage, and irrigation. Principal crops of France and of the locality. Diseases of plants; parasites. Legumes, fruits, flowers; use of sash. Training and pruning fruit trees; care of domestic animals; bee culture.

II.—School Gardens.

[Instructions of Jules Simon, minister of public instruction of France, dated February 25, 1872.]

Land designated for school gardens sometimes requires money for breaking up, manuring, and planting, which comes most frequently out of the pocket of the teacher, who is not always prepared to meet such expenses. In consequence these gardens either are not cultivated as they should be, or the fruit trees are not of the best kinds. In addition, the teacher who owns these trees takes them away with him when he is appointed to another position. This is, of course, proper, but the gardens are thus periodically depleted of trees, and the instruction in fruit-tree culture is either interrupted or relinquished entirely in the schools to which the depleted garden is annexed.[1]

[1] The climate of Europe permits fruit trees to be cultivated on stocks, which, while dwarfing their growth, permits them to be annually both severely pruned, in the sense of that word in America, and also root pruned; hence they are readily removable.

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It is desirable to remove these obstacles, and to accomplish an improvement it is essential to include in the appropriation for the school buildings and grounds the cost of preparing the soil for gardening purposes, and under such conditions the trees owned by the district shall be inventoried as fixtures, and the teacher, who necessarily gathers the fruit, shall do so by virtue of his position alone. It is only in this manner that it is possible to create, to maintain, and to develop an instruction which tends to increase the well-being of the rural population.

I desire to add, in order to facilitate the organization of this kind of instruction in the rural public schools, that it is necessary to limit expenditures as much as possible, and this may be brought about, I am led to believe, through the normal schools which have nurseries from which scions and cuttings, as also new or useful plants, may be furnished each year; and I am convinced that the directors of these normal schools will second the effort of the minister in this matter.[1]

III.—The Departmental Agricultural Professor and His Course in the Normal Schools for Men.

The National Legislature of France in 1879 created a "departmental professor of agriculture," whose duties embraced the following:

1. The agricultural instruction given in the normal schools of each department and in other public schools where such instruction may be given.

2. Country meetings ("farmers' institutes"), not fewer than 26 annually.

3. Such duties as he may be charged with by the prefect of the department or the minister of agriculture and commerce.

By the law of March 28, 1882, elementary agricultural instruction in the public schools was made to comprehend the elements of the sciences and their application to agriculture, and by the decree of 1887 it was made to comprehend the first ideas about science, principally in its applications to agriculture.

Programme of the course of agriculture for French normal schools for men.

Second year of normal-school course, devoted to agriculture, zootechnic, and rural economy (two hours a week): (1) Vegetable growing—study of the soil and the means of modifying its chemical composition and physical properties (manure and fertilization, irrigation, drainage, cultivation: special crops, such as cereals, legumins, etc.), and rotation of crops; (2) zootechnic—feeding places of horses, cows, sheep, and swine; and (3) rural economy—property in land, methods of exploitation and capital required, bookkeeping.

The third year of normal-school course, devoted to horticulture (fruit-tree and vegetable growing) (one hour a week): General ideas of culture planting, preparing the soil, the "plantation;" special kinds of culture of fruit trees, grape, peach, cherry, plum, pear, apple, roses, etc.; grafting; and the vegetable garden. The professor must accentuate the methods and productions of the different localities. (Subsequently this programme was changed so as to make the course consist of two lessons a week during winter to the second-year students in one class.)

In his special instructions the minister of education of France observes that it is not to be understood that the normal schools are to be turned into "agronomic institutions" because agricultural instruction is given an "honorable place" in their course of study. "What is necessary," said that functionary, "is that the graduates when they become teachers shall carry to the elementary schools an exact knowledge of the soil, the means of improving it, the methods of cultivation, the management of a farm, of a garden, etc. It is sufficient if they can teach in the elementary school the elements of agriculture, give wise counsel in the neighborhood, and, if necessary, combat effectively routine and prejudice. To accomplish this it will suffice if the instruction given by the teacher is sober and clear; if the ideas of the students are rectified by visits to the best farms, by some laboratory work, and by frequent tests in the garden or demonstration field of the school. The object of the course is not to teach the business of farming, but to study the phenomena of life and the conditions of its development, to inspire a love for the country, and to develop the natural tendencies of children to become interested in flowers, birds," etc. (Decree of 1880.)

[1] In America the experiment station might serve instead of the normal school, though it should be stated that there are about 100 normal schools in France.

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IV.—The Demonstration Grounds (Champs de Démonstration).

The departmental professor should not confine himself [said the French minister of public instruction in 1881] to giving merely oral instruction. He should join example to precept, operate upon the place, reenforce his lessons by demonstrations with machines or instruments, and conduct his pupils abroad to witness the results obtained by advanced methods. I have unceasingly called these facts to the attention of departmental professors each time I have had occasion to inform them of a new fact or discovery or of legislative matters necessary for the rural population to be made acquainted with, and my efforts have already borne fruit. Several professors, recognizing the utility of these suggestions, have created experimental stations (champs), have published interesting reports, and organized practical demonstrations which have been appreciated by the public; but though these examples have been imitated outside of our borders, they are still too infrequently copied at home. * * * There should be no confusion between these demonstration grounds (champs de démonstration) and experimental stations—that is, establishments of experimentation (champs d'expériences ou établissements d'expérimentation). The experimental station is designed to make experiments to test doubtful or misunderstood matters, and such is the function of the agronomic stations of France; but the methods of investigation carried on at such stations require an expenditure of time in the field and laboratory not at the disposal of the departmental professor to give. The demonstration grounds are to show the facts which have been discovered and verified; in short, to disseminate the character and value of such discoveries. (There were said to be, in 1896, nearly 4,000 of these plats.)

V.—Cause of the Failure to Accomplish the Best Results in Agricultural Instruction in France.

The teachers [say Messrs. Prillieux and Schribaux, in their official report published by the minister of public instruction, 1890] carry away to the elementary school the methods and tendencies of their normal school. If agriculture does not occupy a place of honor in that school, if the general instruction does not testify for agriculture a sympathetic feeling, it is absolutely necessary to renounce all hope of making our teachers the apostles of progress in agriculture, and it would be wise to remove from our programmes for the rural elementary schools a branch of instruction which is taught without knowledge, without conviction, and without benefit. So far, at least, agricultural instruction in the French elementary schools has given mediocre results.

As early as 1884 the departmental professors as a body addressed the minister of public instruction, who had inaugurated an inquiry, to the following effect.

We deem it proper that the examination for a teacher's certificate should recognize more largely the instruction given by the departmental professors. More than 65 departments have now (1884) a chair of agriculture, and lessons in agriculture are given in almost all the normal schools for men, as far as the students of the second and third years are concerned. This instruction is given according to a general plan everywhere the same, which has been approved by the superior council of public instruction, and it seems right that candidates for the higher grade teachers' certificate should give a special guaranty that they are proficient in agriculture and horticulture.[1]

Though this deliverance has not been ignored, nevertheless it is said that the departmental professors are not satisfied with the situation.

VI.—The Farm or Practical Schools of France.

[From a report prepared by an English Parliamentary commission.]

The farm schools of France (1896) are a class of institutions which correspond more or less to the model farms of Ireland, and French experience in this particular has not been more fortunate than Irish. In 1848 these were a class of schools greatly favored by French theorists in agricultural education, and 52 of them were established in different parts of France. This number has been steadily diminished by the State until there are now only 16 of them. The farm schools

[1] Recueil des monographies pédagogiques publiées par le ministère de l'instruction publique.

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were intended chiefly for the training of agricultural laborers, farm servants, and the sons of small farmers, but it has been found that the sort of knowledge there received is better acquired by service on well-managed private farms on which young laborers can earn from $50 to $75 a year while learning all they want to know.

There are in France 6,913,500 farmers, of whom 3,460,000 are proprietors and farmers, the other half being day laborers and servants. Out of the 3,460,000 proprietors and farmers 8,159 cultivate farms of more than 500 acres, 20,644 between 250 and 500 acres, 115,254 between 100 and 200 acres, 259,800 between 50 and 100 acres, and 3,022,700 less than 50 acres.

This last class contribute the backbone of the French peasantry, that wonderful race whose thrift, industry, probity, tenacity of purpose, and intelligence have excited universal admiration. This class shrank from sending their children to the farm schools, there to act as a sort of servant and simply to learn what they often could learn just as well at home. Thus it was found necessary to create a new type of school, one whose fees should not be above the means of the small farmer nor require for admission a higher preparation than was given by the elementary schools, and, further, which should receive the pupils not at the age of 17, like the farm schools, but at 12 or 14. The first school of this kind was founded in 1872 with the aid of the departmental council of the Department of the Meuse (i. e., in English, Meuse County). The General Government resolved to include them in the national system in 1875. There are now 40 of these schools. These "practical" schools are a most interesting combination of the State system with the voluntary system of Government, of Government aid with local and private initiative and support, and of central authority with local responsibility.

The practical school must be established on a farm or an estate belonging to an individual or a county council or a municipality, and must be carried on by one or other of these owners at their own expense and risk, the State supplying only the cost of the teaching and directing staff and some scholarships or bourses by way of assistance to less well-to-do pupils. The implements and other material must be provided by the locality. No encouragement is given to a large outlay on showy buildings, the existing buildings of the chateau or farm offered being almost invariably utilized. When a farm or estate has been selected by the minister of agriculture on the advice of the county council and after inspection by an agent, the proprietor or farmer is usually named director and given control of the school; and it is one of the most noteworthy results of the French system of agricultural education that in most of these cases the proprietor, a farmer, is a highly trained agriculturist possessing the diploma of the National Institute of Agronomy. [The university or post-graduate course of French agricultural instruction, see p. 998 of Report of this Bureau for 1889–90, vol. 2.] The staff usually numbers eight or nine. The director, who, if he be a professor, is paid $800 to $1,200, one professor at $480 to $600, one $400 to $480, one at $360 to $440, an assistant master and laboratory superintendent of garden work each at $320 to $400, a visiting veterinary officer at $120 to $160, and a military instructor $60 to $80. It is another result of a well-established system of agricultural education that a supply of fully qualified teachers is available to man these agricultural colleges and some of them decorated for services done to the science of agriculture. The aim is to train the pupils in the best forms of cultivation for their own part of the country, but the theoretical course is more uniform, including agriculture, zootechny, rural economy and engineering, physics, chemistry, botany, meteorology, zoology, geology, horticulture, entomology, a popular course in civil law, mathematics, surveying, bookkeeping, and hygiene.

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INSTRUCTION IN AGRICULTURE IN PRUSSIA.

The royal department of agriculture of Prussia in 1897 submitted to the Prussian legislature a course of study in agriculture for rural public schools which had been in successful operation as the course in agriculture for the model schools (Musterschulen) of the circle of Rybnik in Prussia.

In the Pädagogische Zeitung, the organ of the German Teachers' Association, this course is described, the journal taking the occasion to speak of the poor pedagogical condition of the rural schools and to ask the question, "What can the agricultural minister of each State of the German Empire do to build up the agricultural continuation schools?" and to answer the question thus: "He should improve the course with strict regard to the requirements of the agricultural calling; should provide a course for the instruction of teachers of rural schools; should supply traveling technical teachers, compile reading books, provide apparatus, and distribute prizes." The curriculum of the model "continuation" schools now being established in Rybnik "Circle" in Prussia, continues the Zeitung, is to be taught by a traveling agricultural teacher and the regular teacher. The programme is as follows:

NATURAL SCIENCE AND AGRICULTURE.

One hour weekly.

First winter.—(1) Physics, to wit: The general properties of bodies and gravity; the sources of heat and its distribution; the thermometer; water, liquefaction, steam, ebullition, fog, dew, rain, ice, atmospheric heat phenomena. (2) Chemistry: The most important agricultural inorganic compounds; carbonic acid, sulphuric acid, phosphoric and silicic acids, nitrogen and the air, ammonia and nitric acid, hydrogen, water (in December). Potassium, sodium, magnesium, lime, alumina, iron and its most important combinations (January). (3) Soil formation (February). (4) Fertilizers (March). (5) Agricultural plants, to wit: Useful and objectionable plants; cultivated plants, meadow plants (pasture grasses?); weeds and their destruction; the value of a forest (die Bedeutung des Waldes) (November). Inner and outer form of plants; increasing by budding (Knospen) and seeds; conditions of germination and growth (December). Nourishment of plants (January). Irrigation and drainage (Be- und Ent-wässerung); rational preparation of the soil (February). Sowing, cultivation, and harvesting; the more important cultivated plants, including kitchen vegetables (March).

Second winter.—(1) Chemistry, the more important organic compounds, to wit: Starch, sugar, fat, albumen (November). Dairying, food, circulation of the blood, and respiration (January). (2) Physics: The lever, inclines, pulleys, specific weight, atmospheric pressure, barometer, pump, hose, siphon (February). The more important agricultural implements and mechanics (March). (3) Zoology and cattle raising, to wit: Useful and harmful animals, bony structure (November). The more important breeds of domestic animals; structure of the teeth (December). Breeding, habits, and care of animals (January). Feeding animals, especially young cattle. (4) Rural economy, to wit: Concurrence of land, capital, and work; relations of grain and forage farming; rotation of crops; mutual cooperative societies and insurance (March).

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CHAPTER XXXIV.

CONSULAR REPORTS.

Contents: Gardeners' schools in Russia—School gardens in Russia—Educational institutions and methods in Corea—Leipsic Commercial University—Commercial education at Gera, Germany—Weaving schools in Germany—Education in Russia—School for merchant marine in Russia—Supplementary education in Saxony—German studies of malarial disease—Practice of professions in Japan.

GARDENERS' SCHOOLS IN RUSSIA.

In compliance with a request from a resident of Massachusetts the Department of State sent an instruction to various United States consular officers in Russia to forward information in regard to gardeners' schools in that Empire. Reports have been received from Odessa, Moscow, and Warsaw. These replies appeared in Advance Sheets of Consular Reports, and are here reproduced. They will serve to supplement an article on "School gardens," Vol. 1 of this Report, p. 224.

ODESSA.

United States Consul Heenan writes, on February 5, 1898:

In compliance with instructions from the Department I have the honor to transmit a report on school gardens and agricultural science in Russia. In this report I have given a brief history of the efforts made to improve the conditions of agriculture in Russia. It seemed advisable to do this, in order that the subject of school gardens should be better understood.

The system of farming in vogue among the peasantry in Russia is primitive in the extreme, the peasant believing that what was good enough for his grandfather is good enough for him. The difficulties and opposition which private and official efforts meet in Russia would scarcely be understood in the United States. It is quite safe to state that the soil which is tilled by the peasantry here, if it were tilled in a proper manner, would yield two and even three times as many bushels per acre as it does at present. How serious a competitor Russia would then be in the grain markets of the world will be easily understood, when it is remembered that its wheat crop alone in 1896 was 372,000,000 bushels; in 1895, 397,000,000 bushels; in 1894, 446,000,000 bushels; and in 1893, 402,000,000 bushels.

The historic part of this report was taken largely from Prof. N. P. Moskalske's article on agricultural schools in Russia, which was prepared for the Columbian Exposition at Chicago in 1893. The part relating to school gardens was obtained by correspondence with various parties and by visits and conversations with others.

I have confined this report to the school gardens in the government of Ekaterinoslav, because this province is a fair example of what has been done.

The first practical school of agriculture in Russia was founded in the government of St. Petersburg, late in the last century. It was the first attempt to develop the science of agriculture in Russia. Persons of both sexes and of all classes were admitted; the full course was three years. The attempt, however, was a failure and was abandoned in 1803.

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In 1822 the Agricultural Society of Moscow, in connection with the Economic Society of St. Petersburg, established at Moscow an agricultural school with an adjoining farm, where, at first, only peasants belonging to landowners were admitted. Later on, in 1835, boys of all classes had free access to the school. The qualifications of entry were that all applicants should be able to read and write and should be not less than 16 years of age. The full course was for five years, and comprised the ordinary sciences, as also geodesy, chemistry, physics, mechanics, agriculture, architecture, and bookkeeping. The aim of the school was to qualify young men to manage estates.

In 1825 a similar school was founded in St. Petersburg by the Countess Strogonov, who gave it over to the Imperial Economic Society and permitted the students to make their practical studies on her estate of 1,200 acres, in the government of Novgorod, about 60 miles from St. Petersburg. Eventually the Russian Government contributed toward the support of this school; nevertheless, as it proved to be too great a financial burden for the Countess, and as it did not show very practical results, it was closed in 1844. The same fate awaited the two agricultural schools founded near St. Petersburg in the forties—that of Udelnoe, exclusively for peasant boys, and the St. Petersburg school, belonging to the Economic Society, exclusively for boys of the nobility. The peasant students soon left the school and returned to their old ways of farming, while the students of the other school, profiting by the rights given them by the school, entered the Government service. The committee for improving agriculture in Russia, which was founded in 1833, had great influence on the development of the science of agriculture in Russia. It was due to the influence of this organization that Government aid was secured for existing agricultural schools, and also for the establishment of new schools. In 1836 a new school was established in the town of Gorki, in the government of Mojilev, with teachers specially trained for their duties by the professor of rural economy and technology in the University of Jurjev.

The first establishment in Russia for teaching the science of gardening was founded in the Crimea in 1812 and was known as the Nikitsk Garden. The principal aim of this institution was the cultivation and acclimatization in the Crimea of the plants of southern countries. In 1828 the Magarachsk School of Viticulture was joined to the garden. Later on, two garden schools were opened, one in Penza and the other in Ekaterinoslav, and also the Imperial Botanical Garden in St. Petersburg. Of these, the Ekaterinoslav school was closed in 1859, while the others have remained in existence ever since.

The above brief summary gives the history of private effort in Russia to spread the science of agriculture. It is only since the reign of Nicholas I, when the ministry of Crown domains and agriculture was estbatished, that systematic measures for spreading the science of agriculture have been taken by the Russian Government. An agricultural school with an extensive special course, but with very limited instruction in other branches, was opened in the town of Gorki in 1840. It was divided into three sections—a lower, designed principally for peasants; a higher, called the Gorki Agricultural Institute, for furnishing educated agriculturists; and a middle, for preparing land stewards and farm bailiffs. Twenty thousand dollars was annually appropriated for the maintenance of the institution, together with the school and farm.

Young men who had finished their literary studies in a secondary school were admitted to this institution. The course was four years, during which time students were trained in natural and agricultural sciences and were given practical lessons in farming. Those who finished the full course in the institute had the same rights as those who graduated from the universities. In 1864 this institute

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was transferred to St. Petersburg, and in 1869 the teaching of forestry received so much attention that the institute was divided into two sections—agriculture and forestry. In 1878 the first section was closed altogether, and the school was changed into a higher school of forestry. From the foundation of the Gorki Agricultural Institute to the year 1865, when it was transferred to St. Petersburg, 499 persons had completed the full course. If the 70 students who finished the higher section be included, the total would be 569.

The agricultural schools which were afterwards established in the various governments of Russia were chiefly molded on the Gorki Institute. For the lower instruction in agriculture the Government provided eight farms on Crown lands in the different divisions of Russia. These farms were designed for preparing young peasants to be expert farmers and for making experiments to improve the industry. Young men from 16 to 20 years of age, able to read and write, were admitted as pupils on these farms. The teaching was exclusively practical and consisted in working on the farms and in studying the best methods of agriculture. The course was for four years, and corresponded to that of the lower schools, adding thereto the fundamental rules of agriculture and of veterinary surgery by simple means. Schools of these three grades also existed in Russia for teaching gardening. In the fifteen years during which farms and nurseries existed for teaching boys, the number of pupils who had finished their full course was as follows: Up to 1865 there were on the farms 2,410 pupils, and in garden establishments, up to 1869, 849 pupils, of whom 518 were in garden schools and 331 in nurseries. These pupils, chiefly serfs, were of great use to their masters. The records show, however, that these schools made but little improvement in the peasants' method of farming, as most of the pupils on returning home continued to follow the old systems of farming. The principal reason why the teaching of these schools was not more effective was that the pupils were too little taught to study special branches. There was no elementary instruction in the natural sciences preparatory to the study of special subjects. The boys often attended these institutions not from choice, but under compulsion, and looked upon the whole course in the light of an unpleasant duty. This view was pretty general among the peasant farmers, and even among the landowners.

This brings us down to the reign of Alexander II and the liberation of the serfs in 1861, which freed the Crown peasants from the jurisdiction of the ministry of Crown domains, and resulted in a complete change in the system of developing agricultural industry in Russia. The Government soon discovered that the landowners, as well as the peasants who had been set free, were in great need of instruction in farming, and steps were taken to disseminate the science of agriculture among them. Without going too much into detail, it will suffice to state that the efforts made consisted in still further developing and increasing the number of schools. These schools were classified as higher agricultural schools, middle schools, farm schools, land-surveying schools, and garden schools.

It is not the intention in this report to do more than mention these schools and to add that they have been very successful. It is with the lower agricultural schools and the efforts to reach the peasant class that this report has to do. When the middle agricultural schools had attained a sufficient development, the ministry of Crown domains began to establish lower-grade schools. These were organized one by one, and during the ten years from 1871 to 1881 six were established. The first founded was a dairy school, opened in 1871, in the town of Edimonovo, on the River Volga. The school admitted pupils of both sexes, without any restriction as to age or qualifications. The number of pupils was over 80 per year. There was no theoretical course and no fixed plan for practical studies in the school.

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The second lower school was the Goretsk Trade School, founded in 1872, for preparing workmen for making farming machines and implements. A factory and workshops were annexed to the school in which boys learned to make and mend farming implements and machinery, and for that purpose they were instructed in joinery, wood turning and polishing, locksmith's work, soldering, and smithy work in general. The full course at this school was five years. Besides the ordinary subjects, the following were taught: Physics and general mechanics, metal and wood technology, agricultural mechanics, the construction of agricultural machines and implements, tracing, and geometric and technical drawing. The average number of pupils attending this school was about 50 a year, and the number who finished the full course was, on the average, 4 persons a year. The school receives $2,000 annually from the Government.

To the category of agricultural schools established according to special regulations belongs the school in Courland, on the estate known as Alt-Saten; also the schools in the governments of Minsk, Kostroma, and Vladimir. As the organization and maintenance of these lower schools were very expensive, the number of pupils finishing the full course rather small, and the demand for expert farmers considerably increased, the ministry of Crown domains arrived at the following conclusions: That it was very important to increase the number of lower agricultural schools; that the cheapest and simplest method would be to establish them on well-organized estates, believing that theoretical teaching could be better combined with practice on such estates than on Crown lands. The law in connection with these lower schools, which was enacted in December, 1883, contains the following provisions:

(1) The aim of the lower agricultural schools is to spread among the population the fundamental principles of farming and of the trades connected therewith, principally by practical studies and work.

(2) The schools are to be founded by private persons, by zemstvos, or by societies on lands pertaining thereto, or granted by the Government for that purpose.

(3) The courses of these schools are divided into two grades, namely, a general, for the teaching of agriculture, and a special, for its different branches, such as apiculture, gardening, wine making, the dairy, etc.

(4) All the pupils are required to work gratis on the farm belonging to the school or to the founder of it, but after one year a small salary may be given them.

(5) The lower schools may be of two categories, first and second; but the course in both is the same, and of three years. One or two preparatory classes may be annexed to the school.

(6) Boys not younger than 14 may enter the schools of either category. Those who enter the first category must previously finish the course in a two-class village school. To the preparatory classes pupils of very limited education are admitted.

(7) Besides reviewing the general sciences, the pupils are to be taught natural sciences and given a short course in agriculture.

(8) In winter the pupils study in classes, and the summer is given to practical studies.

(9) After finishing the course, the pupils, before receiving diplomas, must practice for one year on other farms.

(10) The Government contributes from $750 to $1,800 a year to agricultural schools, according as they belong to the first or second category and to the number of preparatory classes. This sum is given only for the maintenance of the teachers and for books.

(11) In schools supported by the Government a smaller number of pupils are admitted. A special contract is concluded with the department of agriculture

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and rural industry, in which are stated the rights and obligations of the founder of the school and of the proprietor of the estate on which it is opened.

(12) Those who serve in the schools are freed from military conscription and enjoy all rights attending the civil service, and at the end of each five years' service receive from the treasury an augmentation to the amount of a fourth of their annual salary, till such time as the originally determined salary shall have been doubled.

(13) Special regulations for dairy schools have been drawn up and perfected by the minister of imperial domains, in mutual agreement with the minister of public instruction. In the regulations for these schools the following points are noted, in distinction to the regulations of ordinary rural industrial schools:

Dairy schools may be established on all private estates where a regular dairy industry is carried on, where there are not less than 80 milch cows, and where each cow gives not less than 2,700 pounds of milk annually. The school may be either for boys or girls. The number of pupils in each school must not exceed 12. A treasury subvention is accorded, both for the salaries of the director or directress and the teachers of the school, as well as for the maintenance of the pupils. The course of studies extends over a period of two years, followed by a supplementary term of six months to one year for practical training in other branches of rural industry.

The number of applications for permission to establish elementary schools in accordance with these requirements was so great that the ministry was not in a position to satisfy them out of the funds assigned for the purpose, notwithstanding that, including the sum of $6,000 originally set apart in 1844, these funds already amount to $47,000, independent of the subsidies granted to dairy schools. Out of this sum, up to 1894, 50 regularly founded schools have been opened. Subventions from the treasury are granted to 34 of these 50 schools, 5 of them having been founded by private contributions. The entire sum given by the Government amounts to $42,000, making an average sum of $1,235 for each school, the founders expending on their own account $63,000, and on account of the zemstvos (county councils) $16,100, for the maintenance of 8 schools and aid of some of the other 34 schools. Independently of this, out of the funds set apart for the dairy industry $10,000 are granted to 5 dairy schools and 3 girls' schools for training in rural industry and domestic economy. Eight high schools are maintained without any subvention whatever from the Government.

In 31 rural and garden industrial schools the average annual number of pupils in attendance is 41. The maintenance of these 31 schools costs the Government $33,000. The sum expended on these schools by their founders and by the local authorities amounts in all to $64,000. In general the maintenance and instruction of each pupil in the rural industrial schools costs the Government and the founders $72.

The number of pupils received into dairy schools is purposely limited, in order to secure for them a better and fuller training, both in the care of cattle and in every branch of the dairy industry. In the 5 dairy schools there are not more than 55 scholars, giving the average number of 11 for each school, and as $6,500 are assigned by the treasury to these schools, it may be reckoned that each scholar costs about $118 a year.

Besides the dairy schools already mentioned, in two of which girls are also admitted, a number of schools designed exclusively for girls have been established in different parts of Russia by the aid and with the concurrence of the Government. In these schools are received girls not younger than 16 years, and who must previously have gone through the regular course of studies at one of the national schools. They are instructed in those branches of rural and domestic industry with which women have generally to occupy themselves, namely, the

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management of the dairy, bird breeding, gardening, kitchen gardening, cooking, sewing, nursing, etc. The course extends over two years. Thus, under the administration and care of the ministry of imperial domains, there are, in all, 68 rural industrial schools. The sums expended on their maintenance and the number of pupils receiving instruction in these schools are set forth in the following table:

Class of schools.	Number.	Pupils.	Cost of maintenance. From the Government.	From the zemstvos and founders.	Total.
Higher schools	1	111	$71,000	.....	$71,000
Secondary schools	8	1,186	112,500	$18,000	130,500
Lower schools:					
On a special footing	9	463	41,500	7,000	48,500
On the normal footing, at work	40	1,397	46,000	68,000	114,000
On the normal footing, at work, opened in 1893	10	.....	7,500	33,000	40,500
Total	68	3,157	277,500	126,000	408,500

Besides the secondary schools of rural industry just mentioned, which are under the supervision of the ministry of imperial domains, there are similar schools under the administration of the ministry of public instruction. These are two professional schools—one in the government of Perm and the other in the government of the Taurida (Crimea).

Much attention has lately been directed to the idea that instruction in rural industry, and particularly in the garden and kitchen industry, might with profit be given to the pupils of the national schools. With this purpose in view, special classes for training teachers for the national schools were established. This training was given during the summer in the educational establishments of the ministry, and was supplemented by regular practical training under the immediate direction of the tutors of these establishments. During recent years similar classes have been opened in many of the schools of rural and garden industry.

In all, or nearly all, of the Governments of European Russia efforts are continually being made to show the peasant farmer the importance of tilling his land in a proper manner and under favorable conditions. The government or province of Ekaterinoslav, in southern Russia, is perhaps a fair example of what has been attempted and accomplished in this direction.

The Ekaterinoslav rural administration, with a view to improving peasant agriculture, has established 32 experimental fields in the 8 districts into which the province is divided, making 4 fields in each district. They are always established in the midst of fields owned by peasantry, from whom the land is rented and whose implements are used in tilling. The fields are sown with local seeds of the best quality and much more thoroughly cleaned than the seeds sown by the peasants. All the other operations incident to gathering the harvest are carried out by hiring the same peasants who had sown the fields as day laborers or by piece work, with the object of proving to the peasants that more can be accomplished on the same soil with the same implements. By tilling it more timely and carefully the peasants may receive twice or thrice as good results as they receive at present.

This will make it possible for the peasants on the one hand to reduce the area of land sown and to allot a part for cattle grazing, and on the other hand to insure to their fields the requisite moisture, proper seasoning, and protection against the detrimental effects of drought.

Another object of the experimental fields is to clearly show the importance of

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the fallow strip of land in the struggle against rank weeds. in the accumulation and retention of moisture in the soil, and in the seasoning of the soil.

As it is not possible to recommend a bleak fallow, in view of economic reasons, the experimental fields contemplate usual fallows, merely broken up as early as possible in the spring. When the summer crops have been sown and the working animals have received from seven to fourteen days' rest, the first plowing of the fallow land begins. The depth of plowing and the number of harrowings and replowings must be entirely regulated by the character of the rank weeds, the amount of moisture, and other local conditions.

Naturally, the object of this is to prepare the peasant population for the transition from a nonsystematic agriculture to a four-field culture, viz, fallow, winter crops, pasture, and summer crops, which is the simplest system, and, as a beginning, is the most suitable one as long as the peasantry complain of having too little land, as well as on account of climatic conditions.

For the management of these fields, teachers are selected in the village schools who enjoy the respect and confidence of the people and who have either been employed in land culture or in farming for themselves, and who have voluntarily offered their services to conduct these experimental fields.

The sum of $25 is allowed by the rural administration for each field. The total harvest return is left to the manager of the field as his remuneration. He must have an experimental field not less than 8 acres in extent, of which one-third must be fallow, the second sown with winter crops, the third with summer crops. He must render an account to the rural administration regarding the quantity of grain, etc., harvested, and that of the neighboring peasant fields, for the purpose of comparison, and must state his relations toward the local residents. All the fields are managed under the instruction and the guidance of the director attached to the rural administration of the province, and the managers of the fields give all requisite explanations to the peasants regarding the preparation of the soil, the importance of the fallow, of good seed, etc., according to the particulars imparted to them by the director.

The annual report for 1895 of the general committee for the installation of school gardens for the province of Ekaterinoslav states that out of the total number of 500 elementary village schools in the province, 227 schools had gardens or kitchen gardens, or both.

The total area under the 227 village schools was 92¼ acres, and the area under the gardens belonging to these schools was 285 acres, making a total of 377¼ acres.

The total number of fruit-bearing trees in these gardens was 14,974; fruit-bearing bushes (currants, gooseberries, etc.), 18,951; young trees (seedlings or saplings) for planting purposes (in nurseries), 77,076; total, 111,001.

The total number of forest trees was 17,996; bushes not bearing fruit, 38,459; seedlings or saplings for transplanting (in nurseries), 181,865; total, 238,290. There were given to peasants for planting: Fruit trees, 13,589; forest trees, 41,759; total, 55,348.

Besides this, 51 schools had apiaries and 10 had silkworm culture.

The sum of $1,568.35 was spent by the management of these schools in the effort to promote the gardens during 1895; but it is considered quite inadequate to the actual requirements, and it has been decided to invoke the aid of the Central Government.

Owing to the scarcity of food for silkworms and the difficulty of finding a market for the cocoons, silkworm raising has proved to be totally unprofitable. Out of the 30 schoolmasters who were engaged in it in 1894 (1½ pounds of grains were hatched) only 10 continued in 1895. At present the mulberry tree is scarce in the South Russian steppes, although it is the intention to plant it extensively for forest purposes. Should this be done, silk culture would probably be very

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successful. In a country which is naturally destitute of wild berries the first endeavor should be made to grow such trees as bear them.

Bee culture seems to have a good chance of becoming a permanent success, owing to quick returns therefrom. The honey and wax find ready sale, and, besides, the bees do not require such careful protection as orchards.

Kitchen gardens are still more likely to become important, as they supply daily wants. Berry bushes and cherry trees come next in importance, because they give quicker returns and require less care than apple trees, pear trees, apricots, etc.

Vines, if properly selected, correctly treated, and planted in suitable sites, may in time become a very important item in these school gardens, and may induce many peasants to engage in the industry.

Forest trees, it is believed, are likely to have a future only along lanes and roads, in churchyards, graveyards, etc., because, as a rule, the peasants have not sufficient land for grain growing or cattle grazing, and are not able to set aside land for forest trees which give no immediate profit.

In accordance with a request made by the director of the primary public schools to the curator of the Odessa district of public instruction, courses of silk growing and orchard culture at Ekaterinoslav and of silk growing in Slavenoserbsk were established, to last from the 13th of June to the 13th of July, 1895. For the maintenance of the teachers who came to attend the lectures during that period, the sum of $125 was granted out of the special funds of the ministry of public instruction. In addition to this, the ministry of agriculture and state domains granted the sum of $150 for the promotion of this object, while the rural administration of the Ekaterinoslav district gave $100 and that of Novomoskovsk and of Slavenoserbsk $50 each.

The courses at Ekaterinoslav were attended by 26 male and 3 female teachers and those at Slavenoserbsk by 17 male and 3 female teachers, a total of 49 persons. At the first place forty-two lectures were delivered and at the second place thirty-two. In addition, all the requisite manipulations were demonstrated and gone through. Further, at the village or borough of Ivanovka, district of Slavenoserbsk, practical instruction was given regarding apiculture, which was brought to a close by visiting a few model bee raisers in the vicinity. Much difficulty was experienced from the circumstance that many of the teachers, not being practical men or acquainted with any labor in connection with the soil, are better able to grasp a public lecture than to carry out practical work, and also from the fact that obstructions are often placed in the way by villagers, who look upon this matter of horticulture, etc., as a hobby of the particular teacher and totally foreign to school education, which, in their opinion, should consist of mere book learning. Much patience on the part of the teachers is required in explaining to such parties the great desirability of spreading practical as well as theoretical knowledge and inculcating a taste for the work in connection with every variety of gardening.

There are 50 teachers who have taken up apiculture, 20 of whom have gone through the regular series of lectures and received practical instruction, while 30 have derived all their knowledge from books. There were altogether in the 51 apiaries, of which 2 belonged to schools and all the others to schoolmasters, 1,040 hives (containing 416 hives of the old pattern, being hollowed-out tree trunks, and 624 new-pattern hives, which can be taken apart, as they are made of boards and panes of glass); 222 new swarms of bees were recorded as having been obtained on 21 bee farms, while 21 such apiaries out of this number showed a return of 3,604 pounds of honey and 105 pounds of wax. The total outlay for 30 apiaries is given at $2,951.32, while the annual profit is quoted at $248.25.

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It is of interest to note that some of the teachers have begun to sow small plots of ground with phacelia, reseda, melissa, and other plants of a similar nature, by which means not only more, but better, honey has been obtained than the localities in question produced before.

Instances occur in which it is related that pupils become greatly interested in horticulture and in the growth of trees. These avail themselves of the opportunity to plant young trees, which are always given when asked for by the pupils. The traveling inspector saw ten such gardens which he considered sufficiently satisfactory to induce him to make application for prizes, in the shape of useful books pertaining to gardens, in order to encourage the pupils.

EXPERIMENT STATIONS.

In conclusion, it may be of interest to point out, with reference to stations for the experimental study of rural industry, that up to the present there are very few in Russia that will admit of comparison with those in western Europe.

Of the stations devoted to some distinct specialty and founded by the Government, may be mentioned the following:

The Tiflis silkworm rearing station, which was founded at Tiflis in the year 1887.

The Kharkov bacteriological station, which was established in 1887 for investigating the question of the prophylactic inoculation of cattle as a remedy and preservative against the Siberian plague and other infectious diseases. A sum of $2,500 is granted yearly toward the maintenance of this station.

The chemical station for rural industries, attached to the forest corps, is chiefly devoted to investigations concerning the nature and properties of different soils.

The Caucasian experimental station, in the Koutias government, has for its main object the cultivation of American vines and their acclimatization in Russia.

The Government cotton plantations—one in Tashkend, in the Syr Dariensk district, and the other in the Tiflis government, on the Government estate at Karayask—are showing excellent results.

There are also two rural industrial stations, one for investigations, in the Orlov government, on the estate of Count Tolstoi; the other, experimental, in the Petersburg government; also three establishments, under the administration of the ministry of public instruction, namely, the chemical experimental station for rural industries, attached to the polytechnic school at Riga; the agronomical laboratory, attached to the university at Kiev, and the technical laboratory, attached to the Kiev department of the Imperial Russian Technical Society.

Among the farms and grounds established by local governments and societies for promoting the experimental study of rural industries, some have either been opened on Government lands, of which a free grant had been made for that purpose, or else they receive a money subvention from the Government. Such are the three experimental farms founded by the zemstvos of the Perm government and the Kharkov, Poltava, and Kiev experimental grounds, as well as those established by the Viatka local authorities, the Odessa experimental station, and the experimental ground under the administration of the Imperial Society for the Furtherance of Rural Industries in Southern Russia.

There are others which receive no Government subsidy, such as the seven stations for seed sowing in the botanical gardens at St. Petersburg, Helsingfors, Kiev, Guriev, Riga, Tver, and Warsaw.

MOSCOW.

Under date of March 24, 1898, United States Consul Smith writes:

There are a number of agricultural schools in Russia, with departments for sheep breeding, for domestic industries, and for instruction in the distillation of

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wines and spirits. The Government appropriates for these schools 300,000 rubles ($154,200) annually. They are not sufficient to provide all the instruction required, and special classes for teachers have been formed, principally in the provinces of Viatka, Novozibkoff, and Livnsch; but these seem to be of short duration. In the town of Jizdra there is a yearly class, excellently conducted, for teaching gardening, fruit culture, etc.

WARSAW.

United Stated Consul Rawicz, under date of November 12, 1897, says:

I have ascertained that two schools for gardeners, which existed for a number of years at Warsaw and at Czenstochowa, were closed two years ago.

During the present year, however, the educational department has opened at Warsaw, at the pomological garden, a gardeners' school, to prepare instructors for the country gardeners; but, as the institution has existed only a couple of months, it is impossible to say anything about its usefulness or prosperity.

SCHOOL GARDENS IN RUSSIA.

Under date of July 17, 1897, United States Consul-General John Karel sends the following report:

In a good many countries of western Europe, especially in Germany, Austria, France, Belgium, Switzerland, and partly in Sweden, the public village schools have sections of land allotted to them, which are either devoted to the use of the teachers, who take the profits therefrom, or serve for the establishment of school gardens. School gardens in western Europe bear in a certain measure a scientific character. Children are made to carry out in them practically what they learn about them theoretically.

In Russia, since the ascension to the throne of Emperor Alexander II, and since the liberation of the serfs in 1861, and of the Crown peasants from the jurisdiction of the ministry of Crown domains, the system of developing agricultural industry has completely changed in everyone of its branches. It was well known that the landowners and peasants were in great need of instruction in farming; consequently schools of all kinds were established by the ministry of agriculture throughout the country. Many schools were endowed with lands, and already in 1843, according to the regulations for public parish schools in villages of Crown peasants, sections of land for kitchen gardens, taken from the Government lands, were attached to these schools for the benefit of the teacher or his assistant. For the development of the gardening industry, schools were founded first in Penza in Bessarabia, near Kishinev, in the town of Verny of the Semirechinsk district, and in 1869 a school of gardening and viticulture was founded at Nikitsk. The work of the Nikitsk school was divided as follows: During the winter semester there were three hours of lessons per day and four and one-half hours of practical study in the garden, vineyard, and in the cellar. During the summer semester the lessons in class lasted only one hour, or sometimes two hours, but the practical studies occupied daily six and even eight hours.

In 1875, according to the regulations of the ministry of public instruction, for one and two class schools, the opening of such schools was permitted on condition that the founder would endow any such school with not less than one desiatina (2.6997 acres) of land. Many village schools in Riga and Warsaw districts possess lands granted to them by the local laws to insure their maintenance, and the use of the land is given to the teacher as a part of his compensation. By giving

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land to schools in those districts, and also to those in the villages of Crown peasants, no scientific aim was in view. The same question is raised now that it is proposed to grant Government lands for school needs in the newly organized villages of emigrants who settled on the free Government lands in Siberia.

The movement for developing a knowledge of gardening began in the seventies, but on account of the small interest taken in agricultural occupations many teachers did not devote their attention to school gardens, which consequently remained uncultivated and were not a source of profit. In 1887 the ministry of agriculture and Crown domains took special steps to encourage and facilitate the establishment of school gardens. They distributed plants and seeds, and to certain provinces sent expert gardeners to instruct teachers how to organize and direct garden operations. In different provinces courses in some one branch of agricultural science were organized for the purpose of acquainting the teachers (male and female) of village primary schools with the work, and to the best and most energetic were given gratis manuals on gardening (by I. I. Meschersky and W. A. Alexandrov), and other books, implements, and seeds. Besides, the ministry gave subsidies to some of the zemstvos[1] for the organization of similar courses and pecuniary assistance for teaching gardening and farming in seminaries and in some of the lower schools.

For the further encouragement of teachers, the ministry began in 1895 to give, through the ministry of public instruction, to the most successful in the dissemination of agricultural knowledge premiums to the amount of 50 rubles each as a reward. In 1855 61 teachers received such premiums; moreover, during recent years some teachers have received medals and official acknowledgment of their labors; others, again, medals from different societies and medals at expositions. But the principal inducements for the teacher to occupy himself with gardening are the income derived from the sale of fruit trees, fruit, berries, vegetables, honey, wax, cocoons, hops, etc., and the providing of vegetables enough for himself during winter.

In some cases, and especially at the beginning, the local school administrations were not in favor of teachers occupying themselves with such work, in consequence of which the ministry of public instruction issued a circular in 1894 directing the school councils, directors and inspectors of public schools, and through them the local school administrations, to take such measures as would be found, according to the local conditions, necessary for the organization of school gardens, as well as for sowing cereals and grass where a sufficient amount of land was available, and to invite village and town societies and zemstvos to organize garden societies. The circular required, also, the directors and inspectors of the public schools to state in their reports what schools endowed with land have school gardens and what ones have not; to state the reason why not, and to suggest measures which may be necessary for their establishment.

The above-mentioned course adopted by the ministry of public instruction, and the approval of the teachers' activities in that direction expressed by the Emperor at three different times, gave an impulse to the development of school gardens and of the branches of agricultural industry pursued in the schools. Besides, the desire to add something to the low salaries of the village school-teachers and, on the other hand, to acquaint as much as possible not only children, but also grown-up people, with gardening, sericulture, and apiculture has caused an increase during the last ten years in the number of school gardens, apiaries, and silkworm hatcheries. In 1892 there were about 2,000 school gardens in Russia. At the present

[1] Zemstvos are special bodies composed of landowners existing in 34 of the governments for the administration of economical affairs.

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time there are 7,521, with 532 apiaries and 372 silkworm hatcheries, which are distributed as follows:

In zemstvo governments.	Number of school gardens.	Apiaries.	Silkworm hatcheries.
Bessarabia	79	2	11
Woronezsh	54	.....	.....
Viatka	65	8	.....
Ekaterinoslav	315	18	.....
Kazan	105	13	.....
Kaluga	9	1	.....
Kostroma	4	3	.....
Kursk	125	13	.....
Moscow	64	2	.....
Nizshni Novgorod	22	3	.....
Novgorod	87	32	.....
Olonetsk	.....	1	.....
Orel	34	.....	.....
Penza	69	.....	.....
Perm	153	8	1
Poltava	198	3	3
Pskov	63	2	.....
Riazan	23	1	.....
Samara	135	5	1
Saratov	78	1	.....
Simbirsk	200	11	.....
Smolensk	62	11	.....
Tauride	99	5	9
Tambov	52	1	.....
Tver	6	1	.....
Tula	75	10	.....
Ufa	57	4	.....
Kharkov	134	14	51
Kherson	122	10	5
Chernigov	135	2	1
Jaroslav	19	4	.....
Total	2,643	189	82
NORTHWESTERN REGION.			
Grodno	200	2	.....
Kovno	119	.....	.....
Vitebsk	97	.....	.....
Moghilev	53	3	.....
Minsk	65	.....	.....
Vilno	59	.....	.....
Total	593	5	.....
SOUTHWESTERN REGION.			
Kiev	57	8	5
Volyn	287	24	1
Podolia	275	29	.....
Total	619	61	6
VISTULA REGION.			
Warsaw	397	1	.....
Kelets	75	.....	.....
Lublin	413	.....	.....
Kalish	245	6	.....
Plotsk	70	.....	.....
Petrokovsk	348	19	5
Sedlets	237	.....	.....
Radom	56	.....	.....
Suvalki	281	2	.....
Total	2,122	28	5
BALTIC REGION.			
Lifland	420	56	.....
Kurland	245	11	.....
Estland	17	.....	.....
Total	688	67	.....
SOUTHEASTERN REGION.			
Don	178	1	2
Astrakhan	1	.....	1
Ural	17	.....	.....
Orenburg	23	6	.....
Turgai	6	.....	.....
Total	225	7	3
CAUCASIAN REGION.			
Kuban	213	103	102
Kutais	144	12	84
Stavropol	150	2	20
Tiflis	23	9	16
Kars	4	.....	1
Elisavetpol	10	2	24
Erivan	12	1	20
Baku-Dagestan	4	2	6
Total	560	131	273
TURKESTAN REGION.			
Turkestan region	34	1	2
SIBERIAN REGION.			
Tomsk	10	.....	.....
Tobolsk	7	.....	.....
Eniseisk	.....	2	.....
Semirechensk	14	1	1
Total	37	3	1
Total in European Russia	7,450	528	369
Total in Asiatic Russia	71	4	3
Grand total	7,521	532	372

As an experiment, with pecuniary assistance from the ministry of agriculture, at some of the schools of the ministry of public instruction and the holy synod, and also in some of the kindergartens, classes in gardening and farming have been organized. At present this instruction is given in 23 schools, namely, in 7 normal schools, 6 elementary schools, 7 parish schools, in 1 elementary school of the Empress Maria, and in 2 kindergartens.

Besides, in 1897 the department of agriculture provided pecuniary assistance for organizing agricultural classes in three village schools: Beloiarski in the Shadrinsk district, government of Perm, and on estates Zatishie and Kiloshitsy, district of Luga, government of St. Petersburg.

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THE OBJECT OF SCHOOL GARDENS.

Mr. I. I. Meschersk, who is chief of one of the departments of agriculture, and one of the principal advocates of school gardens in Russia, has stated the object of school gardens and their significance as follows: "School gardens," he says, "which are being organized at present at public schools in many governments of European Russia, are of importance on the following grounds: (1) Hygienic, as being a place for physical labor in the open air, so necessary for the teacher and pupils who have been kept confined in the bad and heated air of public schools; (2) scientific educational, as acquainting children with the life of useful plants, developing their minds by the study of nature, and promoting in the rising generation a regard for labor and a more moral and æsthetic sentiment concerning trees; (3) general economical, as spreading among the people new knowledge relating to gardening, kitchen gardening, and to the farming industry in general, and thereby leading to the production of such food articles as the people of some localities do not now possess; and (4) personal economical, as regards public teachers, who may avail themselves gratis of the products they have grown, such as fruit, vegetables, etc., and besides get some income from the sale of the superfluity of these products and from the cultivation of plants and seeds. The same refers also to school apiaries, silkworm hatcheries, trial fields, and to school farms in general."

A school garden, to answer the purpose for which it is intended, should include:

(1) An orchard, from which might be procured grafts, and, in the south, also a vineyard.

(2) Berry bushes and stone-fruit trees.

(3) Nurseries of fruit, berry, and forest trees, or an ornamental plot for growing young plants.

(4) A kitchen garden; if possible, with a hothouse.

In addition, it is desirable to have decorative trees and a flower garden. Sometimes hops, mulberry trees, balm mints, melliferous plants, etc., are planted.

The management of the garden must conform absolutely to the local conditions.

The size of a school garden depends in part on the amount of land procurable. The normal size of the garden may be considered from three-fourths of an acre to 1¼ acres.

When there is a large area of land connected with a school, the teachers generally utilize it by sowing field crops or growing kitchen-garden and other plants with a view to profit.

At the Nizshni-Novgorod exhibition in 1896 the commission for organizing the educational section for the ministry of public instruction, in constructing a building for the representation of a village elementary school, found it desirable to have a school garden attached to it, which would give visitors an idea of the character of school gardens and of the mutual relations of the different operations which are carried on in them. The forming of the plan was intrusted to W. Pashkewicz, a specialist in gardening at the department of agriculture, with the assistance of I. I. Meschersk, the former secretary of the society, and a secretary and member of the commission.

The model school garden arranged on the exhibition grounds was not large, as it contained only 1,225 square yards. To organize a garden of normal size (from three-fourths of an acre to 1¼ acres) was difficult, and even impossible, owing to lack of space and to the high cost of material and of trees, which had to be bought fully grown.

The school garden at the exposition consisted of (1) a nursery, (2) a kitchen garden, (3) plots of berry bushes and stone-fruit trees, and (4) fruit trees.

A plan of the above-mentioned model school garden, with explanations, is attached to this report.

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COURSES FOR PUBLIC-SCHOOL TEACHERS.

With a view to acquainting public-school teachers with horticulture, gardening, and other branches of agriculture, the department of agriculture began to organize in 1891 short courses on these subjects at the agricultural and garden establishments under the control of the department, and in other localities. These classes are held generally in summer, when the public-school teachers have their vacations, and run from one to one and one-half months. Other persons besides the teachers may attend such courses, but only by special permit from the department of agriculture. At these courses there are delivered lectures on the local farming industry and the easiest way to improve it. At the end of the courses the students undergo an examination, and to those who pass satisfactorily certificates are given in which it is only stated how long the student has attended the courses, but nothing is said about his progress in his studies. And to those who have been the most successful in their studies at these courses are given, as rewards, garden instruments, books, seeds, and plants. Such courses were designed to be held at the following institutions in 1897:

(1) At the Goretsk Agricultural School, with one and one-half months' course, from April 20. For admission to this course a certificate from the directory of public schools is required.

(2) At the Uman Agricultural School, from May 15 to July 1, on horticulture, gardening, sericulture, and apiculture. On entering these courses the public school teachers must present a permit from their superiors. The number of students is limited to 60. Preference is given to public-school teachers who have plots of land attached to their schools. The persons attending these courses can hire lodgings with board in the neighboring village at from 10 to 15 rubles ($5.14 to $7.71) a month.

(3) At the Marinsk Agricultural School, from the middle of April to June 1, on gardening and apiculture. Persons wishing to enter these courses must present a petition to the director in due season.

(4) At the Kazan Agricultural School, from April 25 to May 25, on gardening, kitchen gardening, and apiculture. Applicants must send in a petition to the director not later than April 15, and also a certificate of their identity. The number of students is limited to 30.

(5) At the Kharkov Agricultural School, from May 1 to June 1, on gardening, apiculture, and sericulture. Here preference is given to public-school teachers who have land connected with their schools and who have a better scientific education. Thirty students are received to these courses.

(6) At the Bessarabia School of Œnology, on viticulture and wine making, in July.

(7) At the Marino-Garsk Agricultural School, on horticulture and gardening, from May 1 to June 15.

(8) At the Uspensk Agricultural School, from June 15 to July 31, on gardening and horticulture. The number of students limited to 20; preference given to teachers (male and female) whose schools have land connected with them. Board and lodging can be had at the neighboring village of Smolensk, at 10 rubles ($5.14) per month.

(9) At the Burashev School, on gardening and agriculture, from May 15 to July 1.

(10) At the Ekaterinoslav School Garden, from June 1 to July 1, on gardening, apiculture, and sericulture. Public-school teachers wishing to enter those courses must present, together with a permit from their superior, a petition to the committee for the organization of school gardens in the government of Ekaterinoslav, which committee is attached to the Ekaterinoslav section of the Impe-

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rial Russian Gardening Society. All other persons must address their petitions to the curator of the school about a month before the beginning of the courses.

(11) At the Kon-Kolodez Agricultural School, in May, on horticulture, gardening, apiculture, agriculture, cattle breeding, and natural history.

(12) At the Kokorozensk Agricultural School, in June, on apiculture, gardening, and entomology, and in September on viticulture, agriculture, and cattle breeding.

(13) At the Lubensk Agricultural School, on apiculture and dairy farming.

(14) At the Odessa School Garden, from June 15 to July 15, on gardening and kitchen gardening.

Similar courses were to be held further at Ostaklov, Menzelinsk, Tiflis, Uralks, and at the Shubin-Wakhtinsk Farming School.

Besides the nineteen foregoing organized courses and lectures, the ministry of agriculture and Crown domains, in compliance with intercession made at the beginning of 1897, found it desirable to assist the establishing of similar courses at six other places.

W. A. Alexandrov, in his last pamphlet on the organization of courses for school gardens in 1896, says:

School gardens are very desirable institutions at public schools on pedagogical grounds, for emphasizing their scientific and educational features in a direction necessary for farmers' children. In school gardens consisting of nursery, orchard, kitchen garden, apiary, silkworm hatchery (in southern Russia), and an experimental plow field, and also on excursions made for the purpose of studying natural history and agriculture, the school-teachers could in a short time design a short and practical course of natural history as an introduction to agricultural education. The teacher, leading pupils to the desired end through investigations and experiments at the school garden and during excursions, is in a position to promote the conscious acquirement of knowledge, and consequently the development of the mind for an independent activity, and to give to the pupil a more serious view of his relations to natural objects and phenomena and to his own observations. For all children, and for peasants' children especially, it is necessary, first of all, to learn to observe, then to note what they observe, to classify their observations, in order to understand why and wherefore this or that happens, to deduce from these observations and experiments natural laws and fundamental principles, and thus to learn to examine deeper the surrounding objects. Besides, school gardens are very desirable for peasants' children from an educational point of view. In working together with the teacher, or separately at their sections in nurseries or kitchen gardens, at the trees in orchards, or at the beehives in apiaries, they get into the habit of working consciously and practicing economy in exploiting the gifts of nature.

In Russia there are 40 gardening organizations, of which 2 receive a permanent subsidy from the department of agriculture, and the majority receive pecuniary assistance from different sources, including gardening expositions. When in 1896 the department of agriculture had under consideration measures for the further development of fruit and kitchen gardening, it decided to collect from the gardening organizations of Russia their views and suggestions of measures which would be most expedient and well timed for the amelioration and development of this branch of agriculture, and issued requests to that effect addressed to the said organizations.

Up to the present time 35 societies have answered and presented reports containing valuable suggestions on the subject, which have been partly published in Izwiestia (Information), a journal published by the ministry of agriculture and Crown domains.

For much of the foregoing information the writer is under obligation to Mr. E. Kovalevski, a member of the scientific committee in the ministry of public instruction, who takes an interest in school gardens.

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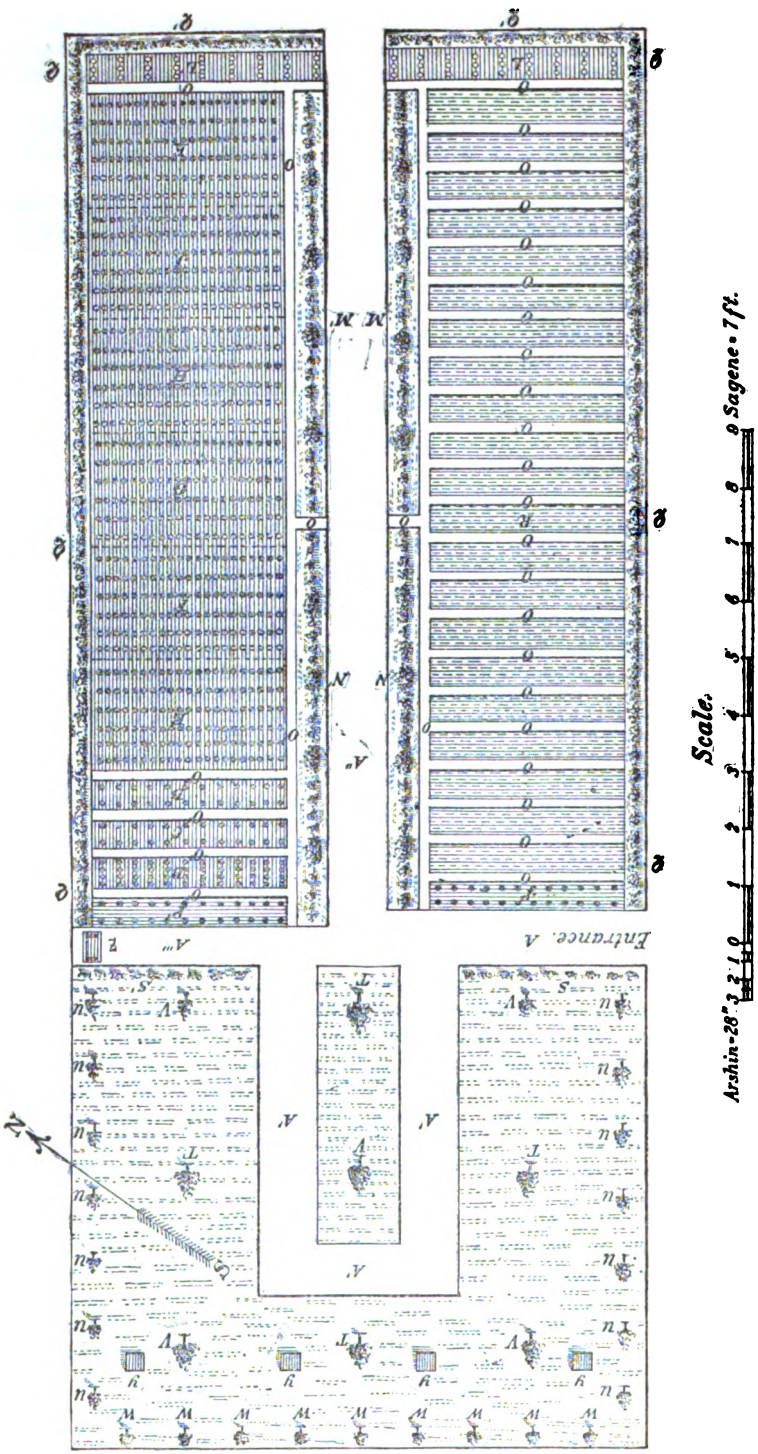
PLAN OF MODEL SCHOOL GARDEN

AS ATTACHED TO PRIMARY SCHOOLS IN RUSSIA, ARRANGED AT THE EXHIBITION GROUNDS IN NIZHNI NOVGOROD IN 1896.



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EXPLANATION OF THE SCHOOL-GARDEN PLAN.

A, A′, A″, paths 7 feet wide.

A‴, paths 6 feet wide.

P, P′, beds planted with seeds of vegetables, 42 inches wide.

B, bed planted with seeds of fruit trees, holes 1¼ inches apart.

C, D, grassy beds, with seedlings of pear and apple trees planted in checkerboard order, with a distance of 14 inches between the rows and 3¼ inches between the trees.

The nursery is divided into six beds, E, F, G, H, J, and K.

E, seedlings transplanted in spring from beds C and D, where they have passed the preceding summer after being taken from the seed beds. In summer the apple and pear seedlings are grafted with a leaf bud.

F is allotted for yearlings.

G is allotted for 2-year-old trees.

H is allotted for 3-year-old trees.

J is allotted for 4-year-old trees.

K represents a fallow worked over again, manured with fresh manure in the spring (but which can be done in autumn), and planted generally with cabbages. The following year such a bed is planted with seedlings.

Each of the above-mentioned six beds has six rows: Three rows of apple trees, one of pear trees, one of plum trees, and one of cherry trees, and the rows are 28 inches apart. In each row are 21 trees, which are 14 inches distant one from the other.

L, L′, beds planted with berry bushes 3¼ feet apart, and stone-fruit trees (cherries) 10¼ feet apart. The border along the path is set out with mentha.

R, kitchen garden, divided into three fields, with twenty-one low beds running parallel with path A. The width of the beds is 42 inches, the width of the intermediate furrows 14 inches.

The first section of seven beds, fresh manured, is planted with cabbages; the seven beds of the second section are planted as follows: Three beds with cucumbers, one and one-half beds with carrots, one and one-half beds with radishes, one bed with turnips, rape, and parsnips. The seven beds in the third field, which are manured with ashes, are planted as follows: Three beds with turnips, two beds with beans and peas, and two beds with onions and garlic.

O, O′, furrows between the beds, 14 inches wide.

Q, a hedge around the garden.

N, N′, beds planted with cherry trees 10¼ feet apart, and, in the space between, gooseberry bushes 3¼ feet apart. The border along the path is set out with sage plants.

ORCHARD.

T, pear trees, and V, apple trees, are planted 21 feet apart, and alternated so as to let the broad-spreading apple trees extend their branches between the pear trees.

U, plum trees, planted 8¼ feet apart.

W, nut trees, mountain ash, box thorn (*amelanchus*), and *Hippophæ rhamnoides*, intermixed, 7 feet apart.

Y, four frame beehives.

S, S′, raspberry bushes planted in rows.

Between the trees in the fruit gardens usually potatoes are planted.

EDUCATIONAL INSTITUTIONS AND METHODS IN COREA.

Horace N. Allen, United States consul-general at Seoul, reports under date of July 12, 1898:

The education of Corean children is usually carried on at home. Several families may unite and employ a teacher, who will instruct the boys in the use of the Chinese character and in the principles of the Chinese classics. Well-to-do fathers usually provide their boys with a private tutor. Girls are not usually taught to read. Of late the publication of numerous papers, periodicals, and religious pamphlets in the native character called ernmoun is aiding in the spread of a knowledge of the Corean language, which is much easier to learn and more expressive than the cumbersome Chinese, which latter all officials must know, since the Chinese is used in all official documents.

I inclose a clipping from the Seoul Independent of July 5, relating to the general system of education now being followed in Corea. Through the kindness of the various foreign teachers, I am able to give an intelligent account of the work the foreign schools are doing.

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In 1883 an English school was started in Seoul, under the care of an Englishman—T. E. Halifax. The school was kept running for a couple of years, but the chief work was done in the eight months prior to the bloody emeute of 1884. Most of the really first-class interpreters now in government employ were pupils in this school and got their knowledge of English during this period of eight months. The Coreans are very quick in acquiring a knowledge of foreign languages.

In 1886 a school was started in Seoul, under the charge of three teachers selected by the Department of the Interior at the request of the State Department of the United States, in accordance with repeated requests from the Corean Government. These gentlemen—Messrs. Gilmore, Hulburt, and Bunker—served in this capacity for varying periods till the school finally closed in 1894. Some of their former pupils now hold positions of trust and importance in the Corean Government. The school did good work in a small way, but did not accomplish what was expected of it, owing to great opposition from certain quarters to anything of the kind at the time.

The present favorable aspect of education in Corea really dates from the Japan-China war, and I shall mention the schools separately, using the information given me by the respective teachers.

AMERICAN METHODIST SCHOOL.

The mission of the American Methodist Church maintains a flourishing school, which was originally started in 1886 under the name of Pai Chai "Hall for Rearing Useful Men," a name conferred upon the school by His Majesty. Under an agreement made with the Corean Government in 1896, a certain number of pupils are placed in this school by the Government upon a compensation of $1 silver (50 cents gold) per month. The Government further pays for a native teacher for every 50 scholars. The course of study, discipline, etc., is entirely in the hands of the mission. Attendance at chapel and at Sunday service is compulsory. Beginning with an attendance of 50 in 1895, the school has now 103 pupils; and 176 were in attendance at the close of last year's term—June, 1897. Japanese and Chinese youths are also received at this school. The school has 2 foreign teachers and 4 native assistants, with 3 instructors in the Chinese character. A very highly appreciated course of lectures has been a prominent feature during the past two years, being delivered by native-born Coreans who have lived long abroad and become thoroughly familiar with matters that interest the outside world. No money is given to any of the pupils of this school except for services rendered. Poor boys are given employment in the mission printing press or bookbindery, and they thus learn a useful trade while helping themselves to a general education. A theological course was at one time furnished at this school, but it has been discontinued. The boys wear a uniform, and they have some drill in gymnastics and military tactics. One prominent feature of this school is the debating society, in which the boys have shown a remarkable aptitude for public speaking. From the course of study sent me by the principal, Rev. H. G. Appenzeller, I find that the preparatory course extends over three years. Reading, writing, and spelling are taught in the first year; geography, arithmetic, and composition in the second; and history, algebra, drawing, physiology, and a course in the New Testament in the third. This is followed by a regular college course, which is only arranged for, however, through the sophomore year.

NORMAL SCHOOL.

Seoul has another American school, taught by Rev. H. B. Hulburt, one of the three teachers sent from America in 1886. Mr. Hulburt's present school was started in 1897. It is meant to be a normal school for the drilling of native teachers, who may go out and take charge of primary schools for the people. It was the idea of the Government, in starting this school, to use the teachers prepared in it for establishing a regular system of public schools throughout the country.

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One of Mr. Hulburt's functions is to prepare text-books for the use of these schools, a work in which he has had considerable experience. It is unfortunate that in connection with this normal school the Government has established a school for the teaching of English to the sons of nobles, thus preventing the teacher from devoting his time to his legitimate work, as he desires to do. There are at present enrolled in the normal school 30 scholars, while the English school, under the same teacher, has 35 students. The principal has 1 native assistant in the English department at a salary of $20 silver ($10 gold) per month, and 2 assistants in the normal department who receive $42 ($21) and $20 ($10), respectively. The last two teach only the Chinese classics. As to the work, Mr. Hulburt says:

My work being, then, of a double nature and the assistance of little value, I found it necessary to confine the curriculum for the first year to arithmetic and general geography. During the first year the men completed and thoroughly reviewed the whole of an intermediate arithmetic, the application of every part of which I adapted to Corean life and customs. This, in view of the utter lack of text-books, is most encouraging, and shows that the Coreans have good capacity along scientific lines. I found among the whole class three or four men who are exceptional mathematicians, even when judged from the standards of America or Europe. In the study of geography, I found that the interest was sustained, and the men applied themselves vigorously. The difficulty in the pronunciation of foreign names, and the fact that the Chinese books have transliterated the geographical names in such a grotesque manner, has been something of an obstacle; but in this branch I have made use of a gazetteer of the world, which I published some years ago in the vernacular, and in this way I have succeeded in weaning them away from the Chinese pronunciation, which is so misleading. During the first year the men have completed the study of Europe, Asia, and North America. In addition to ordinary geographical matter, they have been taught the facts concerning the military and naval strength of the different nations, their foreign policy, their relative power, their educational and religious status, and a large amount of other special matter.

I have quoted Mr. Hulburt thus at length, as he is the only one of the teachers who has given me such an insight into the methods and results of teaching the Corean mind. Mr. Hulburt has a five years' contract with the Corean Government, one year of which has passed. His pay is $225 per month for the first year, increasing $25 per month during the second, third, and fourth years, to $300 per month for the fourth and fifth years (equal to half these sums in gold). The school buildings are not at all suited to the work, but will probably be improved. The normal students are housed and fed by the Government at an expense of $5 ($2.50 in gold) per month each. The English students are given their midday meal.

GOVERNMENT JAPANESE SCHOOL.

The Government Japanese Language School (Nichigo Gakko) was organized in 1891 to teach the Japanese language, geography, history, political economy, and "the popular sciences." It has a course of study extending over three years. There have been 11 graduates from this school, which now has an enrollment of 61. Text-books, stationery, and the midday lunch are provided by the Government. Uniforms are not provided, though there is instruction furnished in military gymnastics. The buildings are foreign adaptations of Corean houses and have 3 class rooms, 1 dining room, 1 office, making a total of 1,440 square feet of space, with a playground of 10,800 square feet. The school has a Japanese head master, an assistant master (Japanese), and two Corean assistant teachers. The assistant teachers get $300 and $240, silver, per annum. The head master receives a salary of $1,500 and the assistant master receives $480 per annum (equal in gold to one-half these sums).

PRIVATE JAPANESE SCHOOL.

The Foreign Education Society of Japan also maintains a school in Seoul, called the "Keijo Gakko." This was organized in April, 1898, "as a token of the sincere sympathy for the lack of a sound educational basis in Corea, with the view of

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giving a thorough elementary course of instruction to Corean youths, and thus aiming to form a true foundation of the undisputed independence of that country. Among the active members of the society are Messrs. Oshi-kawa and Holdo, most prominent Christians in Japan, and the teachers in charge of the school are graduates of the Kyoto Doshisha School. It is supported by the voluntary contributions of philanthropists resident in Japan and Corea. It endeavors to teach all popular sciences, both in Japanese and Corean." This school has two ordinary courses—higher and lower—of three years each, and a special course for the teaching of the Japanese language of one year. There are four teachers, who receive only the actual cost of their living. The cost of the maintenance of the school is $3,000, silver ($1,500, gold). The school building is a Corean house remodeled, with five class rooms and quarters for the head master. No charge is made upon the pupils, who are also furnished with text-books and stationery free. Three dollars per month is given to meritorious students, and the best scholar is sent to Japan for further education at the expense of the school. The enrollment is 190. with a daily attendance of 100. No uniforms are supplied or worn.

CHINESE SCHOOL.

On May 1, 1897, the Corean Government engaged a Chinese teacher from Pekin, at a salary of $70 per month for the first year, $80 per month for the second, and $90 per month for the third, to teach a Chinese school, with the object of turning out good Chinese interpreters and giving them a knowledge of the Chinese literature and classics. The school has a daily attendance of 35. The age of the pupils varies from 15 to 30. A school building and residence for the teacher is furnished, and the cost of maintenance, aside from the teacher's salary, is $100 per month. The scholars are given 5 cents per day for lunch. The students are divided into three classes, and school lasts from 9 a. m. to 3 p. m., with one hour for lunch. There is no session on Saturday afternoon or on Sunday.

RUSSIAN SCHOOL.

From the Russian teacher, Mr. Birukoff, I have the following facts regarding the Russian Language School. This school was established in April, 1896, and numbers at present 88 pupils. These are selected now and then by the educational department, family influence having much to do in the selection. Pupils receive 5 cents per day for a midday lunch. The foreign teacher receives $180, silver, per month, with house, and at present he also has $40 extra per month for drilling the scholars during recreation hours. He has 3 assistants (natives), 1 especially engaged and 2 who have been selected from the best of the pupils. The first receives $15 per month, the second and third $10 each. No pupils will be graduated prior to January, 1899. The school has at present four courses, but this number is arbitrary and may depend upon the number of pupils and their progress during the year.

As a rule, the Corean pupils show a special interest in geography and history and very good aptitude for mathematics. They write well, as far as orthography is concerned, but their syntax is rather feeble. The greatest nuisance is the abominable pronunciation of Russian words, which sometimes make the speech of even the best pupils nearly unintelligible.

FRENCH SCHOOL.

One of the most successful schools in Seoul is the French school under Mr. E. Martel, although it has only been in fair running order since January, 1896. French interpreters are met with at all Government departments and at the homes of many high officials.

At the commencement of this school it only had an enrollment of 17 pupils, none of whom knew any French. The number of pupils has steadily increased, until it now has 100 in attendance, with 4 assistant teachers, chosen from the first

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class. The plan of this school is to turn out good interpreters and teachers of the French language, and at the same time to give them a working knowledge of arithmetic, history, geography, and bookkeeping, so that they may be fitted for the posts of clerks and assistants in the Government service. The final examination for this year, which has just been held, covered the following branches: Reading, dictation, arithmetical problems, composition, chartography, oral geography, grammar and parsing, conversation and translation, commercial bookkeeping, and geometry. The cost of maintenance, in silver, is as follows: One assistant teacher, $20 per month; 3 assistant teachers, $15 per month each; 2 servants, $4 per month each, and the scholars are furnished stationery and a midday lunch. The allowance for 1896 was $800 ($400, gold); for 1897, $2,026 ($1,013, gold), and for 1898 it is $2,200 ($1,100, gold).

ENGLISH SCHOOL.

The most important of the foreign-language schools and the one with the best equipment is the English school. The head master, W. Du Flon Hutchison, is a professional teacher of much experience, and he has as assistant master T. E. Halifax, who taught the first English school in Corea in 1883. The school was begun in November, 1894, using as a nucleus some students from a naval school Mr. Hutchison had been conducting with the aid of some English officers on the island of Kang Wha. The British residents have done a great deal in the way of encouraging the scholars of this school by contributing toward the purchase of neat and appropriate uniforms, teaching them such games as football and other college sports, in which the boys do excellently, and in offering prizes for the winners in the various sports. The boys now buy their own uniforms, which consist of a Norfolk blouse of dark-blue navy serge and well-lined trousers to match for winter, while in summer the same style is used with brown khaki as the material. The boys wear a flat cap, which compels them to cut off the absurd topknot such as has been worn by their fathers for centuries, and their appearance is thereby greatly improved. It is the plan of this school to give the young men an idea of general knowledge, in addition to the use of the English language. The masters desire rather to make manly youths of their boys, hoping that they may be induced to continue their studies, or at least have a desire for knowledge greater than they would have otherwise possessed. The school has had many backsets. A fine new new building was taken away from them for some other purpose just as it was completed. A drill sergeant loaned to the school by the British admiral was allowed to leave, and they complain of having to work under many difficulties. The scholars of this school are from the middle classes, which probably accounts for much of the school's success; since a teacher, however well qualified he might be, would be able to do little with the nobles' sons unless they were made to obey rules. The pupils receive stationery and lunch, and the cost of maintenance, exclusive of the teachers' salaries, is $4,230 ($2,115, gold) per annum. The teachers receive pay as follows, per month in silver: Head master, $300; assistant master, $250; 1 native teacher at $25, 1 at $20, and 3 at $15 each. There are 120 scholars enrolled in this school, with an average attendance for 1898 of 110.

CATHOLIC MISSION.

Besides the above-named schools, the Catholic mission under the French fathers maintains an important theological seminary here, where men are educated for the ministry. The teaching is in Latin, and a number of native priests of the church have been educated there.

MISCELLANEOUS.

The Methodist, Presbyterian, Catholic, and other missions support schools for little girls, where the children are taught Corean and useful things. These are rather homes than schools.

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There have been many military schools in Corea at various times under the charge of Americans, Japanese, English, and Russians. These have all passed away, and the Coreans have just organized a military school of their own, with no foreign instructors. I understand it is to be more of a school for drilling new officers than anything else. It is the intention to take the tactics and commands they have received from their previous instructors and combine them into an "improvement of each," which will have the Corean language as a medium of communication. It has been a source of comment heretofore that English and Americans, Russians, and Japanese could hear the officers giving commands each in his own language, much to the bewilderment of the native soldier.

A German teacher has just arrived from work in Japan to open a school in Seoul for teaching the German language. He is under contract for three years, with $200 per month for the first year, $250 for the second, and $300 for the third (silver). He is to have $30 per month also for house rent.

HORACE N. ALLEN,
United States Consul-General.

SEOUL, *July 12, 1898.*

[From the Seoul Independent, July 5, 1898.]

Besides the foreign-language institutions there are 10 schools under the care of the department of education. Of these, 1 is a normal school with 30 students, whose curriculum consists of reading, composition, arithmetic, geography, history, and dictation. The institution has 2 Corean teachers, one receiving $56 and the other $15 a month for monthly salaries. Nine are primary schools, located throughout the city, with the total enrollment for this year of 838 boys. The course of study adopted in all these schools is composed of reading, composition, arithmetic, geography, history, writing, and gymnastics. Teachers are appointed on the ratio of 1 teacher to every 30 pupils. The monthly salary of a teacher ranges from $15 to $25, according to the term of their service. The annual estimate allowed for these 10 institutions amounts to $14,416.

There are 21 local primary schools stationed in principal centers in the country, each receiving from the department of education $30 a month.

While this condition of the primary education is better than nothing, we certainly believe that it can and ought to be improved. The department of education we believe to be a farce. All the business it does or pretends to do can be done—and better done, too—by one chief of a bureau and a few able chusas. But if the farce is to be kept up as a kind of necessary evil in the official system of the Government, let the evil be run as economically as possible by dismissing the majority of the secretaries and chusas and runners, who are paid for doing nothing. The money thus saved should be spent in improving the existing schools and in establishing new ones.

LEIPSIC COMMERCIAL UNIVERSITY.

The merchants of Germany for some time past have recognized the value and necessity of giving young men who intend to follow the commercial industries information in connection therewith. The business men of Leipsic, under the auspices of the Leipsic Chamber of Commerce, with the advice and consent of the royal ministry of the interior and the academical senate of the University of Leipsic, will open on the 23d of April, 1898, a commercial university, the first of its kind in Germany. There are, of course, many expenses in connection with the establishment of this institution, which will be paid by the Leipsic Chamber of Commerce. The royal ministry of the interior and the council of the city of Leipsic have, however, promised to contribute something toward defraying the running expenses for the first two years at least.

The establishment of such schools will be found to be most beneficial to commercial careers, and their methods and teachings can not fail to impress upon the minds of the students the great value of these institutions as a means for increas-

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ing one's business knowledge, and also for the perpetuation and upbuilding of a country's commerce and industries.

This subject is well worthy of thoughtful and careful consideration, not only by our boards of education, but by the boards of trade of our large cities.

The following is a brief plan of the Leipsic Commercial University:

The management is placed in the hands of 12 men, who are chosen to serve for a period of two years. This body is called the commercial university senate, and is composed of one representative of the Royal Government, one of the city of Leipsic, the president and two members of the Leipsic Chamber of Commerce, three professors of the University of Leipsic, who are appointed by the academical senate thereof, two professors of the commercial university, appointed by the president thereof, and the director of studies. The president of the chamber of commerce is chairman of this commercial institution until further notice.

The director of studies is appointed by the commercial university senate for a period of two years. His duties are chiefly confined to the supervision of the daily school work. He is required, before the beginning of every school term, to communicate with the different professors whose lectures are included in the term's work to remedy any conflict that may appear in the working schedule.

Admission is granted to students who can present a certificate setting forth that they have attended German schools for nine years, to teachers who have passed their second examination, to merchants who have their one year's voluntary military service papers, or who have finished their apprenticeship, if they can show in a satisfactory way to the board the necessary mental knowledge. In case foreigners ask for admission, the committee will decide whether or not they possess the proper educational qualifications. No person can be a student at the commercial school and at the University of Leipsic at the same time. Upon application for a visiting card, however, permission will be granted students of either institution to attend lectures in the other.

The course of study covers the science of law and political economy (as far as they are necessary and valuable for general education and for the commercial profession), commercial history, commercial geography, knowledge of goods, technology, and foreign languages. Commercial arithmetic, bookkeeping, correspondence, and stenography will also be taught. Those who desire to educate themselves as commercial school teachers will have an opportunity of attending pedagogical lectures at the seminarium, which is connected with the public commercial school.

The school term begins on the 23d of April and lasts until the end of July. The second term commences the 1st of October and finishes on the 1st of March. Just before the second term—i. e., the last week in September—the time is spent in visiting factories and mills to study the actual workings thereof.

Two years' time is required for the whole course.

The tuition fee is $10 per annum, which entitles the student to attend all the lectures of the course. For subjects other than prescribed in the regular course, such as foreign languages, an additional fee will be charged, which, however, will be very small.

The establishment of a state examination commission and the publication of detailed regulations concerning the examinations is reserved. Misconduct is punishable by fines as high as 50 marks ($11.90) and, in case of gross misconduct, by dismissal.

The following will be the faculty for the first two years:

Science of general political economy, Prof. Dr. Büchner; commercial and trade politics, Prof. Dr. Büchner; industrial politics, Dr. Pohle; commercial, maritime, and banking laws, Prof. Dr. Friedberg; introduction into the studies of statistics, Professor Hasse; German colonial politics, Professor Hasse; geography and colonial politics of East German Africa, Dr. Hassert; general and chemical technol-

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ogy, Dr. Rassaw; elementary insurance mathematics, with practical exercises, Dr. Hausdorff; countries and cities of central Europe, Prof. Dr. Ratzel; general history of modern times, Prof. Dr. Marks; introduction into the knowledge of plastic arts, Prof. Dr. Schmarsow; history of the German literature of the generation of Klopstock and Lessing, Professor Witkowsky; commercial and political arithmetic, Mr. Lambert; bookkeeping, Mr. Lambert; correspondence and office work, Dr. Döll; mechanical technology, textile industry, with excursions, Dr. Pritzch.

Lectures in foreign languages and exercises in commercial correspondence in foreign languages will be arranged as they may be needed.

B. H. WARNER, Jr., *Consul.*

LEIPSIC, *March 25, 1898.*

COMMERCIAL EDUCATION AT GERA, GERMANY.

Consul Warner sends the following from Leipsic, July 28, 1898:

Subsequent to writing my report upon the Leipsic Commercial University my attention was called to another very prominent technical institution.

The Amthor Higher Commercial School at Gera, Reuss, affords young men a most excellent opportunity for acquiring theoretical and practical knowledge of business and business methods. There are now 200 students, and the course of instruction is as follows:

The preparatory course comprises German, French, and English, with correspondence; history and geography (general and commercial), botany and zoology, and caligraphy and arithmetic.

The first commercial course embraces: German language, literature, and correspondence; French and English languages, and correspondence; arithmetic, bookkeeping, commercial science, history, and geography (general and commercial), higher mathematics, physics, caligraphy, and stenography.

The second and third courses take up the same subjects in a more advanced form. The length of each course is one year.

In response to a long-felt want a class has been added to the school course which affords apprentices of the mercantile calling an opportunity to perfect themselves in a theoretical way.

WEAVING SCHOOLS IN GERMANY.

Under date of August 3, Mr. Warner transmits the following report from Consular Agent Neuer, of Gera:

Continually increased attention is given in Germany to the question of technical and industrial education. The Government as well as mercantile corporations and municipalities are aiding this movement in every possible way. Schools are to be found in nearly every large trader-center, where the details entering into the manufacture of various classes of goods are taught, and the latest discoveries of science and practical experience are employed. Of this widely spread system of technical and industrial education the weaving school in Gera forms a branch. Wealthy manufacturers take a deep interest in the institute and have aided it from time to time by donations and bequests. Moreover, the institute is supported by subscriptions, the fees of the students, and an annuity of 2,000 marks ($476) granted by the Government. It has a principal and seven assistant teachers, who possess special qualifications and are skillful weavers themselves. The board of administration consists of five expert merchants, who watch over the school's progress, examine its work, and report to the city's association of manufacturers.

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The pupils are partly young workmen and partly young merchants engaged in weaving mills, and are divided into four classes. The school is open twice a week; on Sundays from 7 or 8 to half-past 9 or 10 o'clock in the morning, and on Tuesdays or Thursdays from 8 to 9 o'clock in the evening, thus not interfering with the usual working hours of the students.

The course of study lasts four years, and instruction in the single classes comprises the following subjects:

Class 1.—Calculation and pattern designing; origin and development of weaving; mode of sorting and classifying the raw material; method of rating goods by ascertaining the quantity and price of material used, and also cost of labor required in the production of a given length and width of goods, or from given data of values of material and labor.

Class 2.—Weaving in its present state of perfection; weaving and designing of jacquards; nature and properties of the various kinds of wool.

Class 3.—Machine construction, with special regard to the power loom; comparative merits of power looms; consideration of the principal parts which are common to all power looms.

Class 4.—Construction of various kinds of hand looms; weaving by hand looms; technical designing; weaving of fancy articles, etc.

Theoretical instruction is given from various works on weaving, and from a large collection of designs and models. For practical instruction there are in use 13 power and 17 hand looms adapted to the weaving of various standard fabrics, besides other appliances for demonstrating the processes of preparation and of plain and fancy weaving.

A voluminous library connected with the school proves a most valuable factor in the promotion of technical knowledge.

An exhibition embracing woven articles, sketches, designs, and writings of the pupils on textiles, machine construction, etc., is held every year. The last exhibition, on March 27 of this year, was considered an extraordinary success, and showed the great interest taken by all classes of people in the institution.

On the other hand, it made evident the diligence and zeal which both teachers and scholars devote to their task in pursuance of one common object—the advancement of industrial and technical knowledge. Prizes were awarded on this occasion, consisting of books on designing and weaving, cases of mathematical instruments, diplomas, etc.

The fee to be paid monthly by each pupil amounts to only 50 pfennigs (12½ cents), hence enabling the working classes to share the benefits of the training.

I need not take up space in this report to call the attention of our manufacturers to the advantages derived from technical education, as these are already known and appreciated by many of our educators and manufacturers. My present purpose is simply to call attention to the means that are being applied to generalize and perfect the system of technical education in this country, in order that our people may be advised of the methods adopted to strengthen manufacturing industries.

EDUCATION IN RUSSIA.

During August this year the first special meeting of school directors was held in St. Petersburg. Invitations were sent to all the schools, both church and otherwise, for their members to take part in the conference. As far as can be gleaned from the somewhat scanty reports, the subjects considered were very interesting.

At one of the meetings it was particularly noticeable that no protests were heard to the effect that matters to be discussed should be dealt with by the clergy alone, as was the case in previous years, and it was generally agreed that only the

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cooperative and friendly work of the ministry for national education and the clergy could give the people proper and thorough education. Provincial and county councils that before were considered incapacitated were this time specially invited to join in the work of the ecclesiastical party.

The head of the church schools at the first meeting announced that provincial and county councils desiring to assist the clergy in educating the people would always be met with assistance and consideration from the local and central church school establishments.

It was then agreed, with the exception of special cases, to admit as guardians over church schools members of another faith. The subject of increasing present resources was then fully discussed. The reporter stated that were it possible for the state exchequer to add in the course of eight years to the school budget 200,000 roubles ($100,000), in ten years it would be possible to open 80,000 properly organized schools, with 4,000,000 scholars, and 100,000 ungraded national and parochial schools, with 5,000,000 scholars.

To help increase the state budget, it was proposed to impose a 2 per cent levy on the revenues of all monasteries and churches (excepting those with special appointments), also on insured church capital, and on revenues derived from the manufacture of church candles. On several previous occasions funds were raised by the above plan.

Several other questions were touched upon, among them the matter of teachers, which was pointed out as of great importance.

From the above it is to be seen that at present great interest and activity are being centered on the matter of public education.

THOMAS SMITH, *Consul.*

MOSCOW, *September 30, 1898.*

SCHOOL FOR THE MERCHANT MARINE IN RUSSIA.

I transmit a translation of the regulations, established by imperial authority, for the management of an institution recently organized in this city, which has for its object the training of young men in the theory and practice of navigation, in order that they may become competent to take command as masters and mates on Russian merchant vessels.

The studies make of those who successfully pass the course highly educated men, familiar with the English, French, or German languages, physics, mathematics, theoretical mechanics, commerce, political economy, bookkeeping, physical geography, nautical astronomy, shipbuilding, commercial geography, law, hygiene, etc.

I have thought it advisable to bring the knowledge of this establishment to the attention of the Department at this particular time, for the reason that it would in my opinion be highly advantageous to our future commercial and merchant-marine interests if similar institutions could be successfully established throughout the United States, either in connection with educational institutions or as separate establishments.

As we shall furnish the world with food and manufactured goods, both patriotism and profit demand that these products be carried in American ships, and that these ships be manned and officered by competent Americans.

We move quickly in the United States, and it requires but a slight knowledge of our people to predict that in ten years' time we shall have the largest merchant fleet afloat.

I have been told by Americans who have traveled much in European and Asiatic waters that an American ship is rarely met with, and certainly my own experience as consul at Odessa during the past thirteen years confirms the statement.

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I have never on a single occasion seen an American ship in the Odessa harbor, and yet during the year 1897 the official returns show that 1,192 steamers and 34 sailing vessels, having an aggregate tonnage of 1,761,339 registered tons, entered this harbor. Of these, 663 steamers, having a registered tonnage of 1,050,028 tons, were British.

Under the circumstances, it is not surprising that the Russian Government is now admitting ships for the Russian foreign and domestic trade free of duty, and is also establishing and endowing marine schools for its coming merchant-marine officers.

THOS. E. HEENAN, *Consul.*

ODESSA, *December 2, 1898.*

[Translation.]

STATUTES OF THE CLASSES OF MERCANTILE NAVIGATION AT THE ODESSA COMMERCIAL SCHOOL.

(1) The object of these classes of mercantile navigation at the Odessa Commercial School is to give to young men who are preparing themselves to perform the duties of ship masters and mates on board of trading merchant vessels a corresponding theoretical and practical education.

(2) The classes are under the care of the department of trade and manufacture of the ministry of finance.

(3) The revenue for the support of these classes consists of (*a*) sums given by the Government for their maintenance according to the statutes; (*b*) annual subsidies from the municipality of Odessa, out of the sums received from the tax levied on exports; (*c*) subsidies from steam navigation and from other companies, and (*d*) payments by students for their instruction.

Remark.—The sums received by virtue of *b* and *d* form the special means of revenue of the classes, and are disbursed for their maintenance in addition to the sums granted by statutes; so that the payment for the instruction is exclusively applied to such expenses in connection with the teaching as have not been provided for by the statutes.

(4) The course of instruction extends over three years, and is subdivided into three classes.

(5) In these classes will be taught: (*a*) Religion; (*b*) Russian language and literature; (*c*) English; (*d*) French or German; (*e*) physics; (*f*) mathematics (practical calculation, plane and spherical trigonometry); (*g*) theoretical mechanics; (*h*) commerce, with elementary particulars of political economy and bookkeeping; (*i*) physical geography (hydrology and meteorology); (*j*) navigation, with pilotage and fundamental particulars regarding deviation of compasses; (*k*) nautical astronomy; (*l*) fundamental principles regarding the construction of a ship; (*m*) practical seagoing; (*n*) steamship mechanics; (*o*) commercial geography; (*p*) knowledge of cargo; (*q*) law, and (*r*) hygiene.

Remark.—The subjects enumerated in *g*–*r*, as well as spherical trigonometry, are considered special; the remainder relate to general instruction.

(6) During the course of education, in addition to theoretical teaching, practical instruction takes place on vessels. The superintendence of this instruction is intrusted to the captain of the training ship.

(7) Students of all conditions and religions, who are Russian subjects, are received into these classes.

(8) For admission into the classes is required: (*a*) The presentation of a certificate showing that the applicant has passed through the general course of education given in the commercial schools of the ministry of finance, and must pass an examination in the English language and in mathematics, to the extent of the course of instruction as given in the general classes of the Odessa Commercial School, and (*b*) the accomplishment of a trial voyage of not less than two months on board of the training ship belonging to the classes.

Remark.—Those who do not present certificates as mentioned in *a* are subjected to an examination to the extent of the course of instruction as given in the general classes of the Odessa Commercial School—in all subjects excepting chemistry. Those who have passed through five classes of a regular school or of a classical gymnasium are accepted after passing an examination—the first named in mathematics and in the English language, and in the French or German language to the

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extent of the course of instruction as given in the general classes of the Odessa Commercial School, and the last named, in addition to this, in physics.

(9) In connection with these classes of mercantile navigation, there may be established, with the consent of the ministry of finance, a boarding and lodging house for the students at the expense of such students, or on special donations for that purpose, or on the joint revenue derived from these sources.

(10) The general management of the classes of mercantile navigation is vested in the council of wardens of the Odessa Commercial School; the immediate management of the same is intrusted by them to the manager of the classes.

(11) For the purpose of participation in the discussion of matters concerning the classes of mercantile navigation, in addition to the council of wardens of the Odessa Commercial School, are added as members (*a*) the manager of the classes; (*b*) a representative from the Odessa municipality, and (*c*) representatives of the steam navigation companies and of those institutions which subsidize the classes, appointed in rotation and to the number prescribed by the minister of finance.

(12) The manager of the classes must accompany the students during the time they are pursuing their practical studies on the training ship at sea, for the purpose of watching their progress and morality, as well as for the immediate supervision of their practical studies in steersmanship. The manager of the classes may also be charged in accordance with instructions from the council of wardens, with the command of the training ship; but in that case the immediate guidance and supervision of the practical studies of the students must be intrusted to one of the teachers or to one of the captain's assistants (mates), who is selected by the manager of the classes with the consent of the council of wardens.

(13) As assistant to the manager of the classes in the execution of the duties of inspector and in the supervision of the students, one of the teachers is appointed with the title of instructor. In the event of the illness of the manager of the classes, the instructor takes his place.

(14) The subjects of instruction in these classes of mercantile navigation are distributed among the staff of teachers who are in the Government service and those who are only engaged temporarily. The number of the first named must not exceed six, and they can only be on the following subjects and groups of subjects: (*a*) Mathematics (practical calculations, plane and spherical trigonometry) and physics; (*b*) navigation and pilotage and fundamental particulars regarding the deviation of compasses; (*c*) nautical astronomy; (*d*) theoretical mechanics and fundamental knowledge of the theory and construction of a ship; (*e*) steamship mechanics, with other practical studies, and (*f*) English language.

Remark.—The manager of the classes of mercantile navigation, if he so desires, may instruct in one or more subjects of the course, but not more than eight hours a week.

(15) The manager of the classes, as well as the captain of the training ship, is appointed by the council of wardens from among persons who have received a special naval education and who have served either in vessels of the imperial navy or in the merchant marine.

(16) The manager of the classes, as long as he occupies that office, is reckoned as being in the fifth rank, and is confirmed in that rank after serving in the same for nine years. He may, however, be raised to that rank or grade before the expiration of that term by virtue of the general rules established for the civil service.

(17) The instructor and teachers are chosen by the manager of the classes after consultation with the council of wardens and are confirmed in their positions by the department of trade and manufactures.

(18) The teacher of religion is selected by the manager of the classes and, after receiving the recommendation of the council of wardens, is confirmed in his position by the department of trade and manufactures, with the consent of the administration of the archdiocese.

(19) As teachers of the subjects of general instruction, such persons may be appointed whose education and training qualify them for positions in regular schools.

(20) Teachers of the special subjects, other than those relating specially to naval matters, are appointed from among persons who have finished the course of study in the highest educational establishments and have received from the department of trade and manufactures certificates granting the right to teach these subjects in the commercial schools. Teachers of nautical subjects must have passed through the naval-cadet corps of the technical school of the marine department or have taught in mariners' schools of the higher grade for not less than five years. Persons who can not qualify under these conditions may be admitted to act as teachers after reading three trial lectures in the presence of a special committee appointed

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by the schools committee. Those who are successful are confirmed in their positions by the department of trade and manufactures after the expiration of one year.

(21) For instruction in the special subjects, payment is fixed at 150 rubles ($75) per annum, and in subjects of general education 75 rubles for a weekly lesson. The rate of payment to the teachers may be three times increased by one-fifth, but not previous to the expiration of three separate periods of five years each and on the condition that the highest rate be allowed only to two teachers.

(22) Students who have passed the full theoretical course of the classes of mercantile navigation and who have taken two practical courses are submitted to an examination, according to the programme confirmed by the ministry of finance, before a special committee, under the presidency of a person annually appointed by the minister of finance, composed as follows: The manager of the classes, the director of the commercial school, the teacher of that subject in which the examination takes place, the captain of the training ship (in the subjects of nautical specialty), a representative of the department of marine, a representative from the municipality of Odessa, a representative from the body of merchants elected by the exchange committee, and one member of the council of wardens elected by that council from the persons described in *c*, paragraph 11.

(23) After passing examinations in the theoretical course of instruction, the teachers must pursue a course of practical navigation for about three months in vessels of the merchant navy and about two months in the training ship of the classes, after which they are submitted to an examination in practical knowledge by a committee, comprising the persons named in the preceding paragraph, with the difference, however, that in matters of practical knowledge the presence of the director of the commercial school is not obligatory.

(24) Students who have successfully finished the examination in the theoretical and practical courses, provided that the aggregate duration of their training in navigation (together with experimental navigation, navigation on board commercial steamers, and the time of practical examinations) amounts to no less than seventeen months, receive a certificate that they have finished the course of education. The best students are rewarded with gold and silver medals. As regards their entering the Government service on duties which demand technical commercial knowledge, and also into higher educational establishments, those who have finished the full course of the classes of mercantile navigation enjoy the rights granted to those who have finished the course of regular schools. With regard to the acquisition of the rank of steersmen (mates) or masters of merchant vessels, they are subject to the regulations existing for that purpose. (Paragraphs 193–204 of Commercial Code; Code of Law, Vol. XI, Part II, edition 1893.)

Remark.—Students who have successfully passed the examination in the theoretical course, but who were unable to complete their sea service on account of illness, will be granted all the rights enumerated in the preceding paragraph; but, in lieu of an attestation of having passed the full course, they will be given certificates of having passed the said examination, with a statement regarding the causes that prevented their finishing the practical course.

(25) As regards military service, the students who have finished the course enjoy the privileges granted to students of the first category of educational establishments. Those who have not finished the course have the privileges of those who have passed the course in the establishments of the second category. The commencement of military service in the army is postponed for students until the age of 24 years; and those students who, after having finished the course, desire to acquire the rank of mate or of master may be granted, with the consent of the ministers of finance and war, the time necessary for this object.

(26) The classes of mercantile navigation at the Odessa Commercial School are authorized (*a*) to have a seal of the pattern established for the provincial institutions; (*b*) to acquire real estate and to accept all kinds of donations; (*c*) to order from abroad objects and apparatus required in teaching, with the observance of paragraphs 1047 and 1048 of the Customs Code (General Law Code, Paragraph XI, edition 1892), and (*d*) to send their mails, parcels, and packages up to 1 pood (36 pounds) weight without payment of postage.

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Staff of the classes of mercantile navigation attached to the Odessa Commercial School.

Description.	Number of persons.	Annual emoluments.								Class or category.		
		Salary.		Allowance.		House rent.		Total.		Of service.	Of uniform.	As regards pension.
		Rubles.		*Rubles.*		*Rubles.*		*Rubles.*				
The manager of the classes	1	1,200	$618	1,200	$618			2,400	$1,236	V	V	The same as for public instructors.
The manager for five months' allowance while at sea.								800	412			
Teachers on the staff	6									VIII	VIII	
Additional remuneration to the teacher on the staff who fills the post of instructor.								600	309			
Clerk	1	500	257					500	257	IX	IX	VII.
Surgeon	1	400	206					400	206	VIII	VIII	As in medical service.
Surgeon's allowance for five months at sea								460	236			
Remuneration of teachers according to number annual hours of class occupation.								10,425	5,366			
Remuneration of teachers for sundry extra services.								3,100	1,596			
For schoolbooks, etc., and for addition to library								2,000	1,030			
For the captain of the training ship	1	950	489	800	412	250	$128	2,000	1,030	VI	VI	As for public instructors.
Captain's allowance for five months at sea								1,200	618			
First assistant to the captain	1							1,600	824			
First assistant's sea allowance (five months)	1							200	103			
Common seamen on training ship, barge, or steam cutter.	6							2,340	1,205			
Wages of second and third mates for six months' navigation.	2							1,050	540			
Their seagoing allowance for five months								400	206			
For wages of common seamen and servants while at sea.	9							1,275	656			

REMARKS.—The seagoing allowance and the board wages, appropriated by virtue of these statutes to certain offices, are given to persons occupying those offices only for the time of their actual participation in the navigation of the training ship.

(2) Should the manager of the classes be charged with the command of the training ship, he will then receive the allowance which has been appropriated to the office of the captain of said vessel; the seagoing allowance appropriated to the office of the manager is in that event given to the person who will be charged with the immediate supervision of the practical studies of the students in steersmanship and navigation.

(3) Should any person be appointed to the office of captain of the training ship who has previously been in the service as first mate on that vessel during the course of no less than ten years continuously, then all this time is included in the term of service for the pension for public instruction in connection with the office of captain, on the condition, however, that he pays into the State exchequer's branch office 2 per cent of the entire remuneration received by him for the said period.

(4) Pensions are apportioned to the manager of the classes according to the rate of salary given to him, and to the captain of the training ship and the teachers on the staff at the rate of 750 rubles ($386).

(5) Surplus over the sums allotted by these statutes for the remuneration of teachers and for the schoolbooks, etc., may not be diverted so as to cover deficits under other paragraphs.

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SUPPLEMENTARY EDUCATION IN SAXONY.

In the following report I have tried to explain the work of the further-developing, or supplementary schools, in Saxony and to impress upon our educators the importance of this branch of training. The supplementary schools are for the people who have to work what Chautauquas, summer schools, and university extensions are for others. These supplementary schools in Germany are quite old, and antedate such efforts in America. I believe they suggested the latter. In 1873 Saxony's supplementary schools were put under a law compelling attendance. Before that they had had the precarious existence that attends efforts of individuals independent of the State and lacking power to enforce compliance with their rules. Some had been so successful that the State, seeing how well suited they were to extend useful knowledge, adopted them into the state system. At first they found both opposition and favor. Parents and children opposed them bitterly, the former because they had been wont to do what they pleased with their children after they left school at 14 years of age, the latter because they were kept for two years longer under restraints that had already grown irksome. Even the towns and communities complained, believing the results would not be worth the expenditure. Petition after petition went up to Dresden begging the government to abolish them. These were not only refused, but the importance of such schools was pointed out to the petitioners, until they too became convinced. In 1881 a new plan or course of studies was prescribed for these schools which proved very successful. In recent years advocates of the schools are asking to have branch schools opened to girls. Hitherto they have been mostly for boys. From the annual report for 1897 it will be seen that with a population of 3,783,014, Saxony had 1,953 of these supplementary schools, with 75,358 boys and 1,699 girls in attendance. Besides these, there were 39 industrial schools, with 10,660 scholars; 112 industrial technical schools, with 10,119 scholars; 44 commercial schools, with 4,781 scholars; 11 agricultural schools, with 691 scholars; 7 schools for all kinds of work for girls, with 1,596 scholars, and 18 technical schools for girls, with 2,445 scholars, or a total of 2,170 advanced special schools, with 107,376 scholars. To every 1,743 inhabitants Saxony had one such school. The best results were recorded in those schools where scholars were arranged in classes and where instruction is followed by practical work in the trade or calling followed by the pupil. This has been possible in all the larger towns, villages, and cities. In order to help the small so-called home industries to compete with the big capitalists, a large number of industrial, industrial-art, and technical schools have been established and provided with suitable buildings. These have had State aid and assistance from industrial unions, town governments, and societies. Besides these schools, the State has supported others for helping handworkers and industrial laborers. The technical schools that aid industrial laborers to continue or to complete their theoretical, technical, and artistic education have often helped to increase and advance the cities in which they are situated. From 1,000 scholars in such schools in 1874 the number has gone up to 30,335. Proud, too, is Saxony of her agricultural schools. They have helped beyond what their most sanguine advocates believed possible. Important information, gained only after years of hard labor on the farm, is put before boys just out of the common school in such practical form as to fix itself in their memories forever. The profitable progress of farming, not only in Saxony, but all over the Empire, bears eloquent witness to the wisdom of these schools. In 1897 Saxony had 8 agricultural schools, with 565 scholars. Of the 44 commercial schools, 4 have high-school branches, opened in the middle of this century, and Saxony's wonderful wealth, her industrial greatness, and the fact that she sends out to other parts of the world millions upon millions of dollars' worth of all kinds of merchandise, toys, textiles, tools, and machines is a proof of their excellence. The diversity of her products is limited only by the demands

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of markets. To England alone in 1896 she sent textiles amounting to $25,000,000. To us she sends as much, or nearly so.

Of the 34 commercial apprentice schools established and supported by merchant corporations, 20 were established during the last twenty-five years. It is a mistake to say Germany's industrial, industrial art, and technical school system is old. No part of it antedates one hundred years. Under the ægis of its far-reaching system of education, especially of such special schools as have been mentioned, its support of all that aids or advances the intelligence and well being of its industrial and laboring classes, its industrial art, commerce, and transportation, Saxony cherishes the hope that its good name, as the nursery of art, industry, commerce, manufactures, etc., will continue to grow in the coming as in the past years.

I may still further supplement all the foregoing by pointing out more particularly what purposes the supplementary schools are intended to serve. Parties in politico-economic circles here found that the system of common-school education under which boys and girls were given an ordinary education in reading, writing, arithmetic, etc., up to their fourteenth year, was inadequate, partially if not wholly, to the ends aimed at in such a system. To supply this defect it was urged, and finally proposed and favorably acted upon, that graduates of the common schools, boys especially, in some few cases girls, too, should continue to get instruction a certain number of hours a week. This was made compulsory. Manufacturers, shopkeepers, and mechanics in whose employ such boys were found, and not the parents, were made responsible for the boys' attendance. In these schools, as indicated in the foregoing, the boys get as good an idea as possible of the trade or branch of business in which they are employed. As a rule, the hours of attendance are early in the morning or a certain number of afternoons in the week. Sunday mornings are not thought too sacred for this work. It seems to be an acknowledgment that the years hitherto given to a boy in which to get an education, viz, from his sixth to his fourteenth year, is not enough to prepare him for the struggle for life that he has to enter upon. Men have told me, successful merchants and agents here, that they owe more to the hours spent in the developing or supplementary schools, from the practical character of the instruction given and the information imparted, than to the many years spent in the common schools. While one is hardly willing to believe this, there can be no doubt of the good work done and being done by the schools referred to.

MONAGHAN, *United States Consul.*

CHEMNITZ, SAXONY, *August 31, 1898.*

GERMAN STUDIES OF MALARIAL DISEASE.

The German Colonial Society, one of the most important of several permanent associations at Berlin which are devoted in one way or another to the systematic development of Germany's colonial possessions and the foreign trade of the Empire, has taken up with great energy the suggestions of Professor Koch as to the necessity of more effective measures for studying and mastering the malarial diseases which now so seriously restrict the settlement and impair the value of the colonies in Africa and the East, which have been acquired and maintained at such cost of effort and outlay.

It is recognized that public hygiene, among the climatic conditions which exist in tropical countries, presents difficulties for which special preparation and provision must be made. Medical officers who are sent out for service in such countries must have a special scientific training in the diagnosis, treatment, and prophylaxis of malarial disease. This has now been provided for by a special course of study at the Institute for Infectious Diseases, of which Professor Koch

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is the technical chief; and a number of young physicians who are preparing for colonial service are already at work under the direction of the great bacteriologist. When their special studies are finished, these physicians will go to their posts of duty in the colonies, each provided with a special outfit of scientific apparatus devised by Professor Koch, and will be thus equipped to take up and continue the observation, record, and study of malarial diseases, upon the result of which so much of the future value of Germany's tropical colonies will depend.

Besides these preparations for prolonged and systematic observation, Professor Koch has appealed to the Prussian ministry of medical affairs, to which he is officially subordinate, for two further scientific expeditions, to be organized and conducted under his personal direction, for the purpose of completing thoroughly the preliminary studies which he has made in Italy, Africa, and India. According to the announced plan, one of these commissions will be limited to three months, and be assigned to the study of malaria in Greece and Italy, in which countries the climatic conditions are to some extent influenced by bad drainage and insanitary habits of the people in old and badly constructed cities.

The second expedition is to occupy two years and make an exhaustive study of malaria at the deadliest fever districts of New Guinea, East Africa, and India. The keen interest manifested in this whole subject by the Prussian ministry and imperial foreign office, and the wide attention that has been attracted by Professor Koch's reports of his preliminary studies of malaria in tropical countries, encourage the belief that both the proposed expeditions will be authorized and their respective missions carried out in accordance with Dr. Koch's specifications.

He has recently left Rome, after six weeks of study in the hospitals where are treated cases of Roman and Campagna fevers, and in which he has been aided by the foremost specialists of Italy. As a result of these studies, it is now declared that the malarial fevers of Italy are identical in cause and general character with those of East Africa, and it is believed that science is on the eve of a decisive victory over this whole group of maladies by means of liquid injections of quinine into the pulse vein. The importance of this discovery to Italy will be evident from the fact that of the 69 departments into which that Kingdom is divided, only 6 are absolutely free from malaria, and 1,200 square miles, including some of the most fertile districts of Italy, are, like the whole southeastern coast of Corsica and much of Sardinia, practically uninhabitable on account of malarial disease.

Among the other interesting deductions of Professor Koch is his freely expressed opinion that the indiscriminate use of quinine as a prophylactic in malarial countries is attended with great danger, and is in many cases the indirect cause of the pernicious "black-water" fever, one of the most virulent forms of malarial disease. The very general practice among persons coming from temperate to tropical latitudes of saturating their systems with quinine, taken in regular and often excessive doses, is vigorously condemned for two reasons: First, because it seriously weakens the action of the heart; and, second, because the system, having become inured to the drug, fails to respond to quinine treatment in case of actual sickness.

The efficiency of the drug having been exhausted as a preventive, it has no longer any important value as a remedy; and experience shows that a person debilitated by the excessive use of quinine may take malarial fever and die of it like anyone else. Professor Koch even goes so far as to assert that the increased death rate in certain portions of West Africa, where the conditions of living have been greatly improved during the past ten years, is due largely to the increased and indiscriminate use of quinine caused by its greater cheapness and the ease with which it can now be obtained. He also states that on the western coast of Africa, where all forms of malarial fever are especially virulent, cases of the intermittent type which have resisted even heroic doses of quinine have been mastered by the use of arsenic. It is well, however, to remember in this connection that a certain

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antipathy to quinine and a preference for arsenic as a remedy for certain fevers is a marked and well-known peculiarity of the German school of medicine, in respect to which its opinions are in sharp disagreement with those of physicians in some other countries, notably the United States.

Another fact noticed and mentioned by Professor Koch during his studies in Africa and India is that women withstand exposure to malarial climates far better than men. During the appalling mortality on the Gold Coast within the past four years, says the report, there was hardly a death among the women living out there, while every kind of man was dying—men new to the Tropics, men born in them, men who had been accustomed to them for years, even men who had battled with the ravages of West Africa for upward of ten years.

The attempt to explain this anomaly by the fact that men are, as a rule, more exposed to the hot sun of day and the miasma of night, failed in presence of the fact that the death rate was highest among officials, merchants, and employees who work in offices, banks, and warehouses, where no exposure to weather is involved and where medical attendance, food, and all conditions of living are the best obtainable in that country. The fact that black-water fever, so deadly to male Europeans, almost never attacked women, and that no physician has yet offered any reasonably conclusive explanation of such discrimination, illustrates how far medical science is yet from a full understanding of malarial disease and how long and difficult a road is yet to be traversed before the risks incurred by northern civilization in the effort to reclaim and civilize the Tropics will be reduced, through exact knowledge and scientific practice, to a minimum.

The subject is certainly so important as to invest with world-wide interest the efforts that Germany is now making under the lead of her foremost bacteriologist to reach a clear understanding of, and more potent mastery over, the scourge which now makes desert some of the fairest and most fertile portions of the earth.

FRANK H. MASON, *Consul-General.*

FRANKFORT, *October 11, 1898.*

PRACTICE OF PROFESSIONS IN JAPAN.

Consul-General Gowey sends from Yokohama, under date of December 21, 1898, a summary translation of the laws of Japan relative to the practice of the professions of law, veterinary surgery, medicine, and dentistry, together with a list of schools devoted to these subjects.

LAWYERS.

Anyone who desires to practice law must pass the examination, which is to be held once a year, and must obtain the permission of the minister of state for justice, and then he can practice in the supreme court and other courts. A minor, a bankrupt who has not completed the obligation of compensation, a person convicted of a theft or fraud, an official, or a public or private employee, is debarred from obtaining such permission. A practitioner must join a guild of lawyers where he chooses to locate, and observe its rules and regulations. The registration fee is 20 yen ($9.96) and the sum of 10 yen ($4.98) is to be paid as a fee at the time of examination. Violation of the provisions to be observed by the members of the bar is punishable by censure, by suspension of avocation for not more than one year, or by a fine of not more than 100 yen ($49.80, or by "jornei," in which case the lawyer's name is expunged from the register, and he is not entitled to continue the profession until three years have elapsed, or is disbarred for life, according to the gravity of his offense. In the case of a graduate of the law college of the Imperial University he is exempted from passing the examination, but is required only to apply for a license for practicing.

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VETERINARY SURGEONS.

This profession can be followed only by one who has obtained license from the minister of state for agriculture and commerce.

The following persons may obtain the license: One who has passed a veterinary examination and holds a certificate; one who holds a diploma of a governmental veterinary school or a certificate that he has passed a special course of the veterinary department of an agricultural college; one who holds a certificate that he has passed a special course of the veterinary department in a public or private school the curriculum of which has had the approval of the minister of state for agriculture and commerce; one who holds a graduation certificate of a governmental or public veterinary school in a foreign country.

A license fee of 1 yen (49.8 cents) must be paid. A renewal of license on account of loss can be made upon the payment of 50 sen (24 cents).

A suspension of business for not less than five days and not more than fifty days, or entire prohibition of occupation, may be adjudged, if there be any offense with regard to veterinary practice or improper conduct, by the minister of state for agriculture and commerce, according to the circumstances of the case. This prohibition may be rescinded after three years have elapsed if deemed advisable, in which case the practitioner must apply for a fresh license.

A fine of not less than 5 yen ($2.49) nor more than 50 yen ($24.90) will be imposed upon one who has practiced veterinary medicine or surgery without obtaining a license. A fine of not less than 2 yen (98 cents) nor more than 25 yen ($12.25) will be imposed upon one who follows the business while he is under suspension.

A penalty of not less than 1 yen nor more than 1.95 yen will be imposed upon a veterinary surgeon who shall have refused to comply with the request of others for professional services without proper reasons therefor.

The minister of state for agriculture and commerce may issue a provisional license to a person who has none of the qualifications enumerated above, but whose antecedents merit such favor, by limiting the area of operation and the period of practice, upon the recommendation of the chief of the Hokkaido Cleo or by a governor of any prefecture where veterinary surgeons are scarce.

MEDICINE.

Any person who desires to practice medicine must pass an examination before a committee annually appointed by the minister of state for home affairs. The fee for a license to practice is 20 yen ($9.96). The alumni of the medical college of the Tokyo Imperial University and of the medical departments of the first, second, third, fourth, and fifth high schools and one of the medical schools of Osaka, Kioto, and Aichi are entitled to practice without passing the examination, the only requirement being to apply for and obtain license.

A physician who shall have committed an offense, or one who has been guilty of improper conduct in a professional way, may be suspended or prohibited from practice by the minister of state for home affairs after full inquiry has been made by the central sanitary board.

DENTISTRY.

After study of at least two years, one who desires to practice dentistry can apply for examination, which is held annually. This must be passed before he can procure a license, the fee therefor being 8 yen ($3.98).

The penalty clause that applies to physicians is also enforced in the case of dentists.

PHARMACY.

One must be over 20 years of age, pass the examination, and obtain license from the minister of state for home affairs before he can practice pharmacy. The

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license fee for practicing is 3 yen ($1.49). He can prepare medicine only in accordance with a prescription of a physician, in which the name of the patient, age, name of medicine, quantity, directions for use, quantity to be taken by the patient, date, and name of the physician are described. A prescription for a poisonous or astringent medicine must be signed by a druggist and be kept for a period of ten years. One who practices the business of pharmacist without obtaining governmental sanction will be punished by a fine of not less than 10 yen ($4.98) nor more than 100 yen.

Law and medical schools.

Name.	Public or private.	Locality.
Law schools.		
Law College, Tokyo Imperial University	Government	Hongo Ku, Tokyo.
Third High School	do	Kani Kio Ku, Kioto.
Wafutsu Law School	Private	Kojimachi Ku, Tokyo.
Senshin Gakko	do	Kanda Ku, Tokyo.
Meiji Horitsu Gakko	do	Do.
Tokyo Hogaku Institute	do	Do.
Keio Gijiku	do	Shiba Ku, Tokyo.
Nippon Horitsu Gakko	do	Kanda Ku, Tokyo.
Horitsu Kajiku	do	Youezawa City, Yamageta Ku.
Kansai Horitsu Gakko	do	Kita Ku, Osaka.
Hogaku Koshin Kai	do	Yamaguchi City, Yamaguchi Ku.
Inan Horei Gakko	do	Tokushima City, Tokushima Ku.
Medical schools.		
Medical College, Tokyo Imperial University	Government	Hongo Ku, Tokyo.
Medical school of the Tokyo Jikei Institute	Public	Tokyo.
Saisei Gakusha	Private	Do.
Medical department of First High School	Government	Chiba City.
Medical department of Second High School	do	Sendai City.
Medical department of Third High School	do	Okayama City.
Medical department of Fourth High School	do	Kanagawa City.
Medical department of Fifth High School	do	Nagasaki City.
Osaka Furitsu Medical School	Public	Osaka.
Kioto Furitsu Medical School	do	Kioto.
Aichi Medical School	do	Nagoya City.
Dentistry schools.		
Tokyo Dentistry Specialty Medical School	Private	Nihonbashi Ku, Tokyo.
Takayama Dentistry School	do	Shiba Ku, Tokyo.
Aichi Dentistry School	do	Nagoya City.
Veterinary schools.		
Agricultural College, Tokyo Imperial University.	Government	—, Tokyo.
Azabu Veterinary School	Private	Azabu Ku, Tokyo.
Tokyo Veterinary School	do	Ushigome Ku, Tokyo.
Niigata Veterinary School	Public	Niigata City.
Iwate Veterinary School	do	Morioka City.
Kobé Veterinary School	Private	Kobé City.
Seiyo Shiko	do	Gifu City.
Veterinary department, Osaka Fu Agricultural School.	Public	Osaka.
Veterinary department, Ishikawa Ken Agricultural School.	do	Komatsu Machi, Ishikaun Ken.
Veterinary department, Yamaguchi Ken Agricultural School.	do	Ouchi ——, Yamaguchi Ken.
Kumasuoto Veterinary School	Private	Hiyoshi ——, Kumasuoto Ken.
Veterinary department, Oita Ken Agricultural School.	Public	Usuki Machi, Oita Ken.
Miyazaki Ken Veterinary School	do	Miyazaki City, Miyazaki Ken.
Veterinary department, Miyagi Agricultural School.	do	Shigegasaki ——, Miyagi Ken.
Pharmacy schools.		
Medical College, Tokyo Imperial University	Government	Hongo Ku, Tokyo.
Medical department, First High School	do	Chiba City.
Medical department, Second High School	do	Sendai City.
Medical department, Fourth High School	do	Kanagawa City.
Medical department, Fifth High School	do	Nagasaki City.
Medical School	Private	Shitaya, Tokyo.
Kioritsu Medical School	do	Kita Ku, Osaka.
Aichi Medical School	do	Nagoya City.
Toyama Medical School	Public	Toyama City.
Kumasuoto Medical School	do	Kumasuoto City.

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CHAPTER XXXV.

LEGAL PROVISIONS OF THE VARIOUS STATES RELATING TO TEACHERS' EXAMINATIONS AND CERTIFICATES.[1]

[The digest of the laws regulating the administration, character, and finances of the public-school systems of the States of the Union, Report of the Commissioner of Education, 1893–94, pp. 1063–1300, covers legislation as to teachers to that year, though not in a separate form.]

In the early history of public education in this country there were general requirements for moral and scholarly qualities in those employed to teach, but the tests of such qualities were left almost wholly to authorities immediately interested in the school to be taught. In New England, where the town formed the administrative unit for local affairs, the selectmen or the school committees were to be satisfied of the fitness of the teacher. In the advance of public education schools were established for the training of teachers, the initiation of which is claimed to have been in Massachusetts in 1839. The conditions as to satisfying the local authorities have not essentially changed in Massachusetts since professional schools were opened, though such authorities may accept the diplomas of normal schools as satisfactory evidence of qualification if they choose. Further details occur under Massachusetts, on a later page.

In New York as early as 1843 the State superintendent of public instruction was authorized to issue certificates, valid till revoked, as evidence that the holders were well qualified to teach any common school in the State. These certificates at first appear to have been issued "on such evidence as may be satisfactory to him."[2] In later years it became lawful and customary to issue such certificates upon the recommendation of local superintendents and school commissioners.[3] A normal school was opened at Albany December 18, 1844. In 1849 it was enacted that a diploma from the State normal school entitled the possessor to be deemed a qualified teacher anywhere in the State.[4]

Here might be a claim for something like a recognition of a professional standing for a teacher, but the exemption from local examination was not secured by the possession of a State certificate.[5] This decision affects the precedence which might have been claimed for New York in the recognition of teaching as a profession. The present professional standing in that State appears on a later page under New York.

The reciprocal influence of the United States and Canada has been considerable, and especially between the English-speaking province of Upper Canada, now called Ontario, and the adjacent portions of the United States. Upper Canada in 1844 took a step resulting in the establishment of a normal school in 1846, and an eclectic school system in 1850, avowedly modeled in its machinery or law from New York; in the principle of support (free to all and maintained by taxation), adjusted to a local option, from Massachusetts; in text-books, from the national

[1] By James H. Blodgett.
[2] Laws of 1843, chap. 133, sec. 10.
[3] Consolidated School Law, 1864.
[4] Code of Public Instruction, 1856, p. 171.
[5] Decision of State Superintendent Victor M. Rice, 1864, given in Code of Public Instruction, 1868, p. 411.

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board of education of Ireland; in normal schools, from Germany. The Province has a land survey similar to that in the States formed from the public domain, and its town municipalities have a resemblance to those of the United States where the town of New England has been modified in connection with the national land survey. The example of Upper Canada had such a direct influence in certain States that a brief outline of the professional standing of teachers in that Province is desirable at this point.

The law of 1850 provided for three grades of certificates from county boards of instruction—the first, upon examination in mensuration, elements of surveying, algebra, geometry, general history, vegetable and animal physiology, school management, and improved modes of teaching, was valid throughout the county till revoked; the second, upon examination in common English branches and some knowledge of school organization and classification of pupils, was valid throughout the township till revoked; the third, upon examination kindred to the second, but less rigid, was valid in the school section, a division of the township corresponding to the school district of some States, for one year.

Provision was also made for provincial certificates, as follows:

And be it enacted, That it may, and shall, be lawful for the chief superintendent of schools, on the recommendation of the teachers in the normal school, to give to any teacher of common schools a certificate of qualification, which shall be valid in any part of Upper Canada until revoked according to law, provided, always, that no such certificate shall be given to any person who shall not have been a student in the normal school.[1]

Certificates issued under the above provision were of three classes, corresponding to those already named for local certificates. The first and second classes were valid till revoked, the third class for one year. The first issue was made June 18, 1853; 16 first class, 29 second class, 27 third class. A similar issue was made at the end of the next half year.[2]

In 1857 Hon. Egerton Ryerson, chief superintendent of schools for Upper Canada, wrote: "I may observe that certificates given by me as provided * * * are valid throughout Upper Canada, the same as a license of a physician."[3]

In June, 1854, Pennsylvania had the first election of county superintendents, which was by the township directors. In May, 1857, a general law was passed for the benefit of normal schools.

The tendency and aim in Pennsylvania is to make teaching an independent and honorable profession. * * * The normal school act, by the course and direction of the term of study, the probation to which its professional graduates are subjected and its two classes of State certificates, recognizes this object. * * * The distinction between the acquisition of knowledge and the ability to impart it to others is carefully preserved by requiring not only a theoretical knowledge of the art of teaching and practice in the model school, but two full annual terms of successful teaching in the common schools before the teacher's full certificate or diploma can be obtained.[4]

At that time county superintendents issued certificates similar to those now used, except that the professional certificate was often permanent without further care on the part of the teacher. The general provisions for two classes of county certificates and two classes of State certificates have been maintained, as may be seen under Pennsylvania on a later page.

A State normal school was opened in Illinois October 5, 1857. At the meeting of the State Teachers' Association in December of the same year the forms of diplomas used in Upper Canada were exhibited and a committee was appointed to report upon professional certificates. The report was presented at the meeting

[1] Common-school Act, Upper Canada, 13 and 14 Victoria, chap. 48, sec. 44.

[2] Annual Report Chief Superintendent of Schools of Upper Canada for 1852. Appendix F, page 240.

[3] Personal letter cited in Illinois Teacher, March, 1858, page 77.

[4] Report Superintendent of Common Schools of Pennsylvania, 1857, page 21.

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of 1858. In 1861 the legislature authorized the State superintendent of public instruction to issue certificates of eminent qualifications upon examination by himself or others whom he should appoint, to be of perpetual validity in every school district in the State. The first examination was held July 2, 3, 1861, and five candidates received certificates. Under rules of the superintendent diplomas of State normal schools, with adequate experience, were acceptable in place of a written examination.

A later law makes it obligatory upon local boards to hold supplementary examinations, placing the professional license, like that of the New York State license, under the decision of the State superintendent in 1864, already cited. This is more fully shown on a later page, under Illinois.

In Wisconsin the subject of professional certificates was discussed from time to time—as, for example, at the State Teachers' Association in 1857. In his report, as State superintendent of public instruction for the year ending August 31, 1862, Hon. J. L. Pickard said:

> Until I had witnessed the workings of the system of State certificates in the State of Illinois I had many doubts as to its expediency. The results manifest in Illinois have removed all my objections and have encouraged me to urge its adoption in this State.

In 1868 a law was passed authorizing the issue of State certificates to teachers of eminent qualifications upon examination by a board of three competent persons appointed by the superintendent and acting under rules prescribed by him. The first examination was held August 12–14, 1868. Three candidates were examined, of whom two received certificates.

In West Virginia, by a law of 1863, "in order to afford encouragement and incentive to teachers to perfect themselves in their profession," county superintendents were required, on examination, to issue certificates of five grades, valid in the county for one year. When any teacher had received three No. 1 certificates he was entitled to a recommendation from the county superintendent to the State superintendent, who, upon examination, would "grant him a professional certificate in proper form, engraved upon parchment, * * * by which certificate the bearer shall be held to be legally admitted to the profession of teacher within the State of West Virginia, which certificate shall be valid throughout the State and during the life of the bearer thereof," revocable for immorality or disloyalty clearly proven. In 1873 the diploma of the State Normal School was legalized as a certificate of qualifications to teach common schools throughout the State till revoked by the State superintendent, and provision was made for life certificates upon examination by a State board of examiners. In 1881 the legislature annulled all State certificates and provided for the issue, upon examination, of county certificates, good for four years. Considerable complaint was made of the provision requiring all persons, whether heretofore exempted or not, to pass the annual county examination before they should be employed as teachers in the public schools.[1]

By the law of 1887 provision was made for limited State certificates, essentially as now issued and shown later under West Virginia.

California, by a law of 1863, had provision for limited State certificates or diplomas, the longest term being six years. By a law of 1873 provision was made for life diplomas, essentially as now provided and shown later under California.

By 1873 the discussion of a professional license had become general, and various States recognized the demand. The present conditions in each State are shown below. In all cases some license, local or otherwise, is necessary to draw public money, excepting a few instances where teachers of special subjects are not required to be examined.

[1] Editorial, West Virginia School Journal, March, 1882, p. 19.

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To save many repetitions, it may be stated that testimonials of good moral character are universally required; where experience in teaching is prerequisite, it is successful teaching; "temperance," among subjects for examination, means "physiology and hygiene, with special reference to the effects of alcoholic drinks, stimulants, and narcotics upon the human system," or a like requirement, unless otherwise explained; "elected" indicates chosen by the people; "common English branches" indicates the general group—orthography, reading, writing, arithmetic, English grammar, geography, history of the United States.

The year against each State indicates the latest edition of the law accessible when the synopsis was made.

To indicate the professional relation of State and county superintendents, the manner of their selection has been inserted when clearly shown in the law.

In many States special charters give cities, towns, or independent districts control over their own schools, occasionally with full power over the local licensing of teachers without exemption for county or State licenses.[1] The conditions vary with individual charters, and therefore can have little notice here beyond the general mention. More special charters have been given for school purposes exclusively than for general purposes. As a rule, counties are subdivisions of the State and cities are subdivisions of counties, each lesser unit continuing to pay taxes and be otherwise subordinate to the greater. Four great cities have become coterminous with counties: New York, Philadelphia, New Orleans, and San Francisco, as also, practically, Washington, D. C. The cities of Baltimore[2] and St. Louis[3] have been detached from counties, and the cities of Virginia[4] are as independent of counties, except in details expressly defined in individual charters, as one county is of another.

In general, unless otherwise stated, licenses are valid for the town, county, or State of the authority issuing them.

The subject of education for the most part is left to State and local authorities, the National Government exercising little authority over details in the States.

UNITED STATES.—No certificate shall be granted to any person to teach in the public schools of the District of Columbia or Territories * * * who has not passed a satisfactory examination in physiology and hygiene, with special reference to the nature and the effects of alcoholic drinks and other narcotics upon the human system.[5]

ALABAMA, 1895.—Graduates of the State normal schools holding diplomas signed by the State superintendent are exempt from examination or fee and, by the law establishing normal schools, are entitled to teach anywhere in the State without further examination.

An educational board, consisting of the county superintendent, elected in certain counties, appointed by the State superintendent in others, and two teachers appointed by him (county superintendent), examines candidates.

There are three grades of county certificates: First, examination same as following, with higher algebra, natural philosophy, geometry, theory and practice of teaching; valid three years. Second, examination same as following, with practical arithmetic, history of the United States, English grammar, intermediate geography, elementary algebra; valid two years. Third, examination in orthography, reading, penmanship, practical arithmetic through fractions, primary geography, temperance; valid one year.

[1] The term "license," occasionally used in a law as a technical term, in general means any diploma or certificate testifying to a teacher's legal standing.

[2] Lewis W. Wilhelm, "Local institutions of Maryland," Johns Hopkins University Studies in History and Political Science, vol. 3.

[3] Marshall S. Snow, "City government of St. Louis," Johns Hopkins University Studies, vol. 5.

[4] James H. Blodgett, "Free burghs in the United States," Annual Report of American Historical Association for 1895, pp. 299-317.

[5] U. S. Stats., 49th Cong., 1st sess., chap. 362, § 3.

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Fee, $1, to be divided between the appointive members of the board.

A diploma from any chartered institution of learning entitles the holder to a license without examination on payment of the fee.

Licenses are canceled whenever it appears to the board that the holders have been guilty of intemperance or unworthy or disgraceful conduct.

ARIZONA, 1897.—The Territorial board of education, consisting of the governor, treasurer, superintendent of public instruction, principal of the Territorial normal school, and chancellor of the University of Arizona, grants educational diplomas, valid six years, and life diplomas and revokes the same for immoral conduct or evident unfitness for teaching. It grants first-grade Territorial certificates to graduates of universities and chartered colleges of a similar rank when in its judgment deemed advisable.

Educational diplomas are issued only to such persons as have held first-grade Territorial or county certificates at least one year, with five years' experience, and have the recommendation of the Territorial board of examiners.

Life diplomas are issued upon the same conditions as educational diplomas, with the added requirement that experience must be of ten years, and examination in pedagogy, history of education, school economy, and school government.

Each person receiving a Territorial diploma pays a fee of $5 to defray expense of its issue.

The Territorial board of examiners, consisting of the superintendent of public instruction and two competent persons appointed by him, has power to adopt regulations governing the examination of applicants for Territorial certificates and for the government of county boards of examiners; to prepare questions for the use of county boards of examiners; to grant recommendations for life and educational diplomas; to grant Territorial certificates of the first grade, valid four years, and of the second grade, valid three years; to review an order granting or revoking a county certificate; to revoke, for immoral conduct or unfitness for teaching, any certificates of its own issue; to renew certificates.

Applicants for first-grade Territorial certificates are examined as for second grade, with algebra, physiology, or natural philosophy added; for second grade, in common English branches, history, and Constitution of the United States, hygiene, and the school laws of Arizona. The standing in each study must be indorsed upon the certificate or it is not valid.

Normal school diplomas from any State normal school in the United States and life diplomas issued by any State board must be recognized as prima facie evidence of fitness for teaching, and on application of holders thereof the board may issue Territorial certificates and fix the grade thereof without examination.

Holders of first-grade Territorial certificates are eligible to teach in grammar schools; of second grade, in primary schools and as assistants in grammar schools, except in the first grades.

The probate judge in each county, ex officio superintendent of the public schools, and two competent persons appointed by him constitute a county board of examiners. This board examines applicants; grants first-grade certificates, valid four years in grammar schools, and second grade, valid two years in primary schools; revokes, for causes before named, certificates of its own issue; grants, without examination, county certificates, fixing the grade thereof, to holders of life diplomas and normal-school diplomas, and renews certificates issued in the county; issues temporary certificates, valid to next regular meeting, upon due evidence of experience, but not more than once to the same person. The subjects for examination are those for the corresponding grades of Territorial certificates, and the standing in each must be indorsed on a certificate or it is not valid.

No one is eligible to receive a certificate to teach who has not reached the age of 18 years.

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ARKANSAS, 1897.—The (elected) State superintendent of public instruction furnishes questions for county examinations, grants State life certificates upon examination in branches required for county certificates and algebra, geometry, mental philosophy, history, Latin, constitutions of the United States and Arkansas, natural history, theory and art of teaching.

In each county the county court appoints one or two examiners, one for each judicial district. The examiners are required to be of high moral character and scholastic attainments and to be examined by the State superintendent, or someone appointed by him, using the current questions for first-grade licenses.

The county examiner is to license no one who does not believe in a Supreme Being.

A fee of $2, paid to the county treasurer, is a prerequisite to examination.

Examination.—Common English branches, theory and practice of teaching, physiology and hygiene, method of designating and reading the survey of the lands of the State by ranges, townships, and sections and parts of sections, as surveyed, platted, and designated by the Government of the United States.

According to proficiency shown, certificates are of three grades: First, valid two years; second, valid one year; third, valid six months. They are revocable for immorality or incompetency and for willful failure to teach the method of designating and reading the descriptions of land according to the national land survey.

CALIFORNIA, 1895.—The State board of education, consisting of the governor, superintendent of public instruction, principals of the State normal schools, president of the State University and the professor of pedagogy therein, grants educational diplomas of two grades, valid throughout the State for six years—high school, valid in any school where the holder is not required to teach other languages than English; grammar school, valid in any primary or grammar school. The board also issues life diplomas of two grades, corresponding to those above. Candidates must possess valid local certificates corresponding in grade to the diploma sought, have five years' experience for educational diplomas, ten years' for life diplomas, twenty-one months' service in the public schools of California, pay fees of $2 each for expense of issuing diplomas.

A county board of education, consisting of the county superintendent and four others appointed by the board of supervisors, two, at least, experienced teachers holding valid certificates as high as grammar grade, may issue (1) high-school certificates and (2) grammar-school certificates corresponding to State diplomas for six years, except in their limitation to the county; (3) primary certificates, valid two years; also special certificates for special branches, valid six years. Fee, $2, for teachers' institute and library fund.

The county board prescribes the branches for examination, except that candidates for primary certificates have a prescribed limited list of English studies, including methods of teaching, school law, industrial drawing, physiology, civil government, and vocal music, besides common branches.

The standing in each study and in the class must be indorsed on the certificate to give it validity.

The county superintendent may issue temporary certificates, valid to the next regular meeting of the board, upon like certificates issued by other boards. No fee; not renewable.

The grammar or primary county certificates may be granted without examination to the holders of life diplomas from other States or of educational diplomas of Nevada, Oregon, and Washington, San Francisco normal-class diplomas, California State University diplomas when recommended by the faculty, State normal diplomas of other States, grammar-grade certificates issued elsewhere in the State.

The county high-school grade certificate may be granted without examination

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to holders of California State University diplomas, when recommended by the faculty; graduates' diplomas of any other institution in the United States recognized by the State board as of the same rank as the State University of California, when the holders have recommendations from the faculties showing that the holders have had academic and professional training of the required standard.

Certain cities having boards of education are authorized to have boards of examiners, consisting in each case of the superintendent and four experienced teachers elected by the board of education.

The powers of the city board of examiners correspond closely to those of the county board, except that the certificates are valid only in the cities where issued and there is a freedom of adjusting requirements to their own needs.

All teachers' certificates and diplomas are revocable for immoral or unprofessional conduct or evident unfitness for teaching.

COLORADO, 1897.—The State board of education, consisting of the (elected) superintendent of public instruction, secretary of state, and attorney-general, upon recommendation of a board of examiners grants permanent diplomas to teachers of eminent ability with two years' experience in the public schools of the State, superseding all other examinations and valid in any locality.

The examinations are prescribed by the superintendent of public instruction and the presidents of the State University, the State Agricultural College, and the State School of Mines. State diplomas may be granted without examination to those of scholarly attainments who have rendered eminent service in educational work of the State for a period not less than five years.

Diplomas of the normal school are valid licenses on registry in the counties where they are to be used. No fee is allowed for normal diplomas or certificates.

Diplomas are revocable after at least thirty days' notice to appear before the board for refutation of charges.

Kindergartens are authorized. The teachers must have diplomas of reputable kindergarten institutes or pass an examination prescribed by the kindergarten department of the State Normal School.

No certificate is required for teachers of music, drawing, or modern languages only.

The (elected) county superintendent holds a quarterly examination, with questions prepared by the State superintendent, upon common English branches, temperance, elements of the natural sciences, theory and practice of teaching, the school law of the State, and issues certificates of three grades: First, valid two years, renewable and available as the basis of an unrenewable certificate in any county; second, valid eighteen months; third, valid nine months—not issued more than twice to one person.

In case of emergency, county certificates of any State may be made good till the next regular examination by indorsement of the county superintendent.

School boards of districts of the first class (school population over 1,000) upon examination can issue certificates valid while teaching in the district.

The county superintendent may revoke certificates for just cause, with right of appeal to the State board.

Any teacher or school officer failing to provide temperance instruction to all pupils under his jurisdiction is to be removed from office.

CONNECTICUT, 1895.—The State board of education, consisting of the governor, lieutenant-governor, and four persons appointed by the general assembly, one each year, may, on such examination as it may prescribe, grant certificates of qualification to teach in any public school in the State and may revoke the same. Such certificates may be accepted by any board of school visitors or board of education in lieu of any other examination.

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A certificate of approbation signed by a majority of the board of school visitors or by all the committee appointed by them is essential to a teacher in any school receiving any portion of its support from the public money.

DELAWARE, 1893.—The county superintendent—a person of mental and scholarly attainments appointed by the governor—holds examinations, at such times and places as he may appoint, in common English branches, temperance, pedagogy; also in algebra, geometry, civics, natural philosophy, elements of rhetoric. He issues certificates: Professional, to those answering 90 per cent of the questions upon subjects of the first list above and 75 per cent on the second list, valid four years; first grade, for 90 per cent on the first list, valid two years; second grade, for 75 per cent but less than 90, valid one year; provisional, for 60 per cent but less than 75, valid one year.

Revocation of certificates by the superintendent must be confirmed by the State board of education, consisting of the secretary of state and the county superintendents, to be effectual.

DISTRICT OF COLUMBIA, 1897.—The government is unique. The taxes are paid into the National Treasury. Congress controls appropriations. No one votes for public purposes except as he goes to his legal home from which official residence has separated him. Three Commissioners appointed by the President, by and with consent and advice of the Senate, constitute the executive, and, for many details, a legislative body. They appoint two superintendents of schools, one being exclusively for colored schools, and a board of education. Under rules of this board the superintendents and persons selected annually by the committee on teachers and janitors, from the corps of supervising principals and principals, constitute a board of examiners, which holds regular examinations, opening on the third Friday of November and not exceeding three days.

Teachers' certificates are issued in four classes, as follows, commencing with the lowest:

The first-class certificate shall be sufficient evidence of the scholastic qualifications required for teaching in any school from the first grade to the third grade, inclusive; the second-class certificate for teaching in any school from the first grade to the fifth grade, inclusive; the third-class certificate in any school from the first grade to the seventh grade, inclusive; the fourth-class certificate in any school from the first grade to the eighth grade, inclusive; and for all other positions the examinations and certificates shall be special.

Teachers of schools of any grade must be not less than 18 years of age.

Graduates of the Washington normal school [white] and of the [colored] normal school * * * shall be assigned to duty as teachers in the order of their standing and excellence, as shown by the certificates of the respective principals.

Graduates of other approved normal schools shall stand upon an equal footing with certificate holders, and may be nominated instead of the highest certificate holder, in the discretion of the local committee.

No certificate shall be valid when the holder thereof has been out of the service of the District for a term of more than one year, unless leave of absence has been granted by the board.

No teacher shall be employed in any higher grade of schools than that for which his certificate was granted.

FLORIDA, 1894.—The (elected) State superintendent may issue life certificates to holders of State certificates with thirty months' experience in a high school in the State when indorsed by three holders of State certificates as possessing eminent teaching ability and experience, without examination. He may issue special life certificates to eminently successful kindergarten or primary teachers of three years' experience in the State, limited to the class of schools.

The State superintendent issues State certificates to persons holding first-grade certificates with twenty-four months' experience, including eight months in the State, upon examination in geometry, trigonometry, physics, zoology, botany,

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Latin, rhetoric, English literature, mental science, general history; general average required, 85 per cent; minimum in any subject, 60; valid five years.

A prerequisite for every applicant for examination for any certificate is a fee of $1, for expenses of a grading committee and teachers' institutes.

The (elected) county superintendent conducts examinations with questions prepared by the State superintendent. The answers are designated by numbers, the names of candidates being identified later. They are submitted to a grading committee of three teachers holding the highest grade certificates in the county, selected by the (elected) county board of public instruction before the marking of the grading committee. The superintendent issues certificates of three grades: First, examination same as third, and civil government, bookkeeping, algebra, physical geography; average grade, 80 per cent; minimum in any branch, 60; valid three years, and in any county by indorsement of the local superintendent. Second, examination same as third; average grade, 75 per cent; minimum, 50; valid two years; not more than two issued to the same person. Third, examination common English branches, theory and practice of teaching; average grade, 60 per cent; minimum, 40; valid one year; no teacher to teach more than one year under a third-grade certificate.

Certificates are revocable for cause by the issuing authority.

GEORGIA, 1897.—The (elected) State school commissioner, upon satisfaction with the quality shown in papers of unusual merit, which county commissioners are required to forward to him, issues permanent teachers' licenses, good in any county, revocable by himself for good and sufficient cause. He prepares the questions for county examinations.

In each county the grand jury selects five freeholders as a board of education. This county board selects a county commissioner, ex officio superintendent of common schools. Candidates for this office are examined by the president of the board, or by someone appointed by him, with questions furnished by the State commissioner upon the subjects taught in the common schools—science and theory of common school teaching and government, and such other subjects as the State school commissioner may deem proper.

The county commissioners examine candidates on a day or days fixed by the State commissioner, uniform throughout the State, grading papers submitted by applicants according to instructions of the State commissioner, and submitting the papers with recommendations to the county board, which grants licenses of three grades: First, valid three years; second, valid two years; third, valid one year; according to their rank above the minimum set by the State commissioner. The licenses are valid in other counties by indorsement of local commissioners. As indicated above, papers of unusual merit must be forwarded to the State commissioner.

The county commissioner is required to revoke county certificates for incompetency, immorality, cruelty to pupils, or neglect of duties, with right of appeal to the county board of education.

IDAHO, 1893.—The State board of education, consisting of the superintendent of public instruction, secretary of state, and attorney-general, holds at least two public examinations annually, assisted by one or more persons selected by the board. Upon examination in all branches in the course of study prescribed for the public schools and such other branches as the board directs, and upon satisfactory evidence of "ability to instruct and properly manage any school in the State," the board issues: State diplomas to those of five years' experience, of which two have been in Idaho, valid for life; State certificates, experience, three years, valid five years. The board may issue certificates to persons holding diplomas or certificates from States requiring similar qualifications.

The diplomas and certificates are revocable by the State board, for cause, after at least thirty days' notice for opportunity of defense.

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The State superintendent prepares questions and prescribes regulations for county examinations. The county superintendent holds one regular public examination and not to exceed three special examinations annually. Candidates must be 18 years of age, pass examination in common English branches, civil government, temperance, theory and practice of teaching, State constitution, and so much of the general school law as relates to teaching. Fee, $1, for institute fund.

The county superintendent issues certificates of three grades: First, to those of one year's experience, valid three years throughout the State on filing a copy in the office of any county superintendent where the holder desires to teach; second, valid two years; third, valid one year; also, temporary certificates, valid in a specified district and only to the next public examination. He may revoke county certificates for cause, but not without opportunity for a personal hearing.

ILLINOIS, 1896.—The (elected) State superintendent, upon public examination, on such terms and by such examiners as the superintendent and the principals of the State universities prescribe, grants State certificates valid in every county and every school district in the State, and of two grades—the higher for life; the lower for five years—revocable by the superintendent on proof of immoral or unprofessional conduct. (Compare with local examinations below.)

The (elected) county superintendent, upon examination in common English branches and temperance, issues certificates of two grades: First, valid two years; second, valid one year; also, special certificates limited in validity to the special study named on the certificate. He may renew certificates by indorsement and may revoke them for just cause. Candidates must be: Males, 18 years; females, 17 years of age.

School districts having a population between 1,000 and 100,000, not under special charters, elect boards of education required to examine teachers as supplemental to any other examination.

The peculiar requirement of the last-named examination led to a correspondence with S. M. Inglis, the State superintendent, whose statements are best given in extracts from two letters.

Under date of December 6, 1897, the superintendent wrote the Commissioner of Education:

> By Article VI, section 10, of the school law, boards of education in districts exceeding 1,000 in population have the authority to examine teachers as supplemental to any other examination, but such examination does not take the place of the examination required by the county superintendent or the State superintendent.
>
> There are 48 districts in the State acting under special charters. * * * Unless otherwise provided by such charters, every teacher in the State, in order to draw public money, must possess either the certificate of the county superintendent or that of the State superintendent.

Under date of December 13, 1897, he wrote:

> A teacher holding a State certificate or a county certificate is subject to the local examination, under Article VI, section 10, provided the local boards require it.
>
> So far as I know, the local examinations seldom occur, * * * the local authorities seeming to construe these provisions as permissive rather than mandatory.

INDIANA, 1895.—The State board of education, consisting of the governor (elected), State superintendent of public instruction, presidents of the State university, Purdue University, and the State normal school, and superintendents of common schools of "the three largest cities in the State," grants State certificates to those possessing eminent scholarship and professional ability, valid to teach in any schools of the State, without further examination, for life.

The examinations are conducted by the county superintendents in February, March, and April. February list: Arithmetic, geography, English grammar, physiology, United States history, reading. March list: Algebra, civil govern-

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ment, American literature, science of education, and two of the following three—elements of physics, elements of botany, Latin (grammar, two books of Cæsar, two books of Virgil). April list: Geometry, rhetoric, general history, physical geography, and two of the following three—chemistry, geology, zoology.

Applicants for life State license must have forty-eight months' experience, sixteen in Indiana, and pay a fee of $5, in no case to be refunded. A person holding a thirty-six months' license is exempt from the February list.

Applicants for professional license take the March list only and pay no fee. They must have held two thirty-six months' licenses and taught on them not less than five years immediately preceding the examination. The license is valid eight years throughout the State. A general average of 75 per cent with a minimum of 60 per cent in any subject is required. An applicant failing to pass for life State license, but meeting the requirements of a professional certificate, is entitled to it if he reaches the required average for a professional certificate but falls below the standard in one subject. He may be conditioned on such subject and receive a professional license on the same condition as if he had originally applied for a license of this class.

The temperance examination is obligatory for all licenses. The county superintendent, appointed biennially by the township trustees, licenses successful applicants for six, twelve, twenty-four, or thirty-six months, according to the ratio of correct answers and other evidences of qualification given upon examination in branches taught in the common schools. In examinations for graded schools the superintendent may consider any special fitness and make on the certificate a statement of the work for which an applicant is specially qualified. A six months' license is regarded as a trial license, not to be issued twice to the same person.

A person who has taught six consecutive years in the common schools of the State, and who has a three years' license, is exempt from examination so long as he teaches in the common schools of the county in which the current three years' license was obtained; but if he suffers a period of a year to pass without teaching a full school year within it his exemption ceases at the option of the county superintendent.

The county superintendent may revoke county certificates for incompetency, immorality, cruelty, or general neglect of the business of the school.

IOWA, 1897.—An educational board of examiners, consisting of the (elected) superintendent of public instruction, president of the State university, principal of the State normal school, and two persons, one a woman, appointed by the governor for terms of four years, holds annually at least two public examinations and issues—

State diplomas.—Examination as for certificates, and in geometry, trigonometry, chemistry, zoology, astronomy, political economy, rhetoric, English literature, general history, and such other branches as the board may require; valid for life; fee, $5.

State certificates.—Examination, common English branches, physiology, algebra, botany, natural philosophy, drawing, civil government, constitution and laws of Iowa, didactics; valid, five years; fee, $3.

One-half a fee is returned in case of failure. The net moneys are paid into the State treasury.

The board is authorized to issue State certificates to graduates of the State normal school, or of other State normal schools, or to holders of any State certificate of equal rank to those of Iowa, with thirty-six weeks' experience; State diplomas to like persons with five years' experience; also to issue State primary teachers' certificates.

All above are revocable on well-founded complaint entered by any county superintendent.

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The (elected) county superintendent, holding a first-class or State certificate or diploma conducts examinations monthly on the common English branches and temperance. Special certificates may be issued, covering only the branches named therein.

Fee, $1, for the institute fund.

Certificates are valid for a designated time, not exceeding one year.

Applicants passing also in didactics, elementary physics, elementary algebra, elementary economics, with thirty-six weeks' experience, have certificates for two years. Fee, $2, for institute fund.

Certificates are revocable, with opportunity for a hearing. Teachers failing to teach temperance lessons as provided are to have their certificates revoked and be debarred from teaching one year.

KANSAS, 1897.—A State board of education, consisting of the State superintendent of public instruction, chancellor of the State university, presidents of the State agricultural college and the State normal school, and three appointed by the governor, with advice and consent of the senate, from those in school work in the schools of the State, upon critical examination, issues diplomas to those of two years' experience in the State, superseding all other examinations by local boards, valid in every locality during the life of the holder, unless revoked, as well as certificates valid three years.

The State board is authorized, on application, to examine the course of study and the work of any college or institution of like standing, and if approved as equal to the four years' courses of study in the State normal school the board may accept passed subjects by graduates of such institution and of the State institutions in lieu of examination on the same subjects, but the parties are examined on the professional subjects in the normal-school course and such other subjects prescribed by the board as are not covered by their certified grades from the institutions.

The board issues three-year certificates upon satisfactory examination as above, and at the end of three years, two of which have been spent in teaching, life certificates are issued in lieu of the first.

The board is further authorized to issue two grades—three years and five years—of State certificates of high qualification to such teachers as are found on examination to possess the requisite scholarship, with evidence of good moral character, ability to teach, and skill to govern.

When the papers show a lack of knowledge in common English branches the board is authorized to require a specific examination thereon.

Certificates of other States, secured by an examination equivalent to that of the board, are recognized as a basis to issue like certificates.

All life certificates become void if the holder should not be engaged in school work for three consecutive years, but may be renewed by the board of education.

The board may cancel certificates on satisfactory proof of disqualifying conditions.

A county board of examiners, consisting of the (elected) county superintendent and two competent persons, holders of first-grade or State certificates or diplomas of one of the State institutions, appointed by the county commissioners on nomination of the superintendent, for one year, holds examinations on the last Saturday of January, October, and April, and at the close of the county institute, with questions prepared by the State board of education.

Certificates of three grades are issued: First, age required, 18 years; experience, twelve school months; examination, common English branches, Constitution of the United States, bookkeeping, theory and practice of teaching, elements of natural philosophy, temperance; general average, 90 per cent; minimum, 70 in any one branch; valid three years and. by indorsement of local superintendent, in any

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county. Second, age 17 years; experience, three school months; examination as above, less bookkeeping and elements of natural philosophy; general average, 80 per cent; minimum, 60 per cent; valid two years. Third, valid one year.

Temporary certificates valid till next regular examination may be issued by the county superintendent upon written request of a district board, upon examination and in case of necessity, but not to one who failed at the last public examination nor twice to the same person.

Examinations are imperative for all county certificates, the temperance examination specifically. The certificates, except temporary, are valid in the county, except in cities of the first and second class having their own boards of examination. All are revocable by the board of examiners for cause. The diploma of the State normal school is a legal certificate valid for all common schools of the State, except, by the attorney-general's opinion, in cities of the first and second class.

KENTUCKY, 1896.—The State board of examiners, consisting of the (elected) superintendent of public instruction and two professional educators appointed by him, upon examination issues certificates of qualification for county superintendents, State diplomas and State certificates to teachers, and prepares questions for examinations by county superintendents, submitting all series of examination questions to the State board of education for their approval. The State board of education consists of superintendent of public instruction, secretary of state, and attorney-general.

State diplomas.—Age required, 24 years; experience, two years in the State; examination (personal) at the State capital last Wednesday of June and of August, in common-school branches, science and art of teaching, psychology, English literature, algebra, higher arithmetic, geometry, physics, and elementary Latin; general average, 90 per cent; minimum in any subject, 70 per cent; valid in all schools maintained partly or wholly by the State till revoked or the holder shall fail for two successive years to be engaged in active school work; revocable by the State superintendent or, so far as his county is concerned, by a county superintendent; fee, $5, to be paid to the two appointive members of the board of examiners.

State teachers' certificates.—Age required, 21 years; experience, two years; examination before county board of examiners in applicant's county, with questions furnished by State board, in subjects as for State diplomas, except geometry, physics, Latin, on the same days in June and August as applicants for county certificates; average as for State diplomas; valid in common or graded schools of the State for eight years unless revoked or the holder shall fail for two successive years to be engaged in active school work; fee, $4, and registration fee for forwarding the answers; revocable as diplomas.

The (elected) county superintendent must hold a valid county certificate of the first class or a State certificate or diploma, which may be granted by examination before the State board or by a special county board consisting of the county judge, county clerk, and a person selected by them, upon questions furnished by the State board.

The county board of examiners, consisting of the superintendent and two strictly moral and well-educated persons holding county certificates of the first class or State certificates or diplomas of literary institutions of high learning, appointed by the county superintendent, examines candidates 18 years of age, with questions prepared by the State board of examiners, upon the science and art of teaching, and the subjects in the common-school course including temperance. The papers of applicants for State certificates justifying the recommendation of the county board are transmitted to the State board, and certificates, upon approval by the latter, are issued as indicated previously. Three classes of county certificates are issued: First, requiring an average grade of 85 per cent on subjects of the common-school course and science and art of teaching: minimum in any subject, 65 per cent;

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valid four years. Second, average grade, 75 per cent; minimum, 55 per cent; valid two years. Third, average grade, 65 per cent; minimum, 50 per cent; valid one year. They are revocable by the county superintendent for incompetency, inefficiency, immorality, or unworthiness as a teacher.

LOUISIANA, 1894.—The governor, (elected) superintendent of public education, attorney-general, and six citizens appointed by the governor, one from each Congressional district, constitute the State board of education. It appoints parish boards of education.

The diplomas of the State normal school and of the Peabody Normal School at Nashville, Tenn., entitle their holders to first-grade teachers' certificates, valid throughout the State for four years, renewable by the State board of education.

In parishes the parish superintendent (of either sex, elected by the parish board) and two competent persons to aid him, selected by the school board of the parish, form an examining board. When two or more teachers apply for the same position a competitive examination is required, the appointment to be given to the most competent.

Fee for examination, $1 for institute fund, refunded in case of failure to pass.

All teachers teaching "since three years" are exempt from further examination.

The temperance examination is obligatory.

For a high-school or first-grade certificate the applicant must be found competent to teach common English branches, elocution, rhetoric and literature, botany, philosophy, algebra, geometry, and such other studies of high grade as the local board deems necessary. A special certificate of this grade may be issued for specified branches in any academic department.

For a second-grade certificate the candidate is examined in the common English branches and elements of natural philosophy.

For a third-grade, the common English branches.

The certificates are revocable by the parish superintendent, subject to approval of the board, for incompetency, inefficiency, or unworthiness.

MAINE, 1895.—The management of schools in every town devolves upon a superintending school committee.

This committee, upon examination in common English branches, temperance, elements of the natural sciences, especially as applied to agriculture, and such other branches as they desire to introduce in the schools, issues certificates valid one year, renewable. By indorsement they may give validity to any graded certificate issued by normal-school principals or by the State superintendent (appointed by the governor, with advice and consent of the council).

Upon examination to test professional and scholastic abilities, the State superintendent issues probationary or permanent certificates indicating the grade of schools which the holder is qualified to teach. These certificates are to be accepted by local authorities in lieu of the examination by themselves.

MARYLAND, 1894.—The governor, by and with the advice and consent of the senate, appoints at every session of the general assembly four persons, one from the Eastern Shore, who, with the governor and the principal of the State normal school, constitute the State board of education.

In like manner the governor appoints a board of three county school commissioners for each county (six in each of four named counties), one-third every two years.

The State board, on request of county boards, examines candidates for county examiner and may grant to teachers of long experience and established reputation professional certificates valid till revoked for cause.

The board of county school commissioners elects a person not of their number secretary, treasurer, and examiner. Upon examination, and subject to sanction

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of the board at its next meeting, the examiner issues certificates: First-grade examination, common English branches, bookkeeping, algebra, natural philosophy, with such other as added by the State board; valid five years. Second grade, common English branches; valid six months, to be extended to five years on satisfying the examiner of the proper qualifications.

In the discretion conferred by the law the State board has added: For first grade, general history, including Constitution of the United States and constitution of Maryland; physiology, plane geometry, theory and practice of teaching, laws and by-laws of public-school system of Maryland. For second grade, history of Maryland, history of the United States, constitution of Maryland, Constitution of the United States, physiology, algebra to quadratics, geometry, one book of Wentworth or an equivalent, theory and practice of teaching, laws and by-laws of the public-school system of Maryland.

The diploma of the normal school is accepted as a valid certificate.

Any person holding a first-grade certificate or the diploma of a respectable college, or of a State normal school, having taught seven years, five in Maryland, may apply to the State board for a life certificate.

Male applicants must be 19 years; female, 18 years of age.

No examiner is allowed to charge any fees.

All certificates are revocable for cause.

MASSACHUSETTS, 1898.—The school committee of the town is to ascertain by personal examination the qualifications of candidates for teaching and their capacity for the government of schools. The diplomas of the State normal schools may be accepted by school committees of towns and cities in lieu of personal examination.

By an act of April 28, 1894, provision was made for examination and certification of teachers by the State board of education, consisting of the governor, lieutenant-governor, and eight persons appointed by the governor with the advice and consent of the council, to test professional as well as scholarly abilities of candidates. Certificates are to be probationary or permanent, and indicate the grades of school to which they apply. School committees may accept the certificates in lieu of local examination. At date of this compilation provision has not been made for carrying the law into effect.

MICHIGAN, 1898.—An (elected) State board of education, having charge of the State normal school, holds at least two meetings annually, at which teachers are examined. It grants certificates entitling the holders to teach in any public school of the State without further examination, valid for life. Two years' experience in the State is prerequisite except for graduates of the literary and scientific departments of the university and of incorporated colleges of the State, who may receive the certificates upon examination. The certificate of completion of an advanced course of study at the normal school, setting forth the studies completed, operates as a life certificate. This document is distinct from a diploma of graduation. The board may grant teachers' certificates without examination to those holding bachelor's or higher degrees and with courses of study of at least a year in the science and art of teaching at an approved college, valid four years, which, upon three years' experience in the State, may be changed for life certificates. Upon completion of the course in the normal school for rural and elementary schools the board issues a certificate valid for schools of the classes named for five years. This may be suspended or revoked by any board of education.

The certificate of the proper faculty of the university to one graduating with a bachelor's or higher degree and completing the pedagogical course is a life certificate, valid anywhere in the State when filed or recorded with the local examiners.

The questions for county examinations are prepared by the State superintendent of public instruction.

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In each county the board of supervisors appoints two persons as a board of school examiners in connection with the (elected) commissioner of schools, who must be a graduate of a reputable college or equivalent institution, hold a State teacher's certificate, or have held a first-grade certificate, within two years of election, or been county commissioner under the act, except in certain small counties, where a second-grade certificate suffices.

The board of school examiners at appointed times, twice and not exceeding four times a year, upon examination in common English branches, temperance, and government, issues to persons 17 years of age certificates of three grades: First, experience required, one year—valid four years throughout the State by indorsement of the State superintendent and filing a copy in the county where used; second, experience, seven months—valid three years in the county; third, Class A, experience, three years in primary departments of graded schools—valid in such departments only; Class B—valid in any school in the county for one year, no more than three times to the same person.

The board of examiners, without examination, may renew certificates of those who attained 85 per cent in all studies at two previous examinations, since which they have been continuously teaching in the county.

The county commissioner, upon examination, may grant limited certificates for designated districts valid to the next public examination; not twice to the same person nor exempting the teacher from a full examination.

Annual fee, $1 for male, 50 cents for female teachers—initial fee collectible by board of examiners, later payments by director or secretary of board employing the teacher—set apart as an institute fund in the hands of the county treasurer.

In general, all licenses are revocable only by the authority issuing them, but they may be suspended within their jurisdiction by any board after opportunity for a personal hearing.

MINNESOTA, 1897.—Permanent teachers of high character and broad scholarship and who have a successful experience may, upon examination by the State superintendent, or by a committee of three competent teachers appointed by him, receive professional State certificates which shall entitle the holders to teach in any public school in the State without further examination: *Provided*, That no life certificate shall be in force after its holder shall permit a space of three years to lapse without following some educational pursuit, unless his certificate be indorsed by the State superintendent: *Provided further*, That a graduate of a college or university of good standing in the State who has received a first-grade certificate and has taught with ability and success in any public school at least one year shall be entitled to a professional certificate from the State superintendent without further examination.

The branches required for a professional State certificate are written arithmetic, United States history, reading and elocution, English grammar; common and physical geography, with map drawing; mathematical geography and projection, school economy, physiology, algebra, natural philosophy, chemistry, composition and rhetoric, bookkeeping, plane and solid geometry, plane trigonometry, geology, zoology, botany, English literature, general history, political economy, intellectual philosophy, moral philosophy, logic, astronomy, civil government and school laws, history of education, and the theory and art of teaching.

The diploma of a Minnesota normal school is valid as a State certificate for two years. After two years' experience, by indorsement of the president of the normal school and the State superintendent, the diploma of the elementary course becomes valid for five years, and that of the advanced course for life.

County superintendents, upon examination, issue certificates of three grades: First, a term of three months' experience requisite, valid two years; second, valid one year; third, valid in a specified district six months.

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Examination: Common English branches, temperance, and, for first grade, elementary algebra, elementary plane geometry, physical geography, natural philosophy, civil government, theory and practice of teaching.

Any city, town, village, township, or school district with not less than 500 inhabitants, unless consisting in whole or in part of one incorporated city, town, or village, and not above 6 miles square, may be organized as an independent district, with a board of three examiners appointed by the local board of education so that the term of one expires yearly, who may indorse the certificates issued by the county superintendent on examination made at their request. These examiners are authorized to conduct independent examinations.

The county superintendent may cite a teacher to reexamination, and on being satisfied of defect in learning, character, or ability, or on refusal or neglect to attend, he is to revoke his certificate. Neglect to provide temperance instruction is to be deemed sufficient cause for annulling a teacher's certificate.

Local superintendents may suspend normal certificates. County superintendents and boards of examiners in independent districts have power to revoke certificates issued by them, subject to appeal to the State superintendent.

MISSISSIPPI, 1894.—The board of education, consisting of the secretary of state, attorney-general, and (elected) superintendent of public instruction, appoints a board of three examiners, of whom two are graduates of colleges or teachers with first-grade certificates, to examine all candidates for county superintendent on subjects required for first-class certificates and on the school law. Prerequisite fee, $5, equally divided between members of the board of examiners.

The board of education is empowered to issue professional licenses to teachers of recognized ability upon examination in algebra, geometry, rhetoric, English literature, elements of botany and of chemistry, science of teaching, civil government, Latin (through Cæsar and Virgil).

The State superintendent prepares questions for county examinations.

The county superintendent, appointed by the State board of education, and two first-grade teachers, one appointed by the county school board, the other by the supervisors, constitute a board of examiners. No teacher of a normal or training school is to be on the board.

The county board issues licenses of three grades: First, to those 17 years of age—examination as below, and history of Mississippi, elements of natural philosophy, civil government; those of 85 per cent general average valid two years, those of 90 per cent valid three years, renewable in the county as long as the holder continues to teach, and after five years' teaching under first grade the teacher is exempt from further examination; experience, six months. Second, examination common English branches and temperance, but a certificate is not to be withheld for failure on the latter; general average, 75 per cent; minimum in any branch, 50; valid one year. Third, examination as second; general average, 60 per cent; minimum, 40; valid one year.

The county superintendent may suspend or remove any teacher for disqualifications, and has the same power as a justice of the peace to issue subpœnas for witnesses for inquiry or trial. For good cause he may revoke a license, upon trial, after ten days' notice to the teacher of the charges, with right of appeal to the State board of education.

MISSOURI, 1897.—The (elected) State superintendent of public schools is authorized, on examination, to grant certificates exempting from further examination by any examiners, without any fee, and revocable for incompetency, cruelty, immorality, drunkenness, or neglect of duty.

The normal diploma for the "advanced course" has the force of a permanent State certificate, revocable like preceding.

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The normal diploma for the "elementary course," bearing the names of the studies completed and the grade in each, is a valid State certificate for two years, revocable as preceding.

The normal diplomas are from the normal schools, the normal department of the State University, and Lincoln Institute.

An institute is required annually in each county. A county institute board of examiners, consisting of the county commissioner and the conductors and instructors of the institute, no minimum being below 50, issues certificates of three grades: First, examination same as second and the third years' work of the institute course; average, 90 per cent; required experience, one year; valid three years. Second, examination same as third and the second years' work of the institute course; average, 85 per cent; valid two years. Third, examination, common English branches, civil government, temperance, first year's work of the institute course; average, 80 per cent; valid one year.

The county commissioner on examination, preceded by payment of a fee of $1.50, issues certificates of two grades: First, examination same as second, and etymology, algebra, zoology, rhetoric, botany, geometry, physics, literature; average as below; valid two years. Second, examination, common English branches, civil government, theory and practice, temperance; average, 80 per cent; minimum, 60 per cent; valid one year.

Certificates are revocable for causes named heretofore, on satisfactory proof furnished the commissioner, all charges to be preferred in writing and signed by the party bringing the accusation.

MONTANA, 1895.—The State board of education, consisting of the governor (elected), state superintendent of public instruction, attorney-general, and eight others appointed by the governor, by and with the consent of the senate, grants: Life diplomas—Examination, same as State diplomas, and elements of botany, geology, political economy, zoology, general history; experience, ten years. State diplomas—Examination, a first-grade county certificate, with English literature, mental philosophy; experience, five years; valid six years.

A State or a life diploma may be granted to any graduate of the State normal school or of the State University after sixteen months' experience in the public schools of the State; also to graduates of other educational institutions in or out of the State, on conditions established by the State board.

The State superintendent may revoke a State or a life diploma for incompetency or immoral conduct, after serving the holder with a written statement of the charges and giving him opportunity for defense before the State board.

The State superintendent prepares all questions for the county superintendent, who must hold a certificate of the highest county grade and have twelve months' experience in the State.

The (elected) county superintendent issues to candidates 18 years of age, who have paid $1 fee for institute fund, certificates of three regular grades: First, examination same as second, and American literature, natural philosophy, plane geometry; experience, twelve months; valid three years, and in any county in the State on registry therein and payment of fee. Second, examination same as third, and civics of the United States and of Montana, physical geography, elementary algebra; valid in the county two years. Third, examination, common English branches, theory and practice; valid one year.

A temporary certificate, good to the next regular examination, not more than once to the same person, is permitted.

Special certificates for penmanship, music, drawing, a modern language, limited to the branches specified, valid three years, are issued on request of district boards.

County certificates are revocable by the county superintendent for causes comprising crime against the State law, incompetency, and neglect of duty.

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NEBRASKA, 1897.—Upon examination by the State superintendent, or a committee of three competent teachers appointed by him, permanent teachers of high character and broad scholarship, with due experience, receive professional State certificates, valid for any public school in the State, without further examination.

Graduates of colleges and universities of good standing, who have received certificates of the first grade and who have taught in any high school in the State three years, are entitled to professional certificates without further examination.

The (elected) county superintendent issues certificates of three grades: First, examination same as second, and algebra, geometry, and natural philosophy; experience, one year; valid two years. Second, examination same as third, and history of the United States, civil government, bookkeeping, blackboard drawing, theory and art of teaching; valid one year. Third, examination, common English branches and physiology; valid in a specified district not more than six months, no person to receive more than three. The temperance examination is required of all teachers.

Any authority conferring certificates may revoke them, but the county superintendent can only report to other authorities regarding certificates issued by them that they ought to be revoked, assigning reasons therefor.

A student of the State normal school, having completed the common-school course, receives a certificate valid throughout the State for two years; with the higher course, completed, receives a diploma, valid three years, and after teaching the equivalent of two annual terms of six months each, duly certified, receives an additional diploma good for life. A graduate in the higher course with three years' previous experience is entitled to a life diploma on graduation.

To be valid locally, State certificates or diplomas are registered in the county where they are to be used, with a fee of $1 for the institute fund.

Life diplomas are void after the holders permit a space of three years to lapse without following some educational pursuit, unless indorsed by the acting State superintendent.

NEVADA, 1893.—The State board of education, consisting of the governor, (elected) superintendent of public instruction, and attorney-general, grants: Life diplomas on same conditions as educational diplomas, except requiring ten years' experience; educational diplomas to such as have held a State certificate or a first-grade county certificate one year, with five years' experience, valid six years; State certificates upon an appeal only after examination by a county superintendent, and on his recommendation renewing a certificate or making it valid throughout the State.

The State board may grant to the holder of a life certificate of any State, or diploma of any State normal school who has taught continuously since issuance of his diploma or certificate, a State certificate without examination.

The board grants to graduates of the normal department of the State University a first-grade State certificate, valid five years; and to those holding these certificates after four years' experience in any State life diplomas.

The regents of the university may issue elementary diplomas to those completing at least two-thirds of the normal course upon which the State board is to issue second-grade State certificates, valid for such period as deemed proper, in their discretion.

The State board prepares all questions for county examinations.

A county board of examination, consisting of the (elected) county superintendent and two competent persons appointed by him, grants to those who have passed examination upon the branches pursued in the respective grades: Certificates of the first grade for unclassified grammar and high schools, valid three years; second grade, for primary schools, valid two years. The holder of a life certificate of any State or a California State Normal School diploma issued within five years receives a county certificate without examination.

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NEW HAMPSHIRE, 1895.—The State superintendent of public instruction, appointed by the governor, holds examinations, through such persons and in such manner as he may designate, to test professional and scholastic abilities of applicants. To those passing in branches required to be taught and such other respects as the superintendent requires he issues either probationary or permanent certificates, indicating the grade of school in which the holders are qualified to teach.

Local school boards are required, upon examination, to issue certificates, valid not more than one year, to those passing satisfactorily in branches prescribed by law, including temperance for all schools above the primary. They may accept certificates issued by the State superintendent in lieu of a local examination.

NEW JERSEY, 1895.—The State board of education consists of two members from each Congressional district, appointed by the governor.

The State superintendent of public instruction, appointed by the governor, is ex officio secretary of the State board of examiners.

The State board of examiners, consisting of the State superintendent and the principal of the State normal school, grants certificates, under regulations prescribed by the State board of education, valid in any part of the State for schools not higher than the grade specified in the certificate.

The county board of examiners, consisting of the county superintendent (appointed by the State board of education) and a number of teachers, not exceeding three, holding State or first-grade county certificates, acts in accordance with regulations prescribed by the State board.

Under the regulations the required minimum average in any subject is 70 per cent.

The diploma of a college in good standing is accepted in lieu of examination in prescribed academic subjects.

The State board may indorse the diploma of any normal school or training college or permanent certificate of another State deemed equivalent in requirements to those in New Jersey, giving the document full force in the State.

Any board of examiners accepts certificates of any grade, except third-grade county, carrying a general average of 85 per cent in lieu of examination on the topics specified, provided the holder has been continuously teaching since its issue.

Special certificates may be issued valid three years for subjects specified.

The State board of examiners, with two examinations yearly, grants State certificates of three grades: First, age, 25 years; experience, 5 years; examination same as second grade; valid for life for any school in the State. Second, age, 21 years; examination same as third grade, with philosophy of education, principles of manual training, and physical culture; valid ten years in any school, renewable without reexamination. Graduates of the State normal school who have completed the three years' course are entitled to a second-grade State certificate, good for life. Third, age, 20 years; examination same as first-grade county certificate, with psychology, plane and solid geometry, chemistry, geology, botany, free-hand drawing; valid seven years, like preceding.

The third-grade State certificate is deemed to rank next above a first-grade county certificate.

The temperance examination is obligatory for all certificates.

County superintendents issue certificates of three grades: First, age required, 20 years; experience, two years; examination same as second, with algebra, physics, history of education, Constitution of the United States, school law of New Jersey; valid in any school or department in the county for five years; renewable without reexamination. Second, age, 19 years; experience, one year; examination same as third, with English composition, physiology, history of the United States, bookkeeping; valid three years for any school or department not above grammar grade. Third, age, 18 years; examination, common English branches, with theory and

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practice and temperance; valid one year in ungraded or primary school; not issued to the same person more than once.

Every county certificate shows the average made in each study.

Any certificate may be revoked for cause by the board issuing it, or by the State board of examiners.

NEW MEXICO, 1895.—Diplomas of graduates of the normal schools, the Territorial university, the school of mines, the agricultural college, and teachers' graduate diplomas of St. Michael's College are valid first-class certificates in all counties. The (elected) county superintendent, with two competent persons appointed by the judge of the district court, issues certificates of three years, upon such examination as prescribed by the Territorial superintendent (appointed by the governor).

NEW YORK, 1896.—The State superintendent of public instruction (elected by joint ballot of the senate and assembly), upon examination, may grant certificates of qualification valid in any public school of the State; without examination, may issue to graduates of colleges and universities, with three years' experience, a so-called "college graduate's certificate;" may indorse normal school diplomas, or State certificates from any other State, giving them the validity of diplomas and certificates issued in the State; may issue temporary licenses, limited to a school commissioner's district or to a school district, for a period not exceeding six months.

The diploma of a State (New York) normal school is a valid certificate for common schools. The following statsments are important in this connection: About 3,000 State certificates, valid for life, were issued previous to 1875, without examination. Since 1875 no such certificates have been issued, except on thorough examination; 623 certificates have been awarded. Fifteen districts, organized by special acts before the adoption of any general standard of qualification in the law, claim the right to examine and license teachers employed therein. "In some cities even State certificates and normal-school diplomas are not accepted. This action can not be justified." (Forty-third Annual Report State Superintendent New York, year ending July 31, 1896, pp. xx-xxii.)

The (elected) school commissioner in each commissioner district (from one to three districts in a county), upon examination under regulations prescribed by the State superintendent, issues certificates of qualification.

All candidates must be 18 years of age.

The temperance examination is universally obligatory.

The State superintendent, on cause shown to his satisfaction, may annul any certificate or normal diploma and may reconsider and reverse his action.

The district commissioner, on examination of charges, with opportunity afforded the teacher for defense, may annul any certificate and declare the holder unfit to teach if charges are sustained.

From January 1, 1897, it has been required that any person to be licensed to teach primary and grammar schools in any city authorized to employ a superintendent of schools shall have three years' experience or have graduated from a three years' course in a high school or academy or equal institution approved by the State superintendent, and also have graduated from a school or class for professional training of not less than thirty-eight weeks, in lieu of which may be accepted a State normal diploma or a State certificate, obtained on examination.

The board of education of any city, except the city of New York, and of any village with a superintendent, is authorized to maintain a normal school or class not less than thirty-eight weeks in any school year.

Boards of education in cities of the first and second class, through a board of examiners, are authorized to issue local high-school, grammar, and primary certificates, valid one year and renewable; temporary certificates, valid to next regular examination, not renewable; special certificates for special branches, all revocable for causes named in previous cases.

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NORTH CAROLINA, 1897.—The State board of examiners—consisting of the State superintendent as chairman and three professional teachers appointed by the State board of education—has power to grant first-grade life certificates. The board furnishes the questions to county supervisors for candidates and grades the answers. Prerequisite to examination is a fee of $5 for the general school fund of the county. To be kept valid the certificate must be renewed every five years upon an affidavit of having taught since the last renewal. No fee is required for renewal.

The graduates of Peabody Normal College, Nashville, Tenn., in the degree of licentiate of instruction or higher, are recognized as certified for life as teachers in any and all public schools.

Certificates are revocable for cause. A county board of education—consisting of three men of good business qualifications, known to be in favor of public education, elected by the board of county commissioners—with the clerk of the superior court and the register of deeds elects a county supervisor of schools, a practical teacher or with at least one year's experience.

The supervisor examines teachers on prepayment of a fee of $1 for regular quarterly days and $1.50 for any other day, paid into the general school fund of the county. The subjects are the common English branches and temperance.

No certificate is to be issued to an applicant making less than 50 per cent in any one branch.

A general average of 90 per cent and over entitles the applicant to a first-grade certificate; a general average of 80 to 90 per cent, to a second grade.

Certificates are valid for one year.

NORTH DAKOTA, 1896.—The (elected) superintendent of public instruction, the holder of a State certificate of the highest grade issued in some State, or a graduate of a reputable university, college, or normal school prepares or causes to be prepared all questions for examination of teachers, county and State, and prescribes the scale of marking. He may issue a State certificate valid for life, known as a professional certificate, on examination, to a candidate of five years' experience, or to a graduate of the four years' normal college course in the University of North Dakota with three years' experience, without examination.

If the holder of a professional certificate ceases for the space of three years to be engaged in active educational work he is liable to reexamination and to cancellation of his certificate under rules prescribed by the State superintendent.

The State superintendent may issue, with or without examination in his discretion, to a graduate of a normal school in the State or elsewhere with two years' experience, a normal certificate valid throughout the State for five years. A graduate of the four years' normal course in the University of North Dakota with one year's experience may receive this diploma without examination.

Fee for above certificates, $5, to be used for teachers' reading circles.

The (elected) county superintendent issues certificates of three grades: First, age required, 20 years, experience, twelve months; examination, same as second, and physical geography, elements of natural philosophy, physiology, geometry, algebra; valid three years. Second, age required, 18 years; examination, same as third, and theory and practice of teaching; valid two years. Third, age required, 18 years; examination, common English branches, temperance.

Fee, $1, for county institutes.

All certificates are revocable for cause, generally with opportunity for defense. Revocation is mandatory for neglect to teach the temperance lessons.

OHIO, 1897.—A State board of examiners, consisting of five competent persons appointed by the (elected) State commissioner, upon examination and professional experience, issues three grades of life certificates for different grades of

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schools according to branches taught therein, valid without other examination throughout the State. Fee, $5.

In each county the probate judge appoints a board of three examiners, including two teachers, using in their option questions prepared by the State commissioner and the secretary of the State board of examiners. This board issues certificates valid for one, two, or three years in the county outside city and village districts that have boards of examiners; also certificates valid five years, renewable upon examination and three years' recent experience; also special certificates for special studies and for primary departments. Temperance examinations are uniformly required. Fee, 50 cents.

All certificates are revocable for good cause. Revocation is mandatory for willfully refusing or neglecting to teach the temperance lessons.

OKLAHOMA, 1897.—A Territorial board of education, consisting of the Territorial superintendent of public instruction (appointed by the governor, with advice and consent of the Territorial council), president of the Territorial normal school, president of the University of Oklahoma, and one county superintendent, appointed by the governor, issues Territorial certificates and diplomas and prepares questions for county and city examinations.

In each county is a board of examiners composed of the superintendent and two competent persons, holders of first-grade certificates, Territorial certificates, or graduates of some State university, normal school, or agricultural college, appointed by the county commissioners on nomination of the superintendent.

County certificates are of three grades: First, age required, 20 years; experience, twelve months; examination, same as second, and bookkeeping, natural philosophy; general average, 90 per cent; minimum in any branch, 70; valid three years. Second, age required, 18 years; examination, same as third, and civil government; general average, 80 per cent; minimum, 60; valid two years. Third, age required, 16 years; examination, orthography, reading, writing, English grammar, composition, geography, arithmetic, United States history, physiology and hygiene, theory and practice of teaching; general average, 70 per cent; minimum 50; valid one year.

Also, temporary certificates, valid till next regular examination in a designated district, only once to the same person.

Fee, $1, for institute fund.

Revocable for cause.

OREGON, 1893.—A State board of education, consisting of the governor, secretary of state, and (elected) superintendent of public instruction, on examination, grants:

Life diplomas, valid in any public school; fee, $10.

State diplomas, valid, as above, for six years; fee, $6.

State certificates: First grade, valid, as above, for two years; fee, $4. Second grade, valid, as above, for six months; fee, $2.50. These are the equivalents of county certificates of like grade, except in area of validity.

The fees constitute a fund to pay expenses of professional teachers invited to act as assistants in the examinations.

The board may issue, in its discretion, without examination, diplomas and certificates to persons presenting diplomas and certificates of like grade and kind from other States.

All the above are revocable for immoral or other unprofessional conduct.

By rules of the State board the requirements are:

For life diplomas, examination same as State diplomas; general average, 90 per cent; minimum in any branch, 75.

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For State diplomas, examination same as first grade certificates, and Constitution of the United States, general history, plane geometry, English literature, natural philosophy; general average, 85 per cent; minimum, 75.

For first-grade certificates, examination same as second grade, and algebra, bookkeeping, composition, and school law of Oregon; general average, 85 per cent; minimum, 60.

For second-grade certificates, examination common English branches and theory and practice of teaching; temperance; general average, 75 per cent; minimum, 50.

By the law teachers with first-grade county certificates and three years' experience, fees paid, are entitled to first-grade State certificates without further examination; those with State certificates and four years' experience, fees paid, and (county) examination in bookkeeping, composition, and physical geography, are entitled to State diplomas; those with State diplomas and six years' experience, fees paid, and (county) examination in algebra, English literature, State school law, and general history, are entitled to State life diplomas.

Persons 21 years of age, or, if females, 18 years of age, at least one year in normal school, having completed the course and passed examination thereon, with six years' experience, and fees paid, are entitled to life diplomas.

All graduates of the State normal school are authorized to teach in any public school in the State.

A county board of examiners, consisting of the (elected) county superintendent and two competent persons appointed by him, upon examination in the same branches as for State certificates, and marking on the certificates the standing in each branch, issues three grades of certificates, no grade renewable or to be issued to the same person twice, valid only in the county: First, age required, 18 years; experience, twelve months; general average 90 per cent; minimum in any branch, 70; valid three years. Second, age required, 17 years; experience, three months; general average, 80 per cent; minimum, 60; valid two years. Third, general average, 70 per cent; minimum, 40; valid one year. Fee, $1, for institute fund.

The county superintendent may issue a temporary certificate, in case of necessity, good to next regular examination, not twice to the same person, nor to one who failed at the last regular examination. Fee, $2.50, for institute fund.

PENNSYLVANIA, 1896.—The (State) superintendent of public instruction (appointed by the governor and confirmed by the senate) issues permanent certificates to teachers holding professional certificates, with applications duly indorsed by boards of directors in whose employ they have taught the last three years, and the county superintendent, and by a committee of three practical teachers holding valid certificates, appointed by the State superintendent as examiners, with or without examination, in their discretion, valid locally, with provision for validity for one year in any part of the State, and permanently thereafter. He also, without examination, grants permanent State certificates to graduates of reputable colleges with courses of study not less than four years, 21 years of age, and with three years' experience in the public schools of the Commonwealth.

A board of examiners, consisting of the State superintendent, 2 principals of normal schools, and 2 to 6 local superintendents, selected by the State superintendent, examines candidates for graduation in the normal schools, giving normal elementary certificates setting forth expressly the branches in which each is found qualified, including theory but not practice of teaching; also examines teachers of three years' experience in like manner for practical teachers' State certificates of scholarship; the certificates valid throughout the State without further examination and with the privilege of additional indorsement of the fact when an additional subject has been passed, including practice of teaching, after full graduation and two

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years' experience, becoming a master's normal certificate, or three years' experience for those not normal graduates, becoming a full practical teacher's State certificate.

The local superintendent must possess a diploma of a reputable college, a State normal school, a professional certificate, or a certificate of competency from the State superintendent, and have had successful experience in teaching within three years of his election. The county superintendents are elected by the school directors (of the towns).

All certificates show the branches passed and the proficiency in each. The temperance examination is obligatory for all certificates, and any school committees or boards of control failing to provide for instruction in temperance for all pupils in all departments of public schools and for institutions supported wholly or in part by money from the Commonwealth forfeit their share of the State appropriations.

Local superintendents issue two grades of certificates: Professional, to those with thorough knowledge and successful experience; valid one year after the term of the superintendent issuing it, and renewable without examination. Provisional, to those with fair knowledge of the (elementary) branches and theory and practice of teaching, or to those with thorough knowledge but little or no experience; valid one year.

Certificates are revocable on ten days' notice. "The words of the law, taken literally, confer the arbitrary power without reason assigned or hearing. But no person fit for that responsible office [county superintendent] will attempt to exercise it in such manner."[1]

RHODE ISLAND, 1898.—No person shall be employed to teach, as principal or assistant, in any school supported wholly or in part by public money unless such person shall have a certificate of qualification issued by or under authority of the State board of education.

The State board of education shall hold or cause to be held in such places in different parts of the State, and at such times as they may determine, examinations for the position of teacher in the public schools of this State, and said board of education is hereby authorized to issue certificates of qualification, which shall be valid throughout the State for the grade and time specified therein.

Said board of education may at any time annul, for cause, any certificate issued by them after due notice to the holder thereof, and an opportunity for a hearing, if desired.

Said State board of education may, in their discretion, issue certificates of qualification, without examination, to persons who have taught in the public schools in this State for three or more years upon their filing with said board a written application approved by the school committee of the town where the applicant shall have taught the greater part of the three years next preceding the date of the application.

SOUTH CAROLINA, 1898.—The State board of education—consisting of the governor, (elected) State superintendent of education, and seven persons, one from each Congressional district, appointed by the governor—prescribes rules for the examination of teachers, grants State certificates, and revokes them for immoral or unprofessional conduct, profanity, or evident unfitness for teaching. Graduates of the Memminger Normal School, Charleston, are not required to have certificates except as required by the board for the city of Charleston.

A county board—consisting of the superintendent (elected) of education and two other persons, appointed by the State board and qualified to hold first-grade certificates—examines teachers and gives certificates under regulations of the State

[1] Common-school laws of Pennsylvania and decisions of the State superintendent, 1898, No. 173, p. 242.

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board. A full diploma from any chartered college or university in the State, or the Memminger Normal School exempts from examination as to qualification.

By the rules of the State board, teachers' State certificates are issued to candidates 20 years of age who pass satisfactory written examination or present full diplomas from some college or university of standing satisfactory to the board; valid throughout the State for two years; renewable. Applicants before county boards are examined in common English branches, history of South Carolina, temperance, theory and practice of teaching, elementary algebra, drawing, English literature, and vocal music, with questions furnished by the State board.

There are two grades of teachers' county certificates. First, general average, 80 per cent; minimum on any branch, 50. Second, Class A—average 80, minimum 50; Class B—average 70, minimum 40. Candidates must be 18 years of age. Certificates are valid two years. First, renewable; second, renewable only when holder attends a teachers' institute; B, not renewable.

The county board may recognize certificates issued in other counties. Certificates are revocable by the authority issuing them, for immoral or improper conduct or evident unfitness for teaching.

Universities and colleges are authorized to provide a course of study, to be approved by the State board of education, on completion of which the degree of Licentiate of Instruction is to be given the student, and the presentation of the diploma for this degree to a county board of education will entitle the holder to a first-grade teachers' certificate to teach in the public schools of the county.

SOUTH DAKOTA, 1893.—The State superintendent prepares all questions for examination of teachers by county superintendents, and has power to grant State certificates and State diplomas, with examinations at least twice each year.

A State diploma is valid for life.

Candidates must have ten years' experience; present the diplomas of the institution of which they are graduates or be examined in branches selected by the State superintendent; be examined more or less fully in theory and practice, according as they are or are not graduates of reputable normal schools; be examined in two subjects, selected from geometry, trigonometry, astronomy, chemistry, zoology, or geology; also in two from English literature, rhetoric, general history, political economy, or psyschology. Each writes a thesis of 3,000 to 5,000 words upon a topic in one of the branches under examination; submits a thesis on a prefessional subject chosen by the superintendent. Fee, $10.

A State certificate is valid five years in any of the common schools of the State, including those in cities and towns. Candidates must have three years' experience, pass examinations in algebra, geometry, natural philosophy, physiology, and hygiene, drawing, civil government, general history, and American literature. The judgment as to English grammar, orthography, and penmanship is based upon the papers submitted.

The diploma of one of the State normal schools entitles the holder to receive the State certificate free of charge. Usual fee, $5.

The fees above are for the State teachers' reading-circle fund.

State certificates and diplomas are revocable by the State board of education.

County superintendents, after examinations, held quarterly, issue certificates of three grades: First, required age, 18 years; examination same as second and current events, bookkeeping, American literature, drawing; valid in every county; issued by the State superintendent on approval of the marking of the county superintendent. Second, required age, 17 years; examination same as third and civil government, didactics; valid one year in the county. Third, examination, common English branches, temperance; valid one year or less in designated schools. Fee, $1; for county institute fund.

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Revocable, after opportunity for a fair hearing, for causes, including neglect to attend county institute.

In cities and other independent districts teachers engaged exclusively in teaching music or other specified special subjects are not required to hold a county certificate.

TENNESSEE, 1895.—The State superintendent of public instruction—a person of literary and scientific attainments and of skill and experience in the art of teaching, nominated by the governor and confirmed by the Senate—prescribes the mode of examining and licensing teachers and their necessary qualifications.

The county superintendent, of like qualifications as the State superintendent, selected by the county court, examines candidates and issues certificates as indicated by the State superintendent.

The temperance examination, including the effect of cigarette smoking on the human system, is obligatory.

Diplomas of graduation from normal schools of the State are valid as State licenses and exempt the holders from further examination.

TEXAS, 1897.—The (elected) State superintendent of public instruction is authorized to appoint a State board of examiners, not less than three competent teachers, to serve during his pleasure.

Teachers holding diplomas from a Texas State normal school, the Peabody Normal School, at Nashville, Tenn., the North Texas Normal College, Denton, Tex., or Coronal Institute, San Marcos, Tex., may teach in the schools of the State during good behavior, their diplomas ranking as life certificates.

Teachers holding first-grade certificates from a Texas State normal school may teach four years from the dates; teachers holding similar certificates of second grade may teach two years from dates; teachers holding Texas Summer Normal School certificates may teach four years, exempt from any examination.

Diplomas conferred, by the regents of the University of Texas on students completing some degree course, and also the degree course of the School of Pedagogy, have the force of permanent State certificates.

Certificates issued by the School of Pedagogy to students completing the advanced or special professional or graduate course have the force of first-grade State certificates for four years.

Certificates so issued to those completing the junior course have the force of like certificates for one year.

Any teacher of three years' experience in Texas holding a diploma of the degree of bachelor of arts, bachelor of science, bachelor of letters, or a higher degree from any first-class college or university may receive a permanent State certificate.

All the above are good throughout the State and during good behavior where no limitation is specified.

A county superintendent may be elected, as provided, by the commissioners' court; the county judge in a county without a superintendent acts as superintendent.

The county superintendent appoints a county board of examiners of three white teachers holding first-grade certificates to serve during his pleasure.

Previous to examination each candidate must satisfy the county superintendent that he can speak and understand the English language sufficiently to use it easily in conversation and in giving instruction, and pay a fee of $3. The candidate must present a recommendation of the superintendent to the examiners.

The county board of examiners uses questions prescribed by the State superintendent, and on its recommendation the county superintendent issues certificates of four grades: Permanent, Experience required, three years; examination same

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as first grade and history of education, general history, psychology, English and American literature, chemistry, solid geometry, plane trigonometry, elementary double-entry bookkeeping; general average 85 per cent, minimum on any subject 50; valid during good behavior. First, examination same as second, and physics, algebra, elements of geometry, constitutions of the United States and Texas, elements of mental and moral science; general average 85 per cent, and minimum 50; valid four years, but void if the holder withdraws two years or more from school work; with general average 75, minimum 50, valid two years. Second, examination same as third, and United States history, elementary principles of civil government, physical geography; with general average 75 per cent, minimum 50, valid two years; with general average 85, minimum 50, valid four years. Third, examination common English branches except United States history, Texas history, elementary physiology, and hygiene and the laws of health with special reference to narcotics, school management and methods of teaching; general average 70 per cent, minimum 50; valid one year, in no case out of the county of issue.

A city or town of 500 scholastic population—that is, an independent district with a local tax for education, a system of free schools nine months yearly, and a superintendent—may have a city board of examiners, consisting of the local superintendent and two teachers appointed by him, authorized to issue certificates—valid in the city, but rendered valid for any other city by due indorsement of local authorities—permanent and temporary, three classes of each: High school, intermediate, primary. Teachers of special branches not in the list required for State certificates need no certificates.

There is provision for making county certificates valid throughout the State through cooperation of the county superintendent, the State superintendent, and the State board of examiners with the county board of examiners, in which case $1 of the fee is forwarded to the State superintendent. The balances of fees, after paying expenses of examination and any deduction for transmission to the State superintendent, are divided among the examiners.

Any certificate may be canceled by the authority issuing it, provided the holder shall have opportunity to be heard, with right of appeal to the State superintendent and to the State board of education.

UTAH, 1896.—The State board of education, consisting of the (elected) State superintendent of public instruction, the presidents of the University of Utah and of the Agricultural College, and two other persons of large experience and eminent professional standing, appointed by the governor, by and with the consent of the senate, issues diplomas of two grades: State high school, State grammar; also State grammar certificates valid in any county, city, town, or school district. The high-school grade State diploma is valid for any department; the grammar grade and the State certificate are valid in grammar and primary departments; diplomas, for life; certificates, for five years. All candidates must be 20 years of age with two years' experience in the State. They are required to show by examination or other evidence high scholarship in common English branches, political and physical geography, physiology, algebra, physics, rhetoric, drawing, plane geometry, botany, English literature, general history, civil government, history and science of education, psychology. The grammar-grade candidates are also tested in nature studies; the high-school grade in solid geometry and any three of the following: French, German, Latin, Greek, trigonometry, zoology, biology, mineralogy.

Normal certificates and normal diplomas issued by the University of Utah subsequent to March 10, 1892, have the validity of State certificates, and the holder after two years' experience in the State is entitled to a State diploma of high-school grade.

Life diplomas issued in other States and shown to be of equal rank to those of

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Utah may be given full validity by countersignature by the State superintendent under direction of the State board, after two years' experience in the State.

Any professional diploma or certificate becomes void if the holder allows a space of five years to elapse without following some educational pursuit.

The expense of State examinations is paid out of the State school fund.

The State board is required to revoke, for immoral or unprofessional conduct or evident unfitness for teaching, State diplomas and State certificates.

VERMONT, 1893.—The superintendent of education (elected by the general assembly), and the governor appoint one man in each county as examiner of teachers. The superintendent prepares the questions and prescribes rules for examinations.

A graduate from the higher course of a normal school in the State has a diploma valid as a State license for ten years. By concurrent action of the State superintendent and the examiner for the county where the holder last taught, he may receive without examination a certificate valid till revoked by like authority.

A person who has held examiner's certificate of the first grade for ten successive years, and has had in that time two hundred weeks' experience, may be granted a certificate as above.

A certificate of graduation from the lower course of a normal school in the State is a valid State license for five years.

The county examiners issue, upon examination, certificates of three grades: First, experience required, forty weeks; valid five years. Second, experience twelve weeks; valid two years. Third, may be limited to a school; valid for a specified time not exceeding one year; not issued a second time to one of twenty-four weeks' experience.

An examiner may issue certificates, valid in his county, to those holding diplomas of the highest course in normal schools of other States.

Certificates held by teachers continuously employed in union and graded schools are valid while the teachers continue in the same.

A graduate of any college approved by the State superintendent, with twenty-four weeks' experience in public schools of the State, may receive from the examiner of the county where he last taught, without examination, a certificate of the first grade.

Town superintendents may issue permits to teach particular schools, valid one term, not renewable more than three times.

VIRGINIA, 1892.—The State board of education—consisting of the governor, the superintendent of public instruction (elected by the general assembly), and the attorney-general—appoints and removes county and city superintendents, subject to confirmation by the senate.

The superintendent of public instruction issues two grades of State certificates:

Life diplomas: Experience required, two years; examination the same as for first-class county certificates, and such other branches as the State superintendent may direct.

Professional: Examination and experience as life diplomas; valid seven years.

If the holder of a life diploma ceases for a space of three years to be engaged in active educational work he is liable to reexamination and cancellation of his certificate. The State certificates are valid in every city and every county without further examination.

All certificates are revocable for good cause.

County and city superintendents issue certificates stating the branches upon which the holders have been examined, and of three grades: First, age required, 20 years; experience, ten months; examination same as third, and theory and practice of teaching; valid three years, and, by indorsement of the local superintendent

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in any county or city, renewable for a period not exceeding two years. Second, age required, 18 years; examination same as first; valid two years in the city or county where issued. Third, age required, 18 years; examination, common English branches, with physiology and hygiene; valid one year where issued.

In Virginia cities are not parts of counties; their residents pay no county taxes on property lying in the cities, and in their relation to the State cities are like counties, except in particulars specifically stated in individual charters.

WASHINGTON, 1893.—The State board of education, consisting of the (elected) State superintendent of public instruction and four suitable persons, two at least from those teaching in the common schools, appointed by the governor, by and with the advice and consent of the senate, sits as a board of examination, and also prepares a uniform series of questions for county boards of examiners.

The State board issues certificates of two forms, revocable for cause deemed sufficient by the board.

Life diplomas.—Experience required, ten years, one year in the common schools of the State; examination, as for State certificates; valid in any common school.

State certificates.—Experience required, twenty-seven months, nine in public schools of the State; examination, same as first-grade county certificates and pedagogy, plane geometry, geology, natural history, civil government, psychology, bookkeeping, composition, English literature, and general history, or file a certified copy of a diploma from some State normal school, or of a State or Territorial certificate from any State or Territory, based on requirements not less than those of Washington; valid five years in any common school; renewable without examination.

A county board of examiners, consisting of the superintendent and two persons holding the highest grade certificate in the county appointed by him, under rules, and only with questions prescribed by the State board, issues certificates of three grades to candidates 17 years of age who have attended a teachers' institute: First, experience required, one school year of nine months; examination, same as third, and natural philosophy, English literature, algebra; valid five years. Second, examination, same as third; valid two years. Third, examination, common English branches, physiology and hygiene, Constitution of the United States, school law and constitution of Washington, theory and art of teaching.

In their discretion, without examination, the board may issue certificates to graduates of the normal department of the State University, of any State normal school, or to holders of State certificates, or life diplomas of any State or Territory.

The county superintendent, in certain cases of necessity, issues a temporary certificate, valid till the next regular examination, to a teacher holding an equal certificate from any other county or State, any normal school, or the normal department of the State University.

All certificates are revocable for cause, including neglect to attend the annual county institute.

WEST VIRGINIA, 1893.—A State board of examiners of four competent persons, one from each Congressional district, appointed by the (elected) State superintendent, a person "of literary acquirements and skill and experience in the art of teaching," may issue: First-class certificates, valid twelve years, renewable without examination to those who have taught eight of the twelve years. Second class, examination requirements as for county certificates and at least four other branches determined by the board; issued on application to graduates of the State Normal School and the State University after three years' teaching experience under a No. 1 county certificate.

Teachers who have taught four years under second-class certificates are entitled to receive, without examination, first-class certificates at the expiration of the second class.

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All certificates issued by the State board are equivalent to No. 1 county certificates and valid in any district in the State.

Fee, $5. The board of examiners is compensated, but in no case beyond the amount of fees.

Certificates are revocable for cause.

The temperance examination is universally obligatory.

In every county is a board of examiners, composed of the county superintendent and two experienced teachers holding State certificates or No. 1 county certificates, or graduates of reputable schools, appointed by the superintendent and confirmed in a meeting of the presidents of the district boards of education; compensated ($3 per day) from fees of applicants ($1 each), not to exceed the fees.

No applicant is to be examined unless 16 years of age.

No diploma or recommendation from any institution or its officers is to supersede a careful examination on each branch and the art of teaching, the grade in each to be stated.

First-grade certificates.—Examination upon lower grade branches, with general history and bookkeeping; general average, 90 per cent; minimum in any branch, 75; valid four years, renewable once, in discretion of board, provided the holder has taught two years on the certificate.

Second grade.—Examination upon branches required to be taught in the primary free schools, with civil government and the theory and art of teaching; general average, 80 per cent; minimum, 70; valid two years; reissued only on reexamination.

Third grade.—Examination subjects as above; general average, 70 per cent; minimum, 60; valid one year; reissued only on examination, and not more than twice.

Failure to attend the county teachers' institute, unless excused by law, is a cause for revoking a certificate.

WISCONSIN, 1893.—The (elected) State superintendent appoints annually a board of three competent persons to examine candidates for State certificates, and prescribes regulations for examination. Upon report of the board that a candidate has the qualifications of a first-grade county certificate, and has passed in mental philosophy, English literature, and such other branches as may have been prescribed, the superintendent issues an unlimited State certificate, valid, without further examination, in any public school of the State.

Upon a kindred report on the above subjects through English literature, a limited certificate is issued, valid, as above, for five years.

No fee is charged.

The normal school board diplomas, granted in testimony of scholarship and ability to teach, and indorsed by the State superintendent, after one year's experience in the schools of the State; diplomas of graduates of the State University or of any incorporated institution in the State with courses of study equivalent to the corresponding courses in the university, similarly indorsed after sixteen months' like experience; diplomas of graduates of the State University, with indorsement showing completion of the full course of pedagogy, similarly indorsed, after eight months' like experience—have the force of unlimited State certificates.

A normal certificate of completion of the elementary course and qualifications to teach, countersigned by the State superintendent, has the force of a limited State certificate.

The State certificates are subject to be annulled by the State superintendent after the accused have written copies of charges and opportunity for defense.

The county superintendent issues certificates of three grades: First, examination same as second, and higher algebra, natural philosophy, geometry; valid four years, but may be limited to one year. Second, examination same as third, and gram-

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matical analysis, physical geography, elementary algebra; valid two years. Third, examination, common English branches, constitutions of the United States and Wisconsin, temperance, theory and art of teaching; valid not more than one year, and may be restricted to a town or a school.

Graduates of free high schools with diplomas showing their standing in each branch of study, a first-class certificate from the superintendent of the county of residence or graduation, and one year's experience may have four years' validity given to the certificate in any county by the countersignature of the superintendent thereof.

The county superintendent may annul certificates after at least ten days' written notice, including statement of charges and opportunity for defense.

WYOMING, 1895.—The (elected) superintendent of public instruction has power to grant certificates of qualification to teachers of proper learning and ability to teach in any public school and to regulate the grade of county certificates.

County superintendents are authorized to grant certificates to persons of the requisite ability and qualifications for two years or during their terms of office, or may renew a certificate previously given without reexamination.

Certain peculiarities are recapitulated below without comment on their value:

A careful reading will show where the temperance examination is obligatory. The effect of cigarettes is specifically a subject of examination in Tennessee, and that of tobacco in Texas.

Licenses are invalid after an interval not spent in school work:

In the District of Columbia, after an interval of one year out of service of the board, unless under leave of absence.

In Indiana, a permanent county certificate after failing to teach a full school year in any year.

In Kansas, Nebraska, North Dakota, and Virginia, life license after three years.

In Kentucky, life license after two years.

In Texas, permanent county certificates after three years; first grade, after two years.

In Utah, life license after five years.

In Arkansas belief in a Supreme Being is a prerequisite for a license.

In Arkansas, one of the States where all rural land titles are in terms of the national survey, ability to read the land descriptions according to that survey is a subject of examination, and a teacher failing to teach the same is under penalty of revocation of his license.

Failure to teach the temperance lessons is specifically punishable:

In Colorado by removal from office of any officer or teacher under whose jurisdiction it occurs.

In Iowa by revocation of the license of the teacher and debarment from teaching for one year.

In North Dakota and in Ohio by revocation of license.

In Pennsylvania any school committee or board of control for any institution wholly or in part maintained by public funds forfeits its share of appropriations from the Commonwealth.

In New Hampshire primary schools are exempt from the obligatory temperance lessons.

The town committee in Connecticut, Maine, Massachusetts, and New Hampshire satisfies itself of the qualifications of teachers, accepting, in its option, State certificates or normal diplomas in lieu of examination.

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In Illinois the law requires districts of a thousand population to hold supplemental examinations, but there is no penalty for failure, and in practice the county or the State certificate, necessary for drawing public money, is accepted as adequate.

In Michigan the fee for county examinations of women is one-half as much as that for men.

In Oregon the fee for temporary emergency certificates is two and one-half times that of regular public examinations.

In Mississippi the county superintendent has the power of a justice of the peace to issue subpœnas for witnesses for inquiry or trial.

In Missouri charges against teachers must be submitted in writing, signed by the accuser.

In New York the authorization of normal classes in all cities employing superintendents and the requirements for appointment as teachers in such schools deserve close attention as bringing all schools of the considerable towns or cities of the State under the influence of a plan not before of more than a temporary or local operation elsewhere in the country.

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CHAPTER XXXVI.

CURRENT QUESTIONS.

Contents.—Coeducation—Higher commercial education in Europe—Compulsory attendance—The conveyance of children to school—Corporal punishment—Foreigners in universities of Europe—Superintendents and teachers' salaries—Sunday-school statistics—Supplementary and industrial education in Germany—Teachers' pensions and mutual aid societies—Temperance instruction.

COEDUCATION.

Coeducation, or the education of boys and girls in the same classes, is the general practice in the elementary schools of the United States. Exceptions to this rule are found in a few cities—less, apparently, than 6 per cent of the total number. In the majority of these cities the separation of boys and girls has arisen from the position or original arrangement of buildings, and is likely to be discontinued under more favorable conditions. Of the 50 principal cities enumerated by the census of 1890, 4—namely, Philadelphia, Pa.; Newark, N. J.; Providence, R. I., and Atlanta, Ga.—report separation of the sexes in the high schools only; 2 cities of this class—San Francisco, Cal., and Wilmington, Del.—reported, in 1892, separation in all grades above the primary. In 6 cities—New York and Brooklyn, N. Y.; Boston, Mass.; Baltimore, Md.; Washington, D. C., and Louisville, Ky.—both separate and mixed classes are found in all grades. Five cities of the second class having a population of 8,000 or more report separation of the sexes in the high schools, and 10 cities of the same group separate classes in other grades. Of cities whose population is less than 8,000, 9 report separate classes for boys and girls in some grades.

Coeducation is the policy in about two-thirds of the total number of private schools reporting to this Bureau and in 65 per cent of the colleges and universities.

Since the issue of the last Report Cumberland University, Lebanon, Tenn., has opened its classes to women, and the University of North Carolina has admitted women to its graduate courses on the same conditions as men. Women are now admitted to all the higher courses of this university, and may be enrolled in the regular junior and senior classes as candidates for undergraduate degrees.

Foreign countries.—In England 65 per cent of the departments into which the elementary schools are divided have boys and girls in the same classes; in Scotland, 97 per cent. Statistics for Ireland show that 51 per cent of the national schools have a mixed attendance of boys and girls.

Separate education is the general policy in English schools of secondary grade, and where both sexes are admitted to the same school it is generally to separate departments. It is noticeable that the royal commission on secondary education advocate the extension of the coeducational policy, and since the publication of their report experiments in this direction have noticeably increased.

In the British colonies, with very few exceptions, both mixed and separate schools are found. In Ontario all the schools are mixed. In Quebec the schools for English children are, as a rule, mixed, but in those for the French the sexes are separated. In the Australasian colonies the tendency to separate departments for boys and girls is noticeable in cities. In Cape Colony, while nearly all schools are mixed, separate schools for girls are encouraged.

In France custom and sentiment favor the separate education of boys and girls and the law requires every commune having above 500 inhabitants to establish a separate school for girls unless specially authorized to substitute therefor a mixed school. The attendance upon mixed schools slightly increased during the last decade, but not enough to indicate any decided change of sentiment in this respect. The mixed schools are seldom found in cities.

The department of the Seine, which is occupied by Paris and its environs, reported in 1891–92 for public schools only 0.2 per cent of the pupils enrolled in mixed schools and for private schools 9.2 per cent.

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In secondary schools, public and private, separate education is the universal rule.

Germany.—Separate education is the preferred policy in the German States, but is not practicable in the rural primary schools. According to statistics of 1891, in Prussia two-thirds of the children in the common schools were in mixed classes, but in the cities the proportion was only three-tenths. In Saxony only the two lowest classes are mixed, so that separation occurs generally at the tenth year of age—always by the twelfth.

Other continental countries.—Similar conditions prevail in the remaining countries of Europe, the tendency toward separation being most strongly marked in the Catholic countries. In Italy the law calls for separate schools for boys and girls, and if they attend at the same building it must be in separate departments, each provided with its own entrance door. The lowest classes, however, may be, and often are, mixed.

In Norway, and to a less extent in Denmark, girls are securing admission to secondary schools formerly reserved for boys.

The South American republics follow the precedent of the Latin States of Europe. Brazil, like Italy, requires separate schools for the two sexes. In 1888 the experiment of admitting boys and girls to the same class rooms was made in a few schools, but they were seated in different rooms outside of recitation hours.

Coeducation in the universities of Europe.—The adverse vote of the senate of Cambridge University upon the proposition to admit women to the university degrees fixes for the present the status of women with respect to the two great English universities. The vote, which was taken May 21, 1897, stood 1,707 against to 661 for the resolution.

The university colleges established in England since 1868 are open to men and women. By the "universities act" of 1889 the Scotch universities were authorized to open their doors to women. Edinburgh admits them to the classes with men. Glasgow has affiliated Queen Margaret College for women, and more recently (1895) opened all lectures in the faculty of arts to women. The University College of Dundee, affiliated to St. Andrews, is coeducational.

In France women have never been legally deprived of university privileges, and since 1863, when the first woman was enrolled in the Paris faculties, the number of women matriculates has been gradually increasing.

The universities and secondary schools of Italy admit students of both sexes to the same class, a policy at variance with that pursued in the elementary schools.

Women have recently been admitted to courses in the universities of Germany, Austria, and Hungary, special authorization being required in each individual case.

The University of Athens was open to women in 1890.

HIGHER COMMERCIAL EDUCATION IN EUROPE.

The very great progress the natural sciences, technology, and transportation have made in recent years has given to the commercial profession an importance which could not be foreseen in former years. More than ever before has it become the merchant's duty to act as middleman between producer and consumer. In ever widening circles he has to bring the products of agriculture and industry to their proper markets. By means of increased taxation to which commercial enterprises are subject they support ever more strongly the State in the discharge of its civilizing efforts. Direct exchange between producer and consumer has almost wholly ceased, and the percentage of the population devoted to commercial pursuits has increased considerably in every civilized country.

It seems worthy of mention that at present the governments everywhere in Europe are urged strongly by commercial men to establish more higher commercial schools and support them exclusively from state funds. It is argued that the state provides higher technological, industrial, agricultural, forestry, and mining academies for leaders in technical pursuits, agriculture, etc., while for the mercantile branch no state institution exists. The merchants feel that the education of their assistants is not of such a high order as that of the members of other callings, and they attribute it to the want of institutions of a high order. At present the commercial branch is entirely dependent for the best preparation of its members upon higher schools established by local authority or private enterprise—institutions which charge high tuition fees, hence are attended by wealthy young men only. This opinion has found expression in legislatures and parliaments, where it was urged that much greater demands are made now than

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formerly, owing to freer commercial movement all over the civilized world, and it would therefore seem wise if the state authorities paid more attention to proper preparation of men who might become leaders in commerce, as the state prepares leaders in every other field of human exertion.

Moved by these considerations, several European governments have of late years bestowed much attention upon commercial training of young men, and the results thus far obtained give assurance that the further development of schools for that purpose will be commensurate with the demands of the times.

In Germany particularly the commercial secondary schools have developed, with the aid of provincial and state support, till at last a university has opened its doors for higher commercial education. On February 22, 1898, the University of Leipsic received an addition to its various courses in the shape of a higher commercial course. The particulars may be found on page 1498 of the Annual Report of the Commissioner of Education, 1896–97. Another independent commercial university is to be opened in Rhenish Prussia, and still another at Magdeburg. These higher seats of learning are to be distinguished from other commercial schools by their making knowledge of commercial practice a condition of admission and confining themselves to the domain of commercial sciences exclusively. It is intended to require professional consuls to be graduates of such commercial universities in future. In Italy the state subsidizes the higher commercial school at Venice, reserving the privilege of having its consuls and consular agents prepared at that school. In Belgium the Government chooses its consuls from the graduates of the higher commercial schools at Antwerp.

The Department of State has received the following from the Italian embassy, dated Washington, January 2, 1899:

"The international congress for commercial instruction will meet at Venice and will remain in session from the 4th to the 8th of May next, at the palace of the Royal Commercial High School. Its object will be to continue the studies initiated at its preceding meetings held at Bordeaux (1885–86), London (1897), and Antwerp (1898).

"In the next congress, of which the minister of foreign affairs, the minister of commerce, and the minister of public instruction of the Kingdom have been made honorary presidents by the committee of arrangements, the most prominent foreigners who make a special study of commercial matters will take part, and many gentlemen of high repute in trade and manufactures have already consented to participate.

"It is now desired to secure the adhesion to the congress of foreign governments and the participation of their representatives, in order that the work of the preceding meetings may, in that of next year, yield the fruits that are expected of it and reach those authoritative conclusions which progress in this wide field requires.

"In pursuance of the instructions which I have received from my Government, I have the honor to invite the United States Government to take part in the aforesaid congress, and to send, as its representatives, such special delegates as, owing to their competency, may contribute to the success of the labors of that body."

COMPULSORY ATTENDANCE.

The enforcement of compulsory laws is widely variable. The law of Ohio is expressly inoperative where seating accommodations at school are inadequate, and, without formal expression, a similar condition practically prevails where population is in advance of school accommodations. In general, the laws are most fully enforced in the older, well-established communities, while partially settled States, rapidly growing cities, and what may be called the frontier parts of old States, find occasion for freedom from rigid rules. Thus in Massachusetts the four counties formed of Cape Cod, the large coast islands, and the hilly west end of the State are exempt from the requirement upon all other counties to support county truant schools, singly or jointly.

Thirty States, one Territory, and the District of Columbia have laws making attendance at school obligatory in prescribed conditions. The table following shows the general outline of designated ages, time of required attendance, and penalties upon parents or those in their stead for neglect. Some of the variations from absolute requirements are explained in notes upon the table; others, inconvenient for such brief explanation, are indicated here.

Ages for attendance under penalty for failure will be seen to vary from a minimum of 7 years to a maximum of 16 years. The prevalent limits are 8 to 14 years. The minimum period of attendance varies from eight weeks in Kentucky to the

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full term taught in the year in Massachusetts and Connecticut. There are conditional requirements involving years of age or periods at school, according to attainments or occupation of the child, as explained below.

It may be seen by the table that the possible penalties upon the parent for neglect to send the child to school vary from a minimum of $1 in New Mexico to a maximum of $200 for repeated neglect in Nevada.

In some cases imprisonment is an alternative, or as an additional penalty, from two days to three months, or in the indefinite form of committal till fine is paid. There are also penalties upon parents for false statements as to age or attendance of children: Massachusets, as to a minor over 5 years of age, not exceeding $50; Kentucky, $5 to $20; Illinois, $3 to $20 and costs.

Besides penalties upon the parent, there are penalties upon the child and penalties upon an officer, including, in certain cases, the teacher. States are named so far as necessary in this text, without tabulation in the general order of the table to follow.

Ultimate penalty upon a child.—Maine, sent to reform school, if 10 to 15 years of age; New Hampshire, sent to industrial school; Massachusetts, boy, 7 to 16 years of age, to county truant school, or, if idle in public places, to the Lyman School for Boys; girl, to State Industrial School for Girls, at cost of parent or of county, as determined by the committing magistrate; Rhode Island, to any institution designated or provided under authority given town and city councils; Connecticut, to local or State reformatory; New York, to a truant school provided under authority given any school board, if guilty of truancy only; New Jersey, to juvenile reformatory, if over 9 years of age, reaching also habitual truants till 15 years of age if wandering in public places; Pennsylvania, to local truant school provided under authority given any school board; Ohio, to local or other reformatory; Indiana, to parental home, provided under authority given any school board, if under 12 years of age; Michigan, to ungraded school provided under authority given any board maintaining graded schools if ordinary truant, to industrial home if persistent truant; Utah, to reform school.

Penalty upon neglectful officer.—Maine, $10 to $50, as also upon a town neglecting to elect a truant officer; Vermont, not exceeding $100; Pennsylvania, principal teacher, $2 to $25; West Virginia, trustee and teacher for not informing, $5; Kentucky, trustee or president of board neglecting to prosecute within ten days after written notice by a taxpayer, $10 to $50; Ohio, officer, teacher, person neglecting duty, $25 to $50, and in addition, for subsequent offense, imprisonment ten to thirty days; Wisconsin, director, president of board, or truant officer neglecting to prosecute within fifteen days after written notice by local elector or taxpayer, $10 to $20; Minnesota, director or president of board neglecting to prosecute within ten days after written notice by a taxpayer, $20 to $50; North Dakota, president of board neglecting to prosecute within fifteen days after written notice by a taxpayer, $5 to $20; South Dakota, school officer failing in duty, $10 to $20; Kansas, same as Minnesota; Montana, district clerk failing to furnish the school board with a list of all children 8 to 14 years of age in attendance at school within twenty days of the opening of each school term, $5 to $25; trustee neglecting to prosecute within ten days of receiving the lists, $10 to $50; California, clerk of board failing to prosecute within ten days of written notice by a taxpayer, $20 to $50; any person failing in duty, first, $20; subsequently, $20 to $50.

While there is a general uniformity in excusing children from attendance for mental or physical conditions, certain States explicitly make compulsory regulations for attendance at special institutions by those for whom such institutions have been established.

It will be seen that some States require children to be instructed without rigid stress upon the mode of instruction, while others require attendance at a public school, to be excused only by local officers.

It will be seen that in certain States the provision for reaching delinquents seems to reach those only who have come within the teacher's view, while in other States provision is made to bring the name of every resident child before the authorities, with his record.

There is a penalty, not exceeding $50, in Massachusetts upon anyone who attempts to induce a child to absent himself, or who harbors or employs him while school is in session.

The compulsory law applies to special classes as follows:

Ohio.—Children entitled to attend school at the institution for the deaf and dumb or that for the blind. Truant officers report those 8 to 18 years of age to the respective probate judges, who set times for hearings to decide upon disposition of the cases.

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North Dakota.—Any deaf child 7 to 21 years of age must be sent to the school for the deaf at Devils Lake at least eight months in each year, subject to the same excuses as a normal child, except distance.

Washington.—Deaf-mute, blind, or feeble-minded 6 to 21 years of age must all be sent to Washington school for defective youth at county expense when parents are unable to bear expense, under penalty of $50 to $200, adjudged by any justice of the peace or superior court if failure is without "a proper cause."

California.—All resident deaf, dumb, or blind 6 to 21 years of age must be sent to the State institution for gratuitous instruction for a period of not less than five years.

The requirements are to attend—

School: Wyoming, Washington.

A public school: Maine, New Hampshire, Massachusetts (day), Rhode Island (day), Connecticut (day), New Jersey (day), West Virginia, California.

A day school where common branches are taught in English: Pennsylvania.

Public or private school: Wisconsin, Nebraska, New Mexico, Utah (in the district where one resides), Minnesota (taught by competent instructor), Kansas, Montana, Colorado (the last three with the same proviso as Minnesota).

Public or private day or night school: Kentucky.

Public or private or parochial school: Ohio.

Excuses, to a degree, develop as defenses upon prosecution, but excuses guard against action as follows:

Excuse of local board: New Jersey, Pennsylvania, Kentucky, Michigan, Minnesota, Nebraska, Montana, Wyoming, Colorado, Utah, Nevada, Idaho, California.

Excuse of superintendent, clerk of board, principal of public, private, or parochial school: Ohio.

Prescribed exemptions are:

Distance from school: California, 1 mile; Pennsylvania, Kentucky, West Virginia, Indiana, Michigan, Wisconsin, Minnesota, Kansas, Colorado, Nevada, Oregon, 2 miles; North Dakota, Montana, Utah, 2½ miles; Idaho, 3 miles.

For bodily or mental conditions requiring exemptions: All except Washington, in which defective children must be sent to State institutions, and Indiana, North Dakota, Montana, Wyoming, New Mexico, Utah, each requiring a physician's certificate regularly or at will.

For other instruction, like period and like quality: Maine, Vermont, Massachusetts, Rhode Island, Connecticut (requiring hours, terms, and studies of public school, no school acceptable unless open to usual public inspection and making public reports, except as to expenses), New York, New Jersey (at school or at home by competent instructor), Pennsylvania, Kentucky (subject to such examination as other children of the district), West Virginia, Ohio (at home by competent instructor), Illinois, Michigan, Wisconsin, Minnesota, Kansas (subject to examination as in Kentucky), Montana, Colorado (subject to examination as in Kentucky), Utah (times and studies of public school), Nevada, Idaho, Oregon, California.

For instruction at private school: New Hampshire, Rhode Island (school approved by board), North Dakota (like Rhode Island), South Dakota (like Rhode Island), Utah.

For instruction at any other school: District of Columbia.

For acquirements: Vermont, Massachusetts, Rhode Island, West Virginia, Kentucky, Indiana (eight years' work of common schools and certificate of graduation therefrom), Michigan, Wisconsin, Minnesota, North Dakota, South Dakota, Nebraska, Kansas, Montana, Utah, Nevada, Idaho, Oregon, California.

Inability to send: District of Columbia.

Poverty and inability to send: Nebraska.

Poverty and lack of suitable clothing: Rhode Island, Kentucky, Minnesota, Kansas, Montana.

Parents extremely poor or sick: California.

Service necessary to support of mother or invalid father: Utah.

Service necessary to support of aged or infirm relative: Illinois.

Urgent reasons: Pennsylvania.

When attendance would work great hardship: Wyoming.

Decision of court of record: Illinois, Wisconsin.

Decision of probate judge on appeal: Ohio.

Clothing is furnished in case of poverty to enable children to attend school as follows: Vermont, by the town; Indiana, by the county; Colorado, by the district.

There are truant officers: Maine—one or more elected in a town or a city; New Hampshire—optional, elected by school board; Vermont—two in each town or city

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appointed by selectmen or mayor; Massachusetts—one or more appointed by the school committee in every town or city; Rhode Island—one or more special constables appointed by each town council or board of aldermen; Connecticut—police, sheriffs, and constables, and, when appointed by selectmen as special constables, school committee and janitors of school buildings; New York—one or more, called attendance officers, appointed by school authorities of each city or school district; New Jersey—in each city one or more detailed by police authorities, in each district without police one or more constables detailed by school authorities; Pennsylvania—one or more, called attendance officers, employed by school boards in each city, at option in each borough and township; Ohio—one or more employed by board of education in each city, in each other district a constable or other person appointed by board of education; Indiana—not exceeding five for each county appointed for districts composed of townships by the county superintendent, one or more for each city and incorporated town appointed by the school superintendent together with the secretary of the State board of charities, and one member of the State board of education designated by that board; Illinois—one or more appointed by each school board; Michigan—similar to New Jersey; Wisconsin—optional, one or more appointed in each city and district by the local school board; South Dakota—the president or chairman of each school board is charged with the duties; Montana—optional, for every district of 2,000 population one appointed by school board; Wyoming—sheriffs, constables, police officers.

In Pennsylvania the assessor at the spring registration of voters makes a list of all children of school age, which he gives to the school board; the secretary of the school board gives a list to the principal teacher of each school; the teacher reports monthly the names of those absent in the past month five days unexcused.

In Ohio the principal of each public, private, and parochial school reports in the first week of each September, December, February, April, the names, ages, and residences of all pupils in attendance at their schools to the clerk of the school board, and reports cases of truancy or incorrigibility as soon as practicable after occurrence to the truant officer.

In Montana the district clerk must furnish the school board with a list of all children 8 to 14 years of age in attendance at school within twenty days of the commencement of the term.

In Nevada the school board must furnish the principal teacher of each public school, by the first Monday of each September, with a list of all resident children 8 to 14 years of age, taken from the report of the school census marshal. At the beginning of each succeeding school month the teacher must report to the board the names of all attending during the past month. At the expiration of four school months the board shall make demand upon a delinquent parent for the prescribed penalty, and, in case of neglect for five days to pay it, to institute suit for its recovery.

In Idaho provisions are like those just cited for Nevada, except that the period before demanding penalty is three months.

The actionable offense is variously defined. In some States, particularly where there are truant officers, procedure is peremptory when children are found absent from school and unemployed. In Connecticut each week's failure to comply with the law, and in West Virginia a failure to send for five consecutive days is a distinct offense. In Nevada upon the expiration of four months without duly sending the child to school demand is made upon the parent for the penalty. In Idaho a like demand is made after three months of neglect.

CHILD-LABOR LAWS AND FACTORY LAWS.

Child-labor laws and factory laws, as variously designated, are closely related to compulsory education laws, and in general provide against the employment of children of specified ages with or without a proviso as to the amount of their school attendance.

In New Hampshire no child under 10 years of age must be employed in a manufacturing establishment, nor anyone under 16, who can not read and write, during the time school is in session, nor without a certificate of attendance in the past year of twelve weeks if 14 to 16; of six months if 12 to 14; of the whole term if 10 to 12 years of age. Penalty on owner or agent employing, not exceeding $50.

In Vermont no child under 14 years of age is to be employed in a mill or factory unless with a certificate from the teacher of attendance at public school for twenty weeks during the preceding year. Nor shall anyone employ a child under 14 who can not read or write, but is capable of receiving such instruction during the time when the public school which he should attend is in session. Penalty on parent, guardian, or master violating the law, $5 to $25.

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In Massachusetts no child under 14 years of age must be employed in any factory, workshop, or mercantile establishment. No such child must be employed for wages at any employment during the hours of public school in the city or town, nor at any work before 6 o'clock in the morning nor after 7 o'clock in the evening. No child under 16 must be employed without certificate of age and school attendance, nor any minor over 14, who can not read and write English, while a local evening school is maintained unless he attends the same. Penalties upon employers and parents offending or neglecting the law or making false statements, various, between $5 and $50.

In Rhode Island no child under 12 years of age is to be employed in any factory, manufacturing, or mercantile establishment. No child 12 to 15 years of age is to be employed as above or by any telegraph or telephone company except during vacations of the local public schools, unless during the next preceding twelve months he has attended school eighty full days or acquired the prescribed branches or been excused by the committee and supplied with a certificate. Employers or parents offending or permitting the offense are fined not exceeding $20.

In Connecticut no child under 14 years of age is to be employed in any mechanical, mercantile, or manufacturing establishment. No child under 14 resident for nine months in the United States shall be employed to labor without a certificate of attendance in the public schools for at least sixty days in the twelve months preceding. Penalty on employer or on parent making false certificate of age not more than $60. Any parent making false statement as to age of child shall be fined not exceeding $7 or imprisoned not exceeding thirty days.

In New York it is unlawful for any person, firm, or corporation to employ any child 8 to 12 years of age in any business or service whatever during any part of the term during which the local public schools are in session, nor any child 12 to 14 without a certificate of attendance of eighty days in the current year, under penalty of $50.

In New Jersey no child under 15 years of age is to be employed by any person, company, or corporation to labor in any business whatever unless he has attended some public day or night school or some well-recognized private school at least five days or evenings every week for at least twelve consecutive weeks or two terms of six consecutive weeks each, under penalty, upon any parent or other person offending, of $10 to $25, or imprisonment one to three months.

In Ohio no child under 14 years of age is to be employed by any person, company, or corporation during the school term and while the local public schools are in session without certificate of twenty or sixteen weeks' attendance at school (the greater number for town or city districts) in the year, under penalty of $25 to $50.

In Illinois no person, firm, or corporation shall employ any child under the age of 13 years in any store, shop, factory, or manufacturing establishment by the day or for any period of time greater than one day without a certificate authorizing employment for dependence of an aged or infirm relative issued by the school board. No child is to be permitted to work in one's employ, as above, without the certificate. The law seems to contemplate liberty to work on Saturday, and yet a strict interpretation of the prohibition to allow the service without the certificate would prevent work on that day. Penalty upon the employer and upon any father who permits the employment, $10 to $50. Every day of such employment is to be counted as a separate offense.

In Michigan no child under 14 years of age is to be employed by any person, company, or corporation to labor in any business without attendance at some public or private day school under a qualified teacher at least four of the twelve months preceding the month of employment. Penalty on parent or other offender, $5 to $10 for first offense; not less than $10 for each subsequent offense.

In North Dakota no child 8 to 14 years of age may be employed in any mine, factory, workshop, or mercantile establishment or, except by his parents or guardians, in any other manner during the hours when the local public schools are in session without a certificate of attendance of twelve weeks during the year or of due excuse. The employer will incur penalty of $20 to $50 and costs. A like penalty is upon any person authorized to sign the required certificate if he certifies to a materially false statement.

In South Dakota the law is like that of North Dakota, except that the penalties are $10 to $20.

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Compulsory education—Requirements.

States.	Edition of law.	Age.	Annual period.	Penalty on parents. a
North Atlantic Division:				
Maine	1893	8-15	16 weeks; 2 terms of 8 weeks each, if practicable.	Not exceeding $25.
New Hampshire	1895	8-16	12 weeks, 6 consecutive	First, $10; subsequent, $20.
Vermont	1893	8-14	20 weeks	$5 to $25.
Massachusetts	1898	b 7-14	Full term	Not exceeding $20.
Rhode Island	1896	7-15	80 days and when unemployed.	Do.
Connecticut	1898	c 8-16	Full term	Not exceeding $5.
New York	1896	8-16	14 to 16 unemployed, and 8 to 12 full term, Oct. 1 to June 1, 12 to 14, 80 days.	First, not exceeding $5; subsequent, not exceeding $50, or imprisonment not exceeding 30 days, or both fine and imprisonment.
New Jersey	1895	a 7-12	20 weeks, 8 consecutive	$10 to $25, or imprisonment 1 to 3 months.
Pennsylvania	1897	d 8-16	70 per cent of the term	First, not exceeding $2; subsequent, not exceeding $5.
South Atlantic Division:				
Dist. of Columbia	1873	8-14	12 weeks, 6 consecutive	Not exceeding $20.
West Virginia	1897	8-14	16 weeks	First, $2; subsequent, $5.
South Central Division:				
Kentucky	1896	7-14	8 consecutive weeks	First, $5 to $20; subsequent, $10 to $50.
North Central Division:				
Ohio	1897	e 8-14	20 weeks, 10 consecutive, city; 16 weeks, 8 consecutive, other districts.	$5 to $20, or penal bond of $100; on refusal, imprisonment 10 to 30 days
Indiana	1897	8-14	12 consecutive weeks	$10 to $50 and, in discretion of court, imprisonment 2 to 90 days.
Illinois	1897	7-14	16 weeks, 12 consecutive	$1 to $5 and costs, and stand committed till paid.
Michigan	1893	f 8-14	16 weeks, 6 consecutive	First, $5 to $10; subsequent, not less than $10; incorrigible, $10 to $20, or penal bond of $100.
Wisconsin	1898	7-13	12 weeks	$3 to $20.
Minnesota	1897	8-16	12 weeks, 6 consecutive	First, $25; subsequent, $25 to $50.
North Dakota	1896	8-14	do	First, $5 to $20; subsequent, $10 to $50, with costs.
South Dakota	1897	8-14	do	$10 to $20 and costs, and stand committed till paid.
Nebraska	1897	8-14	12 weeks	$10 to $50.
Kansas	1897	8-14	12 weeks, 6 consecutive	First, $5 to $10; subsequent, $10 to $20.
Western Division:				
Montana	1895	8-14	do	$5 to $25.
Wyoming	1895	g 6-21	12 weeks	Not exceeding $25.
Colorado	1893	8-14	12 weeks, 8 consecutive	$5 to $25.
New Mexico	1895	8-16	12 weeks	$1 to $25, or imprisonment not exceeding 10 days.
Utah	1896	8-14	20 weeks, 10 consecutive	First, not exceeding $10; subsequent, not exceeding $30, with costs.
Nevada	1897	8-14	16 weeks, 8 consecutive	First, $50 to $100; subsequent, $100 to $200, with costs.
Idaho	1897	8-14	12 weeks, 8 consecutive	First, not less than $5; subsequent, $10 to $50, with costs.
Washington	1893	a 8-15	12 weeks	$10 to $25; defective children, $50 to $200.
Oregon	1893	8-14	12 weeks, 12 consecutive	First, $5 to $25; subsequent, $25 to $50, with costs.
California	1895	8-14	Two-thirds of full term, 12 weeks consecutive.	First, not exceeding $20; subsequent, $20 to $50, with costs.

a See preceding text.
b To 16, if wandering about public places without lawful occupation, growing up in idleness and ignorance.
c Not applicable to children over 14, lawfully employed and not enrolled at school.
d Not applicable to children over 13, regularly engaged in useful service.
e 14 to 16, if unable to read and write English, till able; also if wandering about public places without lawful occupation.
f To 16, if frequenting public places without lawful occupation.
g Penalty only for child 7 to 16, or one living idly and loitering about public thoroughfares and spending its time in an idle and dissolute manner.

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The official publication of laws in any State is usually delayed beyond the adjournment of the legislature, so that complete accuracy to the date of publication of the above table can not be assured.

The column entitled "Edition of law used" has its value in fixing the time at which the law is known by the Bureau of Education to have been published. In some States annual editions, in others biennial editions, in others editions at irregular intervals, as required by convenience and by changes in legislation, are issued, while in the extreme case of the District of Columbia no compilation of school laws is published, the provisions being distributed through various volumes of United States Revised Statutes, or legalized by recognition in current appropriation bills.

THE CONVEYANCE OF CHILDREN TO SCHOOL.

The following States have made legal provision for transporting children to school at the public expense: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, New York, New Jersey, Iowa, North Dakota, and Nebraska.

The State superintendents of Rhode Island and Wisconsin have declared that the existing provisions of the school laws of their respective States are sufficient to authorize the conveyance of pupils at the public expense. Certain counties of Ohio are authorized by special laws to establish central schools and convey pupils to and from them, and excellent results have followed the adoption of this policy.

Some progress has also been made in this direction in Pennsylvania and South Dakota, and perhaps in other States, where there already exists, as in Pennsylvania, "law enough to cover the case."

For discussions of this subject, statements of advantages and disadvantages, results of experience, etc., see Reports of this office, for 1894–95, volume 2, pages 1469–1482; 1895–96, volume 2, pages 1353–1358.

Amount expended in Massachusetts for transporting children to school for the past nine years.

Year.	Percentage of increase.	Sum expended.	Year.	Percentage of increase.	Sum expended.
1888–89		$22,118.38	1893–94	0.26	$63,617.68
1889–90	0.09	24,145.12	1894–95	.19	76,608.29
1890–91	.27	30,648.68	1895–96	.16	91,136.11
1891–92	.26	38,726.07	1896–97	.12	105,317.13
1892–93	.31	50,590.41	1897–98		

CORPORAL PUNISHMENT.

There is little change in legal conditions as to corporal punishment since the summary last printed (p. 1537, Report of 1896–97).

Arizona has dropped the enactment expressly authorizing corporal punishment. Suspension by the teacher, expulsion by the board of trustees, with liabilities of parents for damage to property, are the extreme measures expressed in the edition of its school law for 1897.

The following extract from the penal code of New York is given in the consolidated school law, edition of 1898: "To use or attempt or offer to use force or violence upon or toward the person of another is not unlawful in the following cases:

"4. When committed by a parent or the authorized agent of any parent or by any guardian, master, or teacher in the exercise of a lawful authority to restrain or convict his child, ward, apprentice, or scholar, and the force or violence used is reasonable in amount and moderate in degree;"

In one entire State (New Jersey) the teacher is forbidden by law to inflict corporal punishment. No other State goes to this length, but Illinois, Kansas, Mississippi, Montana, Pennsylvania, South Dakota, Washington, and West Virginia specifically prescribe a penalty for excess amounting to cruelty. Legal punishment would be meted out to a brutal teacher in the other States just as surely as in these, but resort would be had to the common law and not to a statute. Corporal punishment, in some form of whipping, has been the common mode of discipline in school from time immemorial; custom legalizes it, and unless forbidden in express terms the teacher does not need the authority of a special permissive law. Judicial decisions to this effect have been made in Alabama, Arkansas, Con-

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necticut, Indiana, Iowa, Maine, Minnesota, North Carolina, Pennsylvania, Wisconsin, and probably in other States.

Local school boards have always the implied power to make regulations for the order and discipline of their respective schools, and three States, viz, Michigan, New York, and Pennsylvania, expressly grant them this power. Acting under this power, expressed or implied, several cities, notably New York City, Chicago, and Albany, have prohibited absolutely the use of the rod. The same is true of Providence, R. I., except in the primary grades, and in them whipping must not be inflicted unless the written consent of the parent or guardian has been previously filed with the city superintendent.

Corporal punishment may be used as a last resort and under rigid regulations as to reports, etc., in a great many cities, among them being Baltimore, Detroit, Indianapolis, Louisville, Minneapolis, New Orleans, Pittsburg, Rochester, St. Louis, San Francisco, and Worcester. In some cities where there is no formal prohibition, such a strong sentiment has grown up against corporal punishment that it is rarely or never inflicted. Philadelphia is a conspicuous example of this.

FOREIGNERS IN UNIVERSITIES OF EUROPE.

The number of foreigners studying in Germany is considerable. It must be borne in mind, however, that the numbers given below represent only those of matriculated students, for those are the only ones who can be considered in official reports. The number of foreigners who visit German institutions as hearers for some length of time, and, without being matriculated, attend clinics, work in laboratories, and listen to private lectures is very large, but can not be stated with accuracy; it is estimated that the number of these exceeds the matriculated foreigners. Especially Americans are found among these "hearers," chiefly because their preparatory schools are not patterned after the model of the German classical high school, hence their graduation diploma does not entitle them to matriculation in German universities. American students preferably attend Jena, Leipsic, Heidelberg, and Berlin, owing to the pedagogical seminaries at these universities. In the summer of 1895 the universities and other institutions of learning in Germany had upon their rolls the names of 3,362 foreigners, that is, 8.48 per cent of the total number of matriculated students. Of these 3,362 foreigners the universities proper had 2,015 (7 per cent), the polytechnica 1,041 (13.1 per cent), the veterinary schools 15 (1.53 per cent), the agricultural academies 101 (9.37 per cent), the forestry academies 58 (18.6 per cent), and the mining academies 132 (32.4 per cent). Of the 3,362 foreigners 966 were Russians, 514 Americans, 467 Austrians and Hungarians, 346 Swiss, 180 Englishmen, 158 Hollanders, 142 Bulgarians, 116 Swedes and Norwegians, 82 Roumanians, 69 Italians, 57 Asiatic, 53 Frenchmen, 37 Servians, 36 Belgians, 36 Turks, 27 Greeks, 26 Danes, 22 Africans, 14 Australians, 8 Spaniards, 4 Portuguese, and 2 Montenegrins.

In the Austrian universities and other institutions there were matriculated 1,106 foreigners in the summer of 1895 among a total of 18,031 students, or 6.14 per cent. Of these 1,106 foreigners there were 987 (6.58 per cent) students of universities, the polytechnica had 84 (3.1 per cent), the mining academies 16 (7 per cent), and the agricultural academy in Vienna had 19 (7.66 per cent). The 1,106 foreigners consisted of 239 Germans, 236 Russians, 115 Servians, 111 Italians, 105 Americans, 76 Roumanians, 71 Bulgarians, 33 Turks, 31 Englishmen, 25 Swiss, 11 Greeks, 10 Frenchmen, 9 Hollanders, 9 Swedes and Norwegians, 8 Africans, 6 Belgians, 6 Asiatics, 3 Spaniards, and 1 Montenegrin.

The Swiss higher seats of learning matriculated no less than 1,667 foreigners among a total of 3,908 students. The percentage of foreigners here was 42.6. The universities alone enrolled 1,341, or 42.2 per cent, and the polytechnical school in Zürich 326, or 43 per cent, of a total number of the matriculated students. Of the 1,667 foreigners Germany had sent 549, Russia 399, Austria-Hungary 143, Bulgaria 137, Roumania 86, Italy 68, America 65, France 63, Asia 26, Holland 25, Turkey 22, England 20, Greece 19, Servia 17, Sweden and Norway 15, Denmark 5, Belgium 3, Portugal 2, Africa 2, Spain 1.

From these summaries it is seen that as far as attendance of foreigners is concerned, Switzerland ranks first with 42.6 per cent of the total number; then follows Germany, with 8.48 per cent, and lastly Austria, with 6.14 per cent. This does not, as has been said before, include the so-called free lances who attend these higher seats of learning only for a time and who, being without proper preparation, can not matriculate, hence can not be counted as students by the officers of the institutions. They have, as a matter of fact, most of the privileges of the students by becoming the private students of renowned professors, and have access to the libraries, laboratories, experimental stations, and other accessories which are

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open to those who can pay the fees. In Germany it is the mining academies which are, comparatively, attended most frequently by foreigners (33.4 per cent), and the veterinary schools are attended least by foreigners (1.53 per cent). The proportion of foreigners in German universities has risen from 5.16 per cent in the year 1880 to 8.48 per cent in 1895. In Austria the school of agriculture in Vienna has the greatest proportion of foreigners, namely, 7.66 per cent, while the polytechnica have only 3.1 per cent. In Switzerland universities and the polytechnical school are attended by foreigners at about an equal ratio.

In France efforts are being made to invite foreign students, especially from America, to attend the higher institutions of learning. Admission to these institutions has been made easier, and the academic degrees, which formerly were only given to French students, have been made accessible. A communication of the United States ambassador to France, Gen. Horace Porter, to the State Department, dated January 11, 1898, in answer to an inquiry in regard to the admission of a student from the United States into the School of Mines, contains statements which are applicable to other higher seats of learning also. He says:

"No foreign student can enter any of the schools of France—medicine, pharmacy, dentistry, veterinary, painting, design, architecture, music, declamation, engineering, etc.—without the formal application of the diplomatic representative of this country. In most cases two letters suffice, one making application, the other expressing thanks when the request is granted. Sometimes more correspondence is necessary, for the reason that those proposing to enter any of the high-grade schools have to produce certain certificates of studies or diplomas, which the authorities accept only when they come through the embassy. These rules, says General Porter, apply to all foreign students. No discrimination is made against Americans; on the contrary, the authorities extend all possible facilities to them. There is a large number of American students in Paris, and, as a rule, they are much liked by the teachers in French institutions.

"As for the School of Mines," he continues, "foreigners can be admitted there either as foreign pupils, in which case they have to stand an examination, or as free auditors, in which case there is no examination. The courses, however, are not all open to that class of students, and no diploma is granted them. In both cases they have to pay 50 francs ($9.65) for matriculation. If the school is full, as occasionally happens, the application for admission is put off until the next year."[1]

Students from the United States in the University of Paris, 1887–1898.[2]

Year.	Faculty of Protestant theology.	Faculty of law.	Faculty of medicine.	Faculty of sciences.	Faculty of letters.	School of superior pharmacy.	Total.
1887–88	1	2	2	.....	6	.....	11
1888–89	1	4	7	.....	8	.....	20
1889–90	1	8	7	7	8	.....	31
1890–91	.....	10	2	2	9	.....	23
1891–92	.....	14	.....	2	8	.....	24
1892–93	.....	13	4	4	24	.....	45
1893–94	.....	2	1	.....	20	.....	23
1894–95	.....	3	4	2	22	1	32
1895–96	.....	4	.....	.....	33	1	38
1896–97	.....	4	10	4	32	1	51
1897–98	.....	3	6	6	28	1	44
Total	3	67	43	27	198	4	342

[1] For further information, see article "Admission of foreign students to the French universities," Vol. I of this Report, pp. 749–759.

[2] Statistics furnished by Dr. Bonet-Maury, professor of ecclesiastical history in the faculty of Protestant theology in the University of Paris.

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SUPERINTENDENTS' AND TEACHERS' SALARIES.

Salaries of officers and supervisors in certain cities.

City.	Date.	Population in 1890.	Secretary of the board of education.	Superintendent of city schools.	Assistant superintendents. (a)		Drawing.			Music.			Physical training.			Supervisor of writing.	Supervisor of German.	Supervisor of manual training.	Supervisor of sewing.	Supervisor of kindergartens.	Supervisor of cooking.
					Number.	Salaries.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.	Supervisor.	Number of assistants.	Salaries of assistants.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Chicago, Ill.	1898-99	1,099,850	$4,000	$7,000	9	$4,000	$2,800	1	$2,200	c$2,400	14	$1,000–1,600	$2,400	13			$3,000	$2,000		$1,200	
					b1	1,500	2,500	8	1,000–1,600												
Philadelphia, Pa.	1898	1,046,964	(d)	5,000	6	2,500	2,500			2,500		900								1,250	
St. Louis, Mo.	1897-98	451,770	4,000	4,500	3	3,000	1,800	1	1,000	1,900	1	1,200	800		$650					1,875	
								1	1,200		1	1,800									
Boston, Mass.	1898-99	448,477	3,300	4,200	6	3,780	3,000	1	2,508	c2,640	4	888	3,000	1	2,280		e3,000	2,508		2,880	$1,500
								2	1,500												
								1	800												
Baltimore, Md.	1898	434,439	2,000	2,500	1	2,000	720		500	1,500									$900		
San Francisco, Cal.	1898	298,997	(d)	(d)	1	(d)				1,020			1,200					900			
Cincinnati, Ohio	1897-98	296,908	2,500	4,500			1,900	1	1,200	2,100	7	1,600	1,900	2	800	f$1,900					
								4	800		1	1,500		1	750						
								1	700		1	1,400		1	650						
											1	500									
Cleveland, Ohio	1897-98	261,353	2,200	5,000	4	2,000	1,900			2,200			1,200	1	1,000	1,900	2,000				
Buffalo, N. Y.	1897-98	255,664		(d)	2	2,000	1,200	2	750	1,600	1	1,550	900			1,600	(d)	1,600	700		
											2	1,200									
Pittsburg, Pa.	1895-96	238,617	(d)	3,500			1,250			g1,500											
Washington, D. C.:																					
First 8 divisions	1897-98	230,392	1,200	3,300	1	2,500	1,200	3	950	1,200	1	1,000	1,000	2	700			1,500	900		900
					1	1,500		1	825		1	850		1	650						
					2	800		1	800		1	650		1	450						
								3	775		1	450									
											1	400									
Ninth, tenth, and eleventh divisions	1897-98		800	2,250	1	990	1,200	1	650	g1,000	1	700	1,000	2	550			1,200	900		900
					1	585		1	600												
								2	500												

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Detroit, Mich	1897-98	205,876	(d)	(d)			1,400			1,400						1,500					
Milwaukee, Wis	1897-98	204,468	(d)	(d)	2	2,000	(h)			(h)			(h)				(h)				
					1	1,700															
Newark, N. J	1897-98	181,830	(d)	(d)	1	(d)	1,500			1,250								1,600	900	1,500	
Minneapolis, Minn.	1896-97	164,738	(d)	(d)	(i)	(d)	(d)			(d)								(d)	(d)		
Jersey City, N. J	1896	163,003	1,500	3,500			2,000														
Louisville, Ky	1896-97	161,129	3,500	3,500	1	2,000				1,200	1	900									
Omaha, Nebr	1897-98	140,452	1,800	3,000			1,100			1,100										1,000	
Kansas City, Mo	1896-97	132,716	j225	j333½			(d)			(k)			k1,800								
Providence, R. I	1897-98	132,146	(d)	4,000	3	1,200	1,500	3	1,000	2,000	4	700	1,200	1	800	1,500			1,000		
					1	1,000								1	600						
					1	525															
Denver (District No. 1), Colo	1897-98	l106,713	1,500	5,000			1,200			1,600			1,200				m760	1,100		1,100	
Indianapolis, Ind		105,436	(d)	(d)	1	(d)	(d)	1	(d)	(d)	1	(d)	(d)	2	(d)	(d)	(d)				
Allegheny, Pa	1897-98	105,287	1,680	3,000			1,000			1,000											
Albany, N. Y	1897-98	94,923	1,000	3,000			1,600	1	500	1,500											
Syracuse, N. Y	1897-98	88,143	1,500	3,600			1,000			1,700			1,000			1,600				600	
Worcester, Mass	1898	84,655	1,400	4,000	1	1,350	2,000	1	1,500	1,650	1	1,400	1,100					1,700		1,000	
								1	1,300		1	800									
								1	750												
Richmond, Va	1896-97	81,388	1,350	2,170																	
New Haven, Conn	1898	81,298	(d)	(d)	1	(d)	(d)			(d)	1	(d)				(d)			(d)		
Lowell, Mass	1898	77,696	(d)	3,000			1,250			1,200			500			1,250			800	500	
Cambridge, Mass	1898	70,028	300	3,000	1	1,100	1,800	1	800	2,000			n800								
Atlanta, Ga	1896	65,533	(d)	(d)	1	1,900				1,200											
Dayton, Ohio	1897-98	61,220	(d)	3,000			1,000			1,000			1,000					1,200		1,000	
Grand Rapids, Mich	1897-98	60,278	800	3,000	1	900	900			900											
Troy, N. Y	1897	60,056	1,200	2,200			800			1,500											
Reading, Pa	1896-97	58,661	(d)	(d)			600			600	2	450									

a In this category are included all general supervising officers. It embraces those styled "assistant superintendents," "supervisors," "supervisors of high schools," "of grammar schools," "of primary schools," etc. For "supervising principals" and "principals" see the table of teachers' salaries.
b Supervisor of schools for the deaf.
c There are three supervisors at this salary.
d No information at hand as to salary.
e Director of French and German.
f With four assistants, at $800 each.
g There are two supervisors at this salary.
h Supervisors were employed in 1896-97, but not in 1897-98.
i There is also a supervisor of elementary science and a supervisor of nature study.
j Per month.
k The same person is supervisor of calisthenics and of music.
l Population of the entire city; District No. 1 embraces about three-fourths of it.
m There are four supervisors at this salary.
n Three-fifths of her time.

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Salaries of principals and teachers in certain cities.

City.	Date.	Normal or training school.			High schools.			Grammar schools.				Primary schools.				Kindergartens.	
		Principal.	Teachers of highest rank.	Teachers of lowest rank.	Principals.	Teachers of highest rank. (a)	Teachers of lowest rank.	Supervising principals.	Principals of largest schools.	Assistants of highest rank.	Assistants of lowest rank.	Principals of largest schools.	Assistants of highest rank.	Assistants of lowest rank.	Assistants in charge of beginners' classes.	Directors, with maximum allowance for experience.	Assistants (first year).
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
New York City:																	
Boroughs of Manhattan and the Bronx	1898	(b)	(b)	(b)	$5,000	$3,000	$900	.....	$3,500	$2,160	$504	.....	.....	$504	.....	$1,260	$600
Borough of Brooklyn	1898	$4,000	(b)	(b)	5,000	(b)	(b)	.....	3,000	1,200	600	$1,800	$700	400	.....	700	350
Chicago, Ill	1898-99	5,000	$3,000	$350	2,000 to 3,000	2,000	850	.....	2,500	1,175	500	.....	1,000	500	.....	1,000	500
Philadelphia, Pa	1898	4,000	3,000	470	3,000 to 4,000	3,000	500	$2,065	1,865	820	520	795	.....	470	c $660	620	470
St. Louis, Mo	1898	(d)	.....	.....	d 3,500	2,000	650	.....	2,000	850	.....	.....	.....	400	.....	700	375
Boston, Mass	1898-99	3,780	3,000	1,140	3,780	3,000	972	.....	3,180	2,340	552	.....	1,080	552	.....	792	432
Baltimore, Md	1896	.....	.....	.....	2,400	2,000	600	.....	1,500	900	432	900	700	408	504	.....	.....
San Francisco, Cal	1898-99	2,400	.....	.....	3,000	1,800	1,200	.....	2,400	996	600	1,920	1,200	600	996	.....	.....
Cincinnati, Ohio	1897-98	2,000	1,400	1,000	2,600	2,100	900	.....	e 2,100	e 1,500	e 600	f 1,900	f 1,300	f 400	.....	.....	.....
Cleveland, Ohio	1897-98	1,800	1,100	900	3,300	1,800	800	.....	1,300	750	400	.....	.....	400	700	.....	.....
Buffalo, N. Y	1897-98	1,800	700	700	2,500	1,600	500	.....	2,000	700	400	.....	.....	400	600	600	.....
Washington, D. C	1897-98	1,500	1,200	450	1,500	1,500	550	2,000	1,500	950	.....	.....	.....	400	.....	(b)	(b)
Milwaukee, Wis	1896-97	.....	.....	.....	2,500	1,700	700	.....	1,700	900	400	1,300	600	400	.....	600	400
Newark, N. J	1897	2,300	1,300	525	2,500	2,000	800	.....	2,000	1,200	475	2,000	800	475	.....	650	475
Minneapolis, Minn	1896-97	(b)	.....	.....	(b)	.....	.....	.....	1,450	800	400	.....	700	400	.....	.....	.....
Jersey City, N. J	1896	2,400	1,500	500	2,500	1,800	900	.....	1,950	800	400	1,020	700	400	.....	.....	.....
Louisville, Ky	1896-97	2,250	1,100	850	2,500	1,800	900	.....	1,750	625	425	750	625	425	.....	.....	.....
Omaha, Nebr	1897-98	.....	.....	.....	2,400	1,300	800	.....	1,400	750	.....	.....	.....	400	700	700	400
Kansas City, Mo	1896-97	.....	.....	.....	2,700	(b)	(b)	.....	(b)	(b)	(b)	(b)	(b)	380	.....	.....	.....
Providence, R. I	1897-98	.....	.....	.....	2,500	2,000	600	.....	2,000	750	350	675	600	350	.....	625	300
Denver, Colo. (District No. 1)	1897-98	.....	.....	.....	3,000	1,500	635	.....	2,000	805	635	.....	.....	635	.....	500	275
Indianapolis, Ind	1898-99	(b)	1,000	700	(b)	1,200	700	1,500	1,200	800	400	.....	.....	400	650	.....	.....
Allegheny, Pa	1897-98	.....	.....	.....	1,800	1,200	750	.....	1,800	700	400	.....	650	350	650	.....	.....
Albany, N. Y	1897-98	1,000	700	650	3,000	2,500	700	.....	1,900	700	400	.....	600	400	.....	600	400
Syracuse, N. Y	1897-98	1,000	.....	.....	3,000	2,000	550	.....	1,600	550	.....	.....	.....	300	.....	.....	300
Worcester, Mass	1898	.....	.....	.....	3,000	2,300	650	2,000	1,500	625	450	.....	.....	450	.....	550	450
Richmond, Va	1896-97	g 1,500	675	540	1,800	675	540	.....	1,350	495	.....	.....	432	297	.....	.....	.....
New Haven, Conn	1898	.....	.....	.....	(b)	(b)	(b)	(b)	(b)	750	.....	.....	.....	300	625	(b)	(b)
Lowell, Mass	1898	2,000	900	800	2,500	2,200	650	.....	2,000	600	450	650	600	450	.....	500	350

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Cambridge, Mass	1898	2,500	800	620	3,000	2,000	700	.....	2,000	1,000	400	685	620	400	.....	620	400
Atlanta, Ga	1896	.....	.....	.....	{ 1,600 / 2,000 }	1,800	700	.....	1,600	600	.....	.....	.....	350	600	.....	.....
Dayton, Ohio	1897-98	1,400	1,100	750	2,000	1,600	1,000	.....	1,400	800	.....	.....	.....	400	.....	450	.....
Grand Rapids, Mich	1897-98	1,000	800	500	2,200	1,100	500	.....	1,000	600	350	.....	.....	350	.....	(b)	(b)
Troy, N. Y	1897	1,000	.....	.....	2,000	1,600	750	.....	1,000	600	350	1,200	625	350	.....	.....	.....
Reading, Pa	1896-97	.....	.....	.....	1,700	1,360	420	.....	600	450	.....	.....	410	200	.....	.....	.....
Camden, N. J	1898-99	.....	.....	.....	(b)	(b)	(b)	.....	1,200	660	450	750	525	320	.....	.....	.....

a Not including vice-principals.
b No information at hand as to salary.
c After five years' experience.
d The normal school is connected with the high school.
e "Intermediate schools," comprising the seventh and eighth years.
f "District schools," comprising the first six years of the course.
g Colored high and normal school.

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SUNDAY SCHOOL STATISTICS FOR THE UNITED STATES AND BRITISH AMERICAN PROVINCES.

[Compiled for the Eighth International Convention, Boston, June 23-26, 1896. M. D. Byers, acting statistical secretary, Atwood Building, Chicago, Ill.]

United States.	Sunday schools.	Membership.			County organization.			Home class department.		Primary unions.	Paid workers.	Authority for reports.
		Officers and teachers.	Scholars.	Total.	Number of counties.	Organized.	Banner counties.	Number of departments.	Membership.			
† Alabama	3,850	23,725	205,240	228,965	66	43	2	1	40			Ed. T. Witherby, Shelby, Ala.
¶ *Alaska Territory*	14	52	1,100	1,152								Rev. S. Jackson, Sitka, Alaska.
¶ Arizona Territory	50	378	2,670	3,048	5	1						M. W. Messenger, Phœnix, Ariz.
¶ Arkansas	2,050	13,962	151,000	164,962	75	16						John W. Glenn, Batesville, Ark.
† California	1,810	18,448	137,899	156,347	53	8		50	2,500	1		H. Morton, San Jose, Cal.
¶ Colorado	485	4,699	37,220	41,919	60	22				2		C. W. Heisler, Denver, Colo.
* CONNECTICUT	1,082	15,429	122,948	138,377	8	8	8	251	8,000	2	2	W. H. Hall, West Hartford, Conn.
* DELAWARE	422	5,888	43,634	49,522	3	3	3	2	80			Aubrey Vandever, Clayton, Del.
* DISTRICT OF COLUMBIA	207	4,485	42,643	47,128	1	1	1	15	550	1	1	J. F. Johnson, Washington, D. C.
* Florida	2,400	12,119	94,870	106,989	45	32	2				2	Mrs. A. J. Phares, Yalaha, Fla.
¶ Georgia	6,889	59,885	310,612	370,497	137	123	3					Asa G. Candler, Atlanta, Ga.
† *Idaho*	100	750	5,250	6,000	21							Walter S. Bruce, Boise City, Idaho.
* ILLINOIS	7,816	91,739	682,366	774,105	102	102	38	500	10,000	2	6	W. B. Jacobs, Chicago, Ill.
¶ *Indian Territory*	387	2,942	16,393	19,335	7							Rev. J. McC. Leiper, Tahlequah, Ind. T.
* INDIANA	5,306	60,538	432,229	492,767	92	92	22	284	6,307	1	2	Chas. L. Weaver, Indianapolis, Ind.
* IOWA	6,286	50,288	414,152	464,440	99	99	29	87	3,000		1	Mrs. M. M. Bailey, Shenandoah, Iowa.
* Kansas	4,811	44,909	281,499	326,408	105	105	39	50	2,500		1	J. F. Drake, Topeka, Kans.
* Kentucky	3,350	22,894	224,856	247,750	119	102	4	65	2,700	6	3	Miss M. F. Huber, Louisville, Ky.
† Louisiana	700	6,000	40,000	46,000	60	13	1	43	2,544		1	H. H. Ahrens, New Orleans, La.
* MAINE	2,000	13,560	96,425	109,985	16	16	1	156	8,000	3	1	Rev. B. P. Snow, Yarmouth, Me.
* MARYLAND	2,528	34,942	261,941	296,883	23	16	4	6	250		3	Frank Woods, Baltimore, Md.
* MASSACHUSETTS	1,915	39,162	287,013	326,175	14	14	14	200	9,000	24	3	J. N. Dummer, Boston, Mass.
* Michigan	4,200	47,000	324,000	371,000	84	75	15	50	2,500	1	1	M. H. Reynolds, Owosso, Mich.
† Minnesota	1,550	18,250	150,500	168,750	81	34		50	2,500	2	1	G. W. Lewis, St. Paul, Minn.
† Mississippi	1,684	11,967	94,533	106,500	74	25						C. W. Mills, Columbus, Miss.
* MISSOURI	7,137	68,937	626,868	695,805	114	111	21	100	5,000	7	3	Robt. Rutledge, St. Louis, Mo.
† Montana	287	1,740	14,509	16,249	23	12						Ebben Sharpe, Helena Mont.
¶ Nebraska	3,430	27,838	183,944	211,782	90	70	2	50	2,000			R. H. Pollock, Beatrice, Nebr.
¶ *Nevada*	59	868	3,342	4,210	15							Rev. Geo. R. Bird, Carson Nev.
* NEW HAMPSHIRE	563	6,550	54,171	60,721	10	10	2	50	2,500			I. B. Miller, Keene, N. H.
* NEW JERSEY	2,252	38,939	301,417	340,356	21	21	7	175	5,000	14	2	Rev. E. M. Fergusson, Trenton, N. J.
¶ New Mexico Territory	90	592	4,900	5,492	13	1						H. E. Fox, Albuquerque, N. Mex.
* NEW YORK	9,002	124,777	1,209,244	1,334,021	60	60	60	1,010	34,000	8	10	Timothy Hough, Syracuse, N. Y.
* North Carolina	5,905	46,897	392,706	439,603	96	16	3					H. N. Snow, Durham, N. C.
† North Dakota	685	4,000	38,350	42,350	46	19						Hugh Cork, Marshall, Minn.
† OHIO	7,468	98,058	695,367	793,425	88	88	18	128	2,488	6	3	Robt. Cowden, Dayton, Ohio.
† Oklahoma Territory	700	4,900	28,000	32,900	23	15		12	500			Fred. L. Wenner, Guthrie, Okla.
* Oregon	1,223	11,863	80,017	91,880	32	16	1			1	1	F. R. Cook, Portland, Oreg.

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*Pennsylvania	9,243	144,155	1,160,351	1,304,506	67	65	4	75	3,000	16	3	Rev. C. J. Kephart, Annville, Pa.
*RHODE ISLAND	351	6,102	48,268	54,370	16	16	.....	55	2,600	.....	1	W. B. Wilson, Providence, R. I.
†South Carolina	2,417	24,175	217,566	241,741	36	20	.....	5	200	1	1	R. O. Sams, Gaffney, S. C.
†South Dakota	790	6,195	38,475	44,670	78	25	.....	.....	.....	.....	.....	C. R. Fisher, Redfield, S. Dak.
*Tennessee	4,876	43,900	317,117	361,020	96	40	.....	.....	.....	1	1	Isaac Emory, Knoxville, Tenn.
¶Texas	3,852	29,796	240,993	270,789	250	10	.....	5	200	.....	.....	Jink Evans, Corsicana, Tex.
†Utah	120	767	7,920	8,687	23	9	4	.....	.....	.....	.....	J. A. Smith, Ogden, Utah.
*VERMONT	769	8,030	56,339	64,369	14	14	.....	50	2,500	.....	1	Rev. J. H. Babbitt, W. Brattleboro, Vt.
¶Virginia	3,907	43,531	283,336	326,867	100	75	.....	.....	.....	.....	.....	Chas. P. Rady, Richmond, Va.
¶Washington	1,100	7,000	58,450	65,450	34	17	.....	.....	.....	.....	.....	H. L. Sizer, Seattle, Wash.
†West Virginia	2,024	20,545	132,400	152,945	55	13	2	.....	.....	.....	.....	G. Ruttencutter, St. Marys, W. Va.
†Wisconsin	2,500	20,000	230,000	250,000	70	15	.....	50	2,500	1	.....	Rev. A. J. Benjamin, Oshkosh, Wis.
†Wyoming	95	455	8,480	8,935	12	8	.....	.....	.....	1	.....	G. H. Smith, Carbon, Wyo.
Total United States	132,697	1,394,630	10,893,523	12,288,153	2,832	1,719	301	3,563	124,059	101	54	
CANADA.												
†Alberta	70	300	3,000	3,300	1	1	.....	.....	.....	.....	.....	Geo. A. Reid, Lacombe, Alberta.
†British Columbia	143	1,080	9,980	11,060	.....	.....	.....	.....	.....	.....	.....	W. C. Coatham, N. Westminster, B. C.
*Manitoba	503	3,509	29,265	32,834	25	15	.....	.....	.....	.....	1	W. H. Irwin, Brandon, Manitoba.
*NEW BRUNSWICK	974	6,699	49,259	55,958	15	15	3	20	700	.....	1	Rev. Aquilla Lucas, Sussex, N. B.
*NOVA SCOTIA	1,376	9,619	72,915	82,534	18	17	4	.....	.....	.....	1	Chas. H. Longard, Halifax, N. S.
*ONTARIO	5,019	49,610	423,646	473,256	50	41	12	38	2,000	3	2	Alfred Day, Deerpark, Ontario.
*Prince Edward Island	202	1,078	10,196	11,274	3	.....	.....	1	40	.....	.....	L. Morris, Summerside, P. E. I.
*Quebec	810	5,532	45,687	51,219	62	20	.....	41	608	1	1	D. Torrance Fraser, Montreal, Q.
Total Canada	9,097	77,487	643,948	721,435	174	109	19	100	3,348	4	6	
†Newfoundland and Labrador	353	2,374	22,786	25,140	.....	.....	.....	1	40	.....	.....	Chas. P. Ayre, St. Johns, Nfd.
Total for United States and British American Provinces	142,147	1,474,491	11,560,237	13,034,728	3,006	1,828	320	3,664	127,447	105	60	
Total gain	10,299	96,756	1,242,765	1,339,520	.....	.....	.....	.....	.....	.....	.....	

ADDENDA—STATISTICAL.

*Accurate reports made by State, Provincial, or Territorial association to the Eighth International Convention, Boston, Mass., June 23-26, 1896. (28.)
†Estimated reports made by State, Provincial, or Territorial association to the Eighth International Convention, Boston, Mass., June 23-26, 1896. (20.)
¶Reports made to the Seventh International Convention, St. Louis, Mo., August 31-September 2, 1893. (12.)

NOTE.—The report of the home department is mostly estimated by W. A. Duncan, Ph. D., although it is believed by the States and Provinces reporting that the figures here given are conservative. The report of the primary unions is compiled from the report of the secretary of the international primary union.

ORGANIZATION.

56 organized States, Provinces, and Territories (United States and Canada), printed in roman.
4 unorganized States, Provinces, and Territories, printed in *italics*.
19 States, Territories, and Provinces, where organization is thorough, printed in SMALL CAPS.
15 States, Territories, and Provinces, where organization is good, printed in **full-face roman.**
22 States, Territories, and Provinces, where organization is partial, printed in small roman.

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SUPPLEMENTARY AND INDUSTRIAL EDUCATION IN GERMANY.

Continuation or supplementary schools (Fortbildungsschulen) in Germany are either day or evening schools; few are secular Sunday schools. Their object is to supplement the elementary education acquired in the common schools, and to bridge over the time from the fourteenth to the seventeenth year of age of boys who do not attend a high school or a secondary industrial or technological school, the law prohibiting factory or shop labor of children under 17 years. The continuation schools are essentially elementary schools, for as a rule they teach no foreign languages and no higher mathematics, hence can not be classed among secondary institutions.

There is very little, if any, uniformity in the courses of study in these schools. They adapt themselves readily to local needs, some being designed to aid agricultural, others industrial, communities. Nor are the educational authorities desirous of subjecting these schools to a uniformity such as is necessary for common schools, because, if anywhere, it is in these supplementary agencies of the people's education that the individuality of the pupils should be fostered and attempts be made to meet local needs.

There were in 1897 altogether 13,665 of such supplementary schools in the German Empire, attended by 484,644 pupils. The Kingdom of Prussia alone had 2,989 such schools, with 219,490 pupils. The necessity of maintaining supplementary schools varies in the different States. Thus, for instance, in Bavaria, where the school age is from 6 to 13 years, such supplementary schools are more necessary than in other States which keep the children in school a whole year longer. The number of pupils in supplementary schools to every 1,000 inhabitants varies from 57 in Bavaria and 50 in Würtemberg to 2 in Schaumburg-Lippe.

Several communities in German minor States have decreed compulsory attendance for pupils of continuation schools, which is enforced only where children are employed in factory and shop labor.

There has grown out of this system of supplementary schools a system of industrial and trade schools which is exerting a most beneficial influence upon the industrial development of the Empire. They are chiefly schools for the building trades, the weaving and dyeing trades, schools for metal workers, and all are more or less schools of design as well as schools for practical work. The State of Prussia has increased its appropriations for the maintenance of these trade schools from $213,484 in 1892 to $340,050 in 1897. Besides these sums the communities pay equal amounts, and private donations and contributions from trade unions swell the income to fully $1,000,000 a year.

Austria also maintains a large number of special schools of industrial character, as does Switzerland; but while in Austria and Germany the State governments support trade schools, the Federal Government in Switzerland can not do so, being prohibited by the Federal Government, which reserves education to the cantons.

TEACHERS' PENSIONS AND MUTUAL AID SOCIETIES.

In European countries in which the State supervises and directs the common schools and regulates the appointment of teachers, laws are in existence which provide for the teachers' support in old age, and even offer relief in cases of breakdown. But while in former years the pensions paid were to a large extent the result of premiums contributed annually by the teachers themselves, recent legislation in most States has done away with the teachers' contributions and laid the burden of paying pensions entirely upon the State. The argument advanced was that teachers, as servants or officers of the State, are entitled to pensions the same as all other civil or military officers. Furthermore, that teachers, among all the State's officers, are the ones who deserve the highest consideration, being the best of the State's agencies of conservation and the ones who are more likely to sacrifice their health in the discharge of their duties. Mutual aid societies and annuity funds established by teachers are therefore declining. The following summary gives the facts as far as known to this office:

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Pensions paid to teachers of elementary schools in Europe.

Country or State.	Paid by State or community.	Dues paid by teachers, per cent of salary.	Pension may begin after—	Minimum amount paid, per cent of last salary.	Retirement takes place after—	Maximum amount paid, per cent of last salary.
German Empire:			*Years.*		*Years.*	
Prussia	Both	None	10	25	45	75 per cent.
Bavaria	Community	Yes *a*	5	25	45	75 per cent.
Würtemberg	State	None	10	40	45	85 per cent.
Saxony	Both	None	10	30	40	80 per cent.
Baden	Both	None	10	30	45	75 per cent.
Hessia	Both	None	10	45	45	100 per cent.
Mecklenburg-Schwerin	Communities	None	20	(*b*)	50	90 per cent.
Mecklenburg-Strelitz	Crown	None	(*c*)	(*c*)	(*c*)	(*c*)
Oldenburg	State and community.	2 per cent.	10	40	45	80 per cent.
Saxe-Weimar	Both	None	(?)	(?)	37	80 per cent.
Brunswick	Both	None	5	33⅓	50	100 per cent.
Anhalt	Both	None	5	33⅓	50	100 per cent.
Saxe-Altenburg	Both	None	10	34	45	86 per cent.
Saxe-Coburg-Gotha	Both	None	10	40	40	100 per cent.
Saxe-Meiningen	Both	None	10	60	50	100 per cent.
Reuss sen. line	Both	2 per cent.	10	40	45	80 per cent.
Reuss, jr. line	Both	2 per cent.	10	40	45	80 per cent.
Schwarzburg-Soudersh	Both	None	10	40	48	80 per cent.
Schwarzburg-Rudolst.	Both	None	10	40	50	100 per cent.
Lippe-Detmolt	Both	None	10	40	45	80 per cent.
Schaumburg-Lippe	Both	None	10	30	45	80 per cent.
Waldeck	Both	None	10	33⅓	45	66⅔ per cent.
Bremen	Community	None	10	40	45	80 per cent.
Lübeck	Community	None	10	33⅓	35	75 per cent.
Hamburg	Community	None	10	40	40	80 per cent.
Alsace-Lorraine	State and community.	None	10	25	45	75 per cent.
Austria	Both	(*d*)	10	33⅓	40	100 per cent.
Hungary	Both	(?)	(?)	(?)	40	$150–$200.
Switzerland	(*e*)					
Denmark	Both	(?)	10	10	45	66⅔ per cent.
Norway	State *f*					
Sweden	State	None	(?)	(?)	30	75 per cent.
Netherlands	State	None	(?)	(?)	40	66⅔ per cent.
Belgium	Communities	8 per cent.	12	(?)	30	(?)
France	State	None	(?)	(?)	25	50 per cent.
Italy	State *g*	None	(?)	(?)	30	(?)
Great Britain	State	$15 + $1.25 for each 10 per cent of increase of salary.	10	(*h*)	35	$100 for each year after 10 years of service.

a In Bavaria the dues paid by teachers vary considerably in the different parts of the Kingdom—i. e., between $1.25 in central Franconia and $25 in lower Palatinate. Also initiation fees are paid.

b Lowest amount of salary.

c At pleasure of the Crown.

d In some crown lands of Austria dues are paid by teachers.

e In Switzerland the cantonal governments are, as a rule, opposed to pensioning teachers. Where it is done, it is the result of local agreement. The teachers themselves maintain annuity funds.

f In Norway pensions are paid to all teachers, but each case is individually decided by Parliament.

g In Italy the State pension fund is not large. Hence private annuity funds are numerous.

h See last column.

General notes.—The foregoing statements have reference to men teachers. Women teachers are retired, on an average, ten years earlier, and their pensions amount to about 10 to 20 per cent less than those of the men.

In most German States the communities (or the State) make a single relief payment if a teacher is disabled before he reaches the end of the tenth year of service—i. e., the lower age limit. The same practice prevails in Austria and a few other countries.

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Pensions paid to teachers of secondary schools in Europe.

Country or State.	Paid by State or community.	Dues paid by teachers, per cent of salary.	Pension begins after—	Minimum amount paid, per cent of last salary.	Retirement takes place after—	Maximum amount paid, per cent of last salary.
German Empire:			*Years.*		*Years.*	
Prussia	Both	None	10	25	40	75 per cent.
Bavaria	Both	None	4	70	(?)	100 per cent.
Saxony	Both	None	10	30	40	80 per cent.
Würtemberg	Both	None	10	40	(*a*)	
Baden	Both	None	10	30	40	75 per cent.
Hessia	Both	None	5	40	50	100 per cent.
Mecklenburg-Schwerin	Both	None	20	50	50	90 per cent.
Saxe-Weimar	Both	None	1	40	36	80 per cent.
Oldenburg	Both	None	1	50	50	90 per cent.
Brunswick	Both	None	3	33⅓	50	100 per cent.
Saxe-Meiningen	Both	None	1	45	40	75 per cent.
Saxe-Altenburg	Both	3 per cent.	1	25	40	80 per cent.
Saxe-Coburg-Gotha	Both	1 per cent.	1	40	40	100 per cent.
Anhalt	Both	None	1	33⅓	49	100 per cent.
Schwarzburg-Rudolst	Both	None	1	40	36	80 per cent.
Schwarzburg-Soudersh	Both	None	1	40	37	80 per cent.
Waldeck	Both	None	1	33⅓	26	66⅔ per cent.
Reuss, sen. line	Both	None	1	40	37	80 per cent.
Reuss, jr. line	Both	None	1	40	45	80 per cent.
Schaumburg-Lippe	Both	None	10	30	37	80 per cent.
Lippe-Detmolt	Both	None	1	40	37	80 per cent.
Lübeck	Both	None	10	33⅓	35	75 per cent.
Bremen	Both	None	1	40	30	80 per cent.
Hamburg	Both	None	1	40	50	100 per cent.
Alsace-Lorraine	Both	None	10	25	40	75 per cent.
Austria	Both	None	8	(?)	30	100 per cent.
Hungary	Both	None	10	40	30	100 per cent.
Switzerland	(*b*)	(?)	(?)	(?)	(?)	(?)
Denmark	(*c*)	(?)	10	10	45	66⅔ per cent.
Norway	(*d*)	(?)	(?)	(?)	(?)	(?)
Sweden	State	None	10	(?)	30	$900.
Netherlands	Both	(*e*)	(?)	(?)	30	66⅔ per cent.
Belgium	State	None	(?)	(?)	30	66⅔ per cent.
France	State	10 per cent.	(?)	(?)	30	66⅔ per cent.
Spain	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)	(*f*)
Portugal	Both	10 per cent.	10	33⅓	25	100 per cent.
Italy	(*g*)	(*g*)	(*g*)	(*g*)	(*g*)	(*g*)
Greece *h*	State	7½ per cent.	(?)	(?)	20	40 per cent.
Russia	(*i*)	(*i*)	(*i*)	(*i*)	(*i*)	(*i*)
Great Britain	(*k*)	(*k*)	(*k*)	(*k*)	(*k*)	(*k*)

a In Würtemberg the pensions may reach 92½ per cent in cases where the salary is not higher than $600. The rate of increase is 1¼ per cent; as high as 85 per cent with salaries over $600. No pension can exceed $1,500.

b The population is not favorably inclined to paying pensions to teachers or other civil officers. Where it is done, it is the result of local agreement.

c In Denmark each case is decided by the minister of education, but usually according to the scheme indicated in the table.

d Each case is decided by Parliament.

e In the Netherlands the teacher pays one year's salary into the pension fund within the first five years of service.

f In Spain the State pays two-fifths of salary for two years after twenty years of service; three-fifths of salary after twenty-five years, and four-fifths of salary after thirty-five years of service, but only for two years.

g In Italy teachers may retire from service on account of ill health, and still draw one-half or three-fourths of their salaries, according to the length of service.

h In Greece an addition of one fiftieth of the salary is paid for each additional year of service, over and above the 40 per cent paid after twenty years.

i In Russia the pensions are not uniform; they range between 300 and 400 rubles after twenty-five years of service.

k In Great Britain a few distinguished schools, such as Eton, pay pensions; the majority of secondary schools being private institutions do not pay pensions to teachers.

In the United States no teachers are pensioned from public funds. Voluntary beneficial associations have been formed in some cities, and in other localities specified below. State laws provide for similar ends in a similar way, the essential difference being that in the latter case participation is enforced upon all teachers. The following paragraph shows the varieties of organization, etc.:

Voluntary mutual benefit associations for temporary aid only exist in Baltimore, St. Louis, Cincinnati, Cleveland, Detroit, Chicago, Buffalo, San Francisco, St. Paul, and one interstate association. These call for $1 to $3 initiation fee: $1 to $5 annual dues. Special assessments of $1 are made in some cases. Benefits in

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sickness range from 50 cents a day to $10 a week; at death funeral expenses only are paid in some instances, and in others a sum equal to $1 from each member of the association.

Associations for annuity, or retirement fund only, are in New York, Boston, and Baltimore, and there is an annuity guild in Massachusetts. The initiation fees reported are $3 to $5. The annual dues are 1 to 1¼ per cent of salary up to $18 or $20. The annuity is from 60 per cent of salary to $600 a year. Time of service required for retirement is from two to five years with disability, or from thirty-five to forty years without disability.

Associations for both temporary aid and annuity exist in Hamilton County (Cincinnati), Philadelphia, Brooklyn, and District of Columbia. Initiation fees, $1 to $10; annual dues $5 to $40. Annuity, $5 per week to $600 per year, and $100 for funeral expenses in case of death. Temporary aid, during illness, $5 or $6 per week. Time of service required for retirement is two to five years with disability, or thirty-five to forty years without disability.

Pension or retirement funds are authorized by State legislatures for St. Louis, all cities in California, Brooklyn, New York City, Detroit, Chicago, all cities in New Jersey, Cincinnati, and Buffalo. Dues vary little; they are generally 1 per cent of salary. Annuity, $250 to one-half of salary; maximum, $1,200. Minimum length of service with disability, twenty to thirty years; without disability, twenty-five to thirty-five years.

There are no new establishments of annuity funds to be reported for 1898–99, but the existing ones report progress, though some fears are expressed that the annual dues are generally too low, a fact which may lead to financial difficulties in the future unless special efforts are made to increase the funds by holding bazaars and securing donations.

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CHAPTER XXXVII.

MISCELLANEOUS EDUCATIONAL TOPICS.

Contents: Athletic gymnastics, by A. Mosso—The artificial production of nitrates for agricultural purposes, from an address by Sir William Crookes—The use of pictures in public libraries, by Samuel Sweet Green.

ATHLETIC GYMNASTICS.

[From "The Physical Education of the Young." By A. Mosso, professor in the University of Turin.]

I.

I asked one of the most celebrated physicians in Italy what he thought of gymnastics. His answer was that many of the best gymnasts whom he had known died of consumption. That is equivalent to saying that vigor and force are two distinct things.

Galen,[1] who was the greatest physiologist of antiquity, treated the subject in his works more than sixteen centuries ago. During the time that he was physician of the gladiatorial school, and at Rome where he was the most illustrious physician at the end of the second century, Galen had occasion to make observations on athletic gymnastics as no one could make them to-day. In one paragraph, speaking of the diseases of athletes and in order to show that vast development of muscle obtained by constant exercise is not an indication of health, Galen said "Gymnastics is dangerous to health."

It seems strange to one who is not a physician that an athlete, with every appearance of extreme robustness which the extraordinary development of his muscular system gives him, should not be for that reason more healthy than others, and that the excess of his force should itself be a cause of weakness. Every physician knows hundreds of persons more agile and of greater force than himself, as acrobats, famous gymnasiarchs, with whom he would not be willing to exchange either lungs or digestive mechanism or any other organism of the body.

"You strangely impose upon our credulity" some readers will say; "this crowns all; after hearing gymnastics preached, to see so much ranting against it." Listen to me. I do not say that gymnastics ought to be suppressed. I am making a criticism of it from a physiological standpoint in the hope of advancing its evolution toward a method more natural and more efficacious in the exercises of the body.

The gymnastics to which the people of Rome devoted themselves was not military, but merely civil and recreative. Of this we have numerous proofs among Roman writers. In a letter to Calvisius, Pliny the younger said that he would take as a model the aged Spirinna, who was admired by everybody for his vigor. He mentioned the endless walks taken by him every day, how he went about entirely naked in the sun before taking his bath, and he spoke of his passion for ball playing.[2]

In Martial's Epigrams there is a ludicrous portrait of a sycophant who, after taking his bath, ran to the thermæ to gather up the balls, and ran with them to

[1] Galeni Ars tuendae sanitatis num ad medicinalem artem spectet an ad exercitatoriam.

[2] Deinde movetur pila vehementer et diu. (Book III, letter 1.)

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rich and influential players, hoping to get some reward from them. Martial also, in another celebrated verse, tell us that everybody, young and old, played at ball. *Folle decet pueros ludere, folle senes.* "Follis" was a large ball filled with air.

That the Romans did not have fondness for gymnastics, athletic or histrionic, as Mercurial calls it, can be inferred from the fact that athletes in greater part were foreigners. People admired them, they paid them, they applauded them in the thermæ and the circus, but they did not hold them in any honor. We have at Rome monuments in which we see types as though they were alive. The bronze statue in the Museum of the Thermæ which was found in the Via Nazionale represents a characteristic figure of an athlete. Whoever has seen can never forget the stupid, brutal face of the pugilist. The statue is perhaps one of the very best which has been brought to light in our times. It has a natural grandeur, and is executed with such exactitude of detail that one takes it to be an intended portrait of a celebrated pugilist whom the artist represents at the moment when he has come forth victorious from the combat. Thus, as a man in repose, he rests his forearms on his thighs, his body slightly inclined. What gives to him a barbarous aspect is the vast dimension of his jaws. His face on one side is somewhat swollen. His ears are torn, his hair matted with blood, drops of which are seen on different parts of his body.

Yet, among all the monuments of ancient Rome, that which gives in the clearest fashion the history of athletic gymnastics is the mosaic in the upper story of the Lateran Museum. It formed the floor of the east and west expedræ in the baths of Caracalla. The fragments found were readjusted so as to make that grand picture. The anatomical execution, although exaggerating the protuberances of the muscles, is perfect, even in the most minute details. One feels that these figures are portraits of the celebrated gymnasiarchs of the epoch. But it is evident at first view that they are foreigners, for in their physiognomy there is something, I can not say what, of the beastly. The neck is shortened by the vast development of the muscles of the shoulders and the neck, especially the deltoid and the trapezoid. The arms and the legs are in a state of slight flexion. There also the artist represented faithfully the state of partial contraction which we notice in the muscles of those who exercise to excess certain portions of the body, as we see among acrobats performing on the trapeze and among celebrated wrestlers.

The collection of figures represents an athletic school. Some beardless youths are there ready for the course; others hold in hand the discus; others yet, with ferocious eyes and legs firmly planted, await the moment of wrestling. Some have their arms wrapped with the cestus, or the palms of the hands opened in sign of defiance. All around are objects which serve as ornaments in athletic schools—emblems, chaplets, and palms.

II.

By exercise muscular force increases rapidly and steadily continues. Whoever is not a physiologist and a physician studies the effects of gymnastics possibly imbued with the mistake of supposing that extraordinary development of muscles is attended by like effects on the other organs of the body. Touching this error I will mention some experiments made in my laboratory by Dr. Manca.

He, or one of his attendants, took in hand two dumb-bells, each of the weight of 5 kilos. He placed himself before a clock sounding the minute and the second, and by movement of the arms began to raise the dumb-bells upward. At the next second he returned to the point of departure by lowering the arms. At the third the arms were again raised. He repeated these movements of lifting these weights every two seconds until he became fatigued to the point of not being able to continue in the same rhythm.

An assistant standing behind wrote down every day the number of times the

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dumb-bells were lifted without exhaustion of force. He made the exercise only once a day; but as he continued it for weeks and months, it was observed that his force increased daily with surprising regularity. It was then that by these experiments Dr. Manca gradually pushed the number of times of lifting the dumb-bells from 28, which he made on an average during the first week, to 95, the average in the ninth week of exercises.[1]

Two reasons explain that continued regular progression. First, the muscles gradually accustomed themselves to the more intense exertion. Second, their structure, little by little, was modified and increased in volume. Upon that growth of the muscles I also have made experiments in my laboratory. Professor Aducco, with great precision, photographed the arms and the backs of 5 students; he also made accurate measurements around their chests and arms. These began to exercise every day at the trapeze and parallel bars, and he kept them at it several months, in order to fix the rate of increase which, at the end of four weeks, had already become visible in the muscles of the shoulders, the thorax, and the arms.

The problem is very complex. We become stronger by the practice of gymnastics because, as I have shown in my book on Fatigue, we habituate ourselves to the products of fatigue, and to the poisons which are secreted during the work of the muscles (if I may use that term). But we become stronger also because the muscles, excited by exercise, dilate and increase in volume. The researches made by me tend to divide these two factors. But, in the meantime, it is easy to observe that we become stronger by exercise before enlargement of the muscles becomes apparent. We attain in training a maximum of intensity, and we keep ourselves not for an instant only at the culminant point of physical force, but, even when the muscles have returned to their natural size after long rest, even for months, the beneficial effect of exercise remains.

III.

In the time while I was a surgeon in the Army I became convinced that the most muscular men are not always those who best resist fatigue of military life and infectious diseases.

Prof. Birch Hirschfeld said, in effect, that predominance of the muscular system among athletes leads to a state of tension of all the other organs which, in nourishing the muscles and providing for their motive action, end by exhausting themselves easily and becoming more sensitive to infectious influences.

Let us rapidly examine this problem. From it we shall become convinced that the rapid development of the muscles obtained from athletic gymnastics is not in itself an essential condition of vigor, and that we must distinguish in their operation between their aptitude to produce a maximum effort and that of producing long series of ordinary contractions without fatiguing ourselves too much. * * *

The increase of volume of muscles gained by exercise is so obvious to everybody, that physicians and gymnasts are considered by that fact as having in their hands a means highly efficacious for the reconstruction of the organic system. In order to convince the reader that muscles of moderate volume can do as much work and perform their functions as well as those of greater, I call attention to the leg of Abyssinians.

All officers who have been with companies of native soldiers in the Erythrean country speak in praise of the prodigious rapidity and endurance which Abyssinians exhibit on the march, the facility with which they ascend mountains and hills and reach the top, where our soldiers arrive languid and much worn. Now, Abyssinians and Arabs are well known for the nimbleness of their legs.

Some persons suppose that inferior races endure the fatigue of march better than we because their heel bone is more elongated. It would thus allow the

[1] G. Manca, Italian Biological Archives, Vol. XVII, p. 389.

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muscles which serve to lift up the body more easily to adapt themselves to it. (These are the ones which form the calf of the leg and which are inserted in the heel by the tendon of Achilles.) Others say that Abyssinians and Arabs have muscles less fleshy but longer than ours. In a series of experiments made by me in concert with Dr. Patrizi at a time when a delegation of Abyssinians and Arabs passed through Turin, I discovered that neither of these suppositions was true. Therefore I still insist that, even while continuing slender, a muscle can acquire aptitude for enduring exertion better than one of greater volume.

Among the Alps I have seen famous guides the muscles of whose legs were less developed than those of some of my companions who were easily fatigued in walking.

Straining the muscles is a thing entirely different from their physiological exertion. Even the work of muscular contractions follows this or that rule according as those contractions are extreme or of moderate intensity. Straining excites the formative function of the muscle more than normal exertion. Straining is a phenomenon ultraphysiological, and almost morbid, which excites the muscle and provokes distension and multiplication of muscular fibers. To make this understood by example, I will call attention to the callosity of the hands and the feet. Pressure continued on one portion of the skin excites in its coatings formative action that makes it thicker and harder. When prsssure ceases callosity disappears. In the same manner the muscles become finer when exercise is discontinued.

Increase in the muscles, however, does not change the general conditions of health. Even the fact of the appearance or absence of muscular development according to existence or default of exercise proves that the matter is a phenomenon entirely local, and not even necessary to life.

We see, by the example of the heart, that physiological contractions of the muscles have no great effect upon the nutrition of the muscles themselves nor upon their development. Of all the muscles of the human body it is the strongest and performs the greatest amount of work. The heart is the first to put itself in motion when we are yet in a state of embryo, and it is the last to rest in death. If the volume of its muscles were to grow continually from exercise, that organ would be distended to the point where it could no longer perform its functions.

The proof that growth of the volume of the muscles is not due to physiological contractions, but rather to straining, is that, when any malady contracts the opening of the valves of the heart, and when, consequently, the blood can no longer course freely into the systole, the volume of the heart constantly increases. Then hypertrophy of the cardiac muscle manifests itself, known under the name of cœur de bœuf (beef's heart) because of the dimensions it acquires.

Contraction of the muscles does not increase their volume so long as it is purely physiological. We observe this by the muscles of respiration, in the diaphragm and intercostal muscles, which are very slender although at continual work throughout life. We may therefore affirm that, in gymnastics, that which augments their volume is not physiological excitation of contraction, but that of straining, which is an irritation ultraphysiological. The dilatation of the muscles effected by athletic gymnastics is a hypertrophy and a phenomenon almost pathological. In thus exaggerating, I wish to give clearer expression to the idea that extreme size of a muscle is a thing entirely distinct from its aptitude to perform, during an extended period, a great amount of mechanical work.

When the section of a muscle becomes larger, it allows lifting of a greater weight, but not the lifting of a moderate weight a greater number of times. Often predominant development of the muscles of the arms is hurtful in the ordinary conditions of life. We shall see further on that masters in gymnastics are those who are least capable of enduring marches and the fatigue of military life.

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IV.

When we analyze a gymnastic movement we should consider, first, the brain and the spinal marrow where the nervous action which produces contraction begins; second, the muscles which transform chemical energy into mechanical work; third, the waste proceeding from the destruction of one part of the nervous system and of the muscles consequent upon the performance of mechanical work.

Endurance consists in the aptitude we gain in producing from contraction of the muscles a greater effect with the help of exercise, and in the habit which the nervous system slowly acquires of being less sensible of perturbations in the organism caused by waste and blood pollution produced by fatigue. Another important factor is increase of volume in the muscles by exercise which renders them capable of lifting greater weights.

Already knowing that on the cessation of exercise the muscles gradually shrink to their natural volume, and that the effects of training cease also, I asked myself which one of these results continues longest, greater endurance of fatigue or larger volume of muscles.

For an example of those researches on the physiology of gymnastics I will cite one of the experiments made by Professor Aducco. We had arranged in the laboratory some gymnastic equipments, in order to be more easily in reach of the physiological apparatus serving for the study of man when in exercise. Having leaped up to grasp the bar of the trapeze, Professor Aducco made the maneuver of bending his arms and lifting his body so as to put his chin on a level with the bar. Each of these movements lasted about five seconds. Then he let his body down to the full length of his arms and immediately lifted himself again.

When he began, Professor Aducco accomplished eleven or twelve of these feats before fatigue forced him to stop. He progressed day by day to twenty-one and twenty-two. Meanwhile the muscles of the arm gradually grew larger. At the end of a year of rest they had returned to their primitive volume, but when he proceeded to a new series of these exercises he accomplished at the first trial fourteen feats. I hope to find before long others having enough of Professor Aducco's good will to continue these studies. For the present it appears from that first trial that the effect of exercise upon the nervous system—the internal effect, if I may express it—endures longer than the peripheric or muscular effect.

I maintain that gymnastics ought to avoid the efforts which are morbid excitations and apply itself, above all, to act interiorly on the nervous system, in accustoming it to influence the muscles little by little in order to obtain the maximum of beneficial result with the least expense of energy. Scientific gymnastics should not allow itself to be seduced by the development of the muscles produced by means of athletic exercises.

Strainings engender hypertrophy. But this result is fundamentally different from the endurance of work, the most important quality of muscles in common life. In fine, in doing so that the period of inaction may not be too long, we ought by exercise to conserve in the organism that tolerance of the poisons and wastes of fatigue which is one of the essential conditions of being able to perform long-continued work.

V.

The increase of the perimeter of the thoracic frame is one of the most notable effects of gymnastic exercises. Some researches upon that subject have been made by Abel Chassagne and Dally,[1] Marey, Hillairet, Démeny, and others. One may

[1] A. Chassagne et E. Dally, Influence précise de la gymnastique sur le développement de la poitrine, des muscles et de la force de l'homme, Paris, 1881, p. 15.

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say, in general, that among 100 persons who practice gymnastics for five months, 76 will show increase of thoracic circumference, 16 a bending of the lower chest and the others will be neither better off nor worse. These figures suffice to show that the benefit of gymnastic apparatus, such as parallel bars, fixed bar, trapeze, rings, and dumb-bells, has been much exaggerated when it is maintained that they develop the muscles which take their insertion over the thoracic cavity, and that the result is useful in facilitating ordinary respiration.

Enlargement of the circumference of the thorax of itself alone is not, in fact, capable of ameliorating the conditions of the organism. Except acute and chronic affections of the lungs and serious deformities in the vertebral column, no physician has ever found a malady, a condition of uncomfortableness and debility produced by insufficiency of the air respired. Double organs, as the lungs, kidneys, cerebral hemispheres, etc., can compensate among themselves, and only one-half is sufficient for living. If one can not affirm positively nor say that that is the case with everybody, I have demonstrated, nevertheless, in a work of mine on respiration[1] that all of us inspire a much greater quantity of air than we have need, and I have marked the quantity habitually inspired beyond what is necessary under the name of *respiration de luxe* (superfluous respiration). The researches of Dr. Roblot demonstrated besides that even in the exercises of walking one obtains dilatation of the thoracic cavity and consequent increase of vital faculty. * * *

VI.

I have carefully studied the modifications produced in the heart during muscular efforts while exercising on the trapeze and parallel bars. Irregularities of rhythm in the beatings of the heart are those most apparent. In the course of a prolonged muscular effort the blood does not circulate freely. I have noticed this in an enlargement of the veins of the neck, congestion in the face, and the purple color of the skin. The cause of this is that we can not concentrate nervous action upon only one group of muscles. When the thing is to make an intense effort, almost all of the muscles of the body, especially those of the thorax, contract themselves, they make venous circulation difficult, we feel ourselves weakened, and are obliged to interrupt an effort, more on account of the constraint of circulation and respiration than weakening of muscular force.

Prolonged muscular contractions, such as often occur in exercises on parallel bars, have in physiology a special name. They are called "tetanic." Besides, everybody knows that tetanus is specially characterized by extended violent contractions. The heart does not beat with usual regularity during intense efforts, and irregularity continues several minutes after one has withdrawn from them.

I will cite an example. Professor Aducco in feats on the parallels went through the exercise of passage of position from arms extended to that of arms bent. After a minute or so of this movement small spots appeared on the surface of his arms like extravasations or petechiæ of a bluish color, such as are produced by slightly asphyxiated blood which remains accumulated by the slackening of venous circulation. These spots sometimes continue for five minutes after exercise on parallels, especially during the first days. When Professor Aducco became somewhat fatigued the trouble of surface circulation became less evident and the spots disappeared sooner.

The enormous difference among various individuals as to aptitude in gymnastic exercises is noticed when we observe the exercises practiced on the horizontal bar by young men of the same class entering the gymnasium for the first time. The simple operation of lifting one's self by the arms shows how much we differ one from another from our birth, and it is to such a degree that while some do not

[1] A. Mosso, La respiration périodique et la respiration de luxe. (R. Accademia dei Lincei, 1885.)

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climb trees except with difficulty, others move among them as easily as cats. In gymnasia they correct somewhat of the inequalities in development of the muscles and make them more fit for work. But when the exercise is left off, the muscles tend to return to their primitive force and proportions. So it is that, after we have been raised by exercise above the original character limits of the race, by inaction we return to the specific type which marks retrogradation resulting from inaction.

The differences in our being at birth do not depend upon the conditions of social life, for they exist equally pronounced among beasts.

Mullendorf has remarked that birds, even those of the same species, show differences in the weight of the pectoral muscles even in the savage state. Domestic birds which do little flying have these muscles less developed than the wild of the same species. Everybody knows that blacksmiths have very large arms. Moreover, some physicians counsel against the practice of fencing as much as gymnastics, because it alters the symmetry of the shoulders; in fact, the right shoulder becomes higher and larger. All physicians are agreed that when a person becomes lame the leg which is alone to support his weight takes on speedy and abnormal development.

In The Banquet, Chapter II, paragraph 17, Xenophon relates what Socrates said about gymnatics:

"Do you laugh because in taking gymnastic exercise I expect to enjoy better health, or to eat and sleep with better relish, or because I seek that sort of exercise to enable me to avoid undue size of the legs and narrowness of the shoulders, as is the case with those who run long distances, or else great breadth of the shoulders and thinness of the legs, which pugilists have; to the end that, rather than fatiguing the whole body, I may keep it in a state of perfect equilibrium?"

THE ARTIFICIAL PRODUCTION OF NITRATES UPON A WORLD SCALE FOR AGRICULTURAL PURPOSES.[1]

The world's demand for wheat—the leading breadstuff—increases in a crescendo ratio year by year. Gradually all the wheat-bearing land on the globe is appropriated to wheat growing, until we are within measurable distance of using the last available acre. We must then rely on nitrogenous manures to increase the fertility of the land under wheat, so as to raise the yield from the world's low average, 12.7 bushels per acre, to a higher average. To do this efficiently and feed the bread eaters for a few years will exhaust all the available store of nitrate of soda. For years past we have been spending fixed nitrogen at a culpably extravagant rate, heedless of the fact that it is fixed with extreme slowness and difficulty, while its liberation in the free state takes place always with rapidity and sometimes with explosive violence.

Some years ago Mr. Stanley Jevons uttered a note of warning as to the near exhaustion of our British coal fields. But the exhaustion of the world's stock of fixed nitrogen is a matter of far greater importance. It means not only a catastrophe little short of starvation for the wheat eaters, but, indirectly, scarcity for those who exist on inferior grains, together with a lower standard of living for meat eaters, scarcity of mutton and beef, and even the extinction of gunpowder. * * *

I have said that starvation may be averted through the laboratory. Before we are in the grip of actual dearth the chemist will step in and postpone the day of famine to so distant a period that we, and our sons and grandsons, may legitimately live without undue solicitude for the future.

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[1] Extract from the inaugural address of Sir William Crookes, president of the British Association for the Advancement of Science, at its Bristol meeting, 1898.

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It is now recognized that all crops require what is called a "dominant" manure. Some need nitrogen, some potash, others phosphates. Wheat preeminently demands nitrogen, fixed in the form of ammonia or nitric acid. All other necessary constituents exist in the soil; but nitrogen is mainly of atmospheric origin, and is rendered "fixed" by a slow and precarious process which requires a combination of rare meteorological and geographical conditions to enable it to advance at a sufficiently rapid rate to become of commercial importance.

There are several sources of available nitrogen. The distillation of coal in the process of gas making yields a certain amount of its nitrogen in the form of ammonia, and this product, as sulphate of ammonia, is a substance of considerable commercial value to gas companies. But the quantity produced is comparatively small; all Europe does not yield more than 400,000 annual tons, and, in view of the unlimited nitrogen required to substantially increase the world's wheat crop, this slight amount of coal ammonia is not of much significance. For a long time guano has been one of the most important sources of nitrogenous manures, but guano deposits are so near exhaustion that they may be dismissed from consideration.

Much has been said of late years, and many hopes raised by the discovery of Hellriegel and Wilfarth that leguminous plants bear on their roots nodosities abounding in bacteria endowed with the property of fixing atmospheric nitrogen; and it is proposed that the necessary amount of nitrogen demanded by grain crops should be supplied to the soil by cropping it with clover and plowing in the plant when its nitrogen assimilation is complete. But it is questionable whether such a mode of procedure will lead to the lucrative stimulation of crops. It must be admitted that practice has long been ahead of science, and for ages farmers have valued and cultivated leguminous crops. The four-course rotation is turnips, barley, clover, wheat, a sequence popular more than two thousand years ago. On the continent in certain localities there has been some extension of microbe cultivation; at home we have not reached even the experimental stage. Our present knowledge leads to the conclusion that the much more frequent growth of clover on the same land, even with successful microbe seeding and proper mineral supplies, would be attended with uncertainty and difficulties. The land soon becomes what is called "clover sick" and turns barren.

There is still another and invaluable source of fixed nitrogen. I mean the treasure locked up in the sewage and drainage of our towns. Individually the amount so lost is trifling, but multiply the loss by the number of inhabitants and we have the startling fact that, in the United Kingdom, we are content to hurry down our drains and water courses into the sea fixed nitrogen to the value of no less than £16,000,000 per annum. This unspeakable waste continues, and no effective and universal method is yet contrived of converting sewage into corn. Of this barbaric waste of manurial constituents Liebig, nearly half a century ago, wrote in these prophetic words: "Nothing will more certainly consummate the ruin of England than a scarcity of fertilizers—it means a scarcity of food. It is impossible that such a sinful violation of the divine laws of nature should forever remain unpunished; and the time will probably come for England sooner than for any other country when, with all her wealth in gold, iron, and coal, she will be unable to buy one-thousandth part of the food which she has, during hundreds of years, thrown recklessly away."

The more widely this wasteful system is extended, recklessly returning to the sea what we have taken from the land, the more surely and quickly will the finite stocks of nitrogen locked up in the soils of the world become exhausted. Let us remember that the plant creates nothing; there is nothing in bread which is not absorbed from the soil, and unless the abstracted nitrogen is returned to the soil, its fertility must ultimately be exhausted. When we apply to the land

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nitrate of soda, sulphate of ammonia, or guano, we are drawing on the earth's capital, and our drafts will not perpetually be honored. Already we see that a virgin soil cropped for several years loses its productive powers, and without artificial aid becomes infertile. Thus the strain to meet demands is increasingly great. Witness the yield of 40 bushels of wheat per acre under favorable conditions dwindling through exhaustion of soil to less than seven bushels of poor grain, and the urgency of husbanding the limited store of fixed nitrogen becomes apparent. The store of nitrogen in the atmosphere is practically unlimited, but it is fixed and rendered assimilable by plants only by cosmic processes of extreme slowness. The nitrogen which with a light heart we liberate in a battleship broadside has taken millions of minute organisms patiently working for centuries to win from the atmosphere.

The only available compound containing sufficient fixed nitrogen to be used on a world-wide scale as a nitrogenous manure is nitrate of soda, or Chile saltpeter. This substance occurs native over a narrow band of the plain of Tamarugal, in the northern provinces of Chile between the Andes and the coast hills. In this rainless district for countless ages the continuous fixation of atmospheric nitrogen by the soil, its conversion into nitrate by the slow transformation of billions of nitrifying organisms, its combination with soda, and the crystallization of the nitrate have been steadily proceeding, until the nitric fields of Chile have become of vast commercial importance, and promise to be of inestimably greater value in the future. The growing exports of nitrate from Chile at present amount to about 1,200,000 tons.

The present acreage devoted to the world's growth of wheat is about 163,000,000 acres. At the average of 12.7 bushels per acre this gives 2,070,000,000 bushels. But thirty years hence the demand will be 3,260,000,000 bushels, and there will be difficulty in finding the necessary acreage on which to grow the additional amount required. By increasing the present yield per acre from 12.7 to 20 bushels we should with our present acreage secure a crop of the requisite amount. Now from 12.7 to 20 bushels per acre is a moderate increase of productiveness, and there is no doubt that a dressing with nitrate of soda will give this increase and more.

The action of nitrate of soda in improving the yield of wheat has been studied practically by Sir John Lawes and Sir Henry Gilbert on their experimental field at Rothamsted. This field was sown with wheat for thirteen consecutive years without manure, and yielding an average of 11.9 bushels to the acre. For the next thirteen years it was sown with wheat, and dressed with five hundredweight of nitrate of soda per acre, other mineral constituents also being present. The average yield for these years was 36.4 bushels per acre—an increase of 24.5 bushels. In other words, 22.86 pounds of nitrate of soda produce an increase of one bushel of wheat.

At this rate, to increase the world's crop of wheat by 7.3 bushels, about 1¼ hundredweight of nitrate of soda must annually be applied to each acre. The amount required to raise the world's crop on 163,000,000 acres from the present supply of 2,070,000,000 bushels to the required 3,260,000,000 bushels will be 12,000,000 tons, distributed in varying amounts over the wheat-growing countries of the world. The countries which produce more than the average of 12.7 bushels will require less, and those below the average will require more; but, broadly speaking, about 12,000,000 tons annually of nitrate of soda will be required, in addition to the 1,250,000 tons already absorbed by the world.

It is difficult to get trustworthy estimates of the amount of nitrate surviving in the niter beds. Common rumor declares the supply to be inexhaustible, but cautious local authorities state that at the present rate of export, of 1,000,000 tons per annum, the raw material "caliche," containing from 25 to 50 per cent nitrate, will be exhausted in from twenty to thirty years.

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Dr. Newton, who has spent years on the nitrate fields, tells me there is a lower-class material, containing a small proportion of nitrate, which can not at present be used, but which may ultimately be manufactured at a profit. Apart from a few of the more scientific manufacturers, no one is sanguine enough to think this debatable material will ever be worth working. If we assume a liberal estimate for nitrate obtained from the lower-grade deposit, and say that it will equal in quantity that from the richer quality, the supply may last possibly fifty years, at the rate of a million tons a year; but at the rate required to augment the world's supply of wheat to the point demanded thirty years hence, it will not last more than four years. * * *

There is a gleam of light amid this darkness of despondency. In its free state nitrogen is one of the most abundant and pervading bodies on the face of the earth. Every square yard of the earth's surface has nitrogen gas pressing down on it to the extent of about 7 tons—but this is in the free state, and wheat demands it fixed. To convey this idea in an object lesson, I may tell you that, previous to its destruction by fire, Colston Hall, measuring 146 feet by 80 feet by 70 feet, contained 27 tons weight of nitrogen in its atmosphere; it also contained one-third of a ton of argon. In the free gaseous state this nitrogen is worthless; combined in the form of nitrate of soda it would be worth about £2,000.

For years past attempts have been made to effect the fixation of atmospheric nitrogen, and some of the processes have met with sufficient partial success to warrant experimentalists in pushing their trials still further; but I think I am right in saying that no process has yet been brought to the notice of scientific or commercial men which can be considered successful either as regards cost or yield of product. It is possible, by several methods, to fix a certain amount of atmospheric nitrogen; but, to the best of my knowledge, no process has hitherto converted more than a small amount, and this at a cost largely in excess of the present market value of fixed nitrogen.

The fixation of atmospheric nitrogen therefore is one of the great discoveries awaiting the ingenuity of chemists. It is certainly deeply important in its practical bearings on the future welfare and happiness of the civilized races of mankind. This unfulfilled problem, which so far has eluded the strenuous attempts of those who have tried to wrest the secret from nature, differs materially from other chemical discoveries which are in the air, so to speak, but are not yet matured. The fixation of nitrogen is vital to the progress of civilized humanity. Other discoveries minister to our increased intellectual comfort, luxury, or convenience; they serve to make life easier, to hasten the acquisition of wealth, or to save time, health, or worry. The fixation of nitrogen is a question of the not far distant future. Unless we can class it among certainties to come the great Caucasian race will cease to be foremost in the world, and will be squeezed out of existence by races to whom wheaten bread is not the staff of life.

Let me see if it is not possible even now to solve the momentous problem. As far back as 1892 I exhibited, at one of the soirées of the Royal Society, an experiment on "The Flame of Burning Nitrogen." I showed that nitrogen is a combustible gas, and the reason why when once ignited the flame does not spread through the atmosphere and deluge the world in a sea of nitric acid is that its igniting point is higher than the temperature of its flame—not, therefore, hot enough to set fire to the adjacent mixture. But by passing a strong induction current between terminals the air takes fire and continues to burn with a powerful flame, producing nitrous and nitric acids. This inconsiderable experiment may not unlikely lead to the development of a mighty industry destined to solve the great food problem. With the object of burning out nitrogen from air so as to leave argon behind Lord Rayleigh fitted up apparatus for performing the operation on a larger scale, and succeeded in effecting the union of 29.4 grams of mixed nitrogen and oxygen at an expenditure of one horsepower. Following

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these figures, it would require one board of trade unit to form 74 grams of nitrate of soda, and therefore 14,000 units to form one ton. To generate electricity in the ordinary way with steam engines and dynamos, it is now possible with a steady load night and day, and engines working at maximum efficiency, to produce current at a cost of one-third of a penny per board of trade unit. At this rate one ton of nitrate of soda would cost £26. But electricity from coal and steam engines is too costly for large industrial purposes; at Niagara, where water power is used, electricity can be sold at a profit for one-seventeenth of a penny per board of trade unit. At this rate nitrate of soda would cost not more than £5 per ton. But the limit of cost is not yet reached, and it must be remembered that the initial data are derived from small-scale experiments, in which the object was not economy, but rather to demonstrate the practicability of the combustion method and to utilize it for isolating argon. Even now electric nitrate at £5 a ton compares favorably with Chile nitrate at £7 10s. a ton; and all experience shows that when the road has been pointed out by a small laboratory experiment, the industrial operations that may follow are always conducted at a cost considerably lower than could be anticipated from the laboratory figures.

Before we decide that electric nitrate is a commercial possibility a final question must be mooted. We are dealing with wholesale figures, and must take care that we are not simply shifting difficulties a little farther back without really diminishing them. We start with a shortage of wheat, and the natural remedy is to put more land under cultivation. As the land can not be stretched, and there is so much of it and no more, the object is to render the available area more productive by a dressing with nitrate of soda. But nitrate of soda is limited in quantity, and will soon be exhausted. Human ingenuity can contend even with these apparently hopeless difficulties. Nitrate can be produced artificially by the combustion of the atmosphere. Here we come to finality in one direction; our stores are inexhaustible. But how about electricity? Can we generate enough energy to produce 12,000,000 tons of nitrate of soda annually? A preliminary calculation shows that there need be no fear on that score; Niagara alone is capable of supplying the required electric energy without much lessening its mighty flow.

The future can take care of itself. The artificial production of nitrate is clearly within view, and by its aid the land devoted to wheat can be brought up to the 30 bushels per acre standard. In days to come, when the demand may again overtake supply, we may safely leave our successors to grapple with the stupendous food problem.

THE USE OF PICTURES IN PUBLIC LIBRARIES.[1]

By Samuel Swett Green.

In Great Britain, in 1845, was enacted a law entitled "An act for encouraging the establishment of museums in large towns."

The well-known law of 1850 is entitled "An act to enable town councils to establish libraries and museums." These museums are defined in a section of the law to be "museums of art and science." Towns in Great Britain may use public money to establish and maintain museums of art and science as well as libraries. These are not provided for in Massachusetts by existing library laws. Arrangements are made in some towns, however, by which art galleries may be housed in the same building as a public library and be under the control of the library board.

[1] The Report of the Commissioner of Education for 1895-96 contains a chapter on Art Decoration in Schoolrooms. In this article, taken from the Eighth Report of the Massachusetts Free Public Library Commission, Mr. Samuel Swett Green, librarian of the free public library of Worcester, Mass., shows the possibilities open to libraries along that line.

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In Fitchburg, for example, the Hon. Rodney Wallace, in 1885, gave to the city a building to be used for "a free public library, reading rooms, and art gallery, and for no other purposes," on condition that the city government accept it and agree to bear the current expenses. There is a collection of oil paintings in the upper story of that building.

Many public libraries are owners of works of art which have been given to them.

As early as 1869 the Boston Public Library acquired, by gift, the Tosti collection of engravings.

The City Library Association of Springfield has a museum of natural history connected with it, as well as an extensive art collection. This is not a public library, however, controlled and supported by the city, but a private institution, to which the city gives liberal assistance annually, in consideration of the fact that its privileges are extended to the general public without cost.

While it would be out of place to spend money appropriated by a town for a library for buying oil paintings and statuary to form an art museum, it is considered proper to buy photographs and plates, not only bound in volumes, but detached, for the purpose of illustrating subjects treated of in books in the library.

In so far as the writer knows, the Free Public Library in Worcester was the first public library in the country to make a deliberate and large expenditure for photographs, engravings, and other kinds of plates, to use for the purpose of popular education in connection with the daily work of the library. The present librarian became connected with it as a director January 1, 1867, and as librarian January 15, 1871. Soon after his connection with the institution he introduced the plan of buying freely pictures separate from books. These have been bought mainly from the income of a fund established by the will of Dr. John Green, the founder of the reference department, but to a considerable extent also from the city appropriation.

Since 1870 interest in art instruction has grown apace. Instruction in drawing has been given in the public schools. In July, 1871, Mr. Walter Smith, who had been brought here from abroad, was made art director in this Commonwealth. A growing and large interest in making all objects beautiful and in having everywhere tasteful surroundings showed itself in the community generally.

It became very evident to the librarian in Worcester that pictures must be provided if the library was to do the work which might properly be expected of it in fostering the art spirit and in giving it material by means of which it might get exercise. A sufficiently large number of copies of Jones's Grammar of Ornament in its larger form, a copy of L'Ornement Polychrome, and other similar works, were bought, and collections of plates, mainly large photographs representing the work of masters in art, were bought from time to time. This library also became a pioneer in the work of bringing about a close connection between libraries and schools. When these relations were established, it soon became obvious that not only in providing for the newly awakening interest in art, but also affording necessary aid in geography, history, and other studies, large collections of pictures must be acquired. The value of the illustrations in books was recognized, as well as their rapid increase in number and excellence. But here, as well as in instruction in art, more, larger, and better pictures were needed, and these had to be bought as separate plates, and kept in portfolios so that they could be hung on walls.

Not only was the pictorial matter acquired by the library placed at the disposal of teachers, scholars, and the general public in meeting their daily needs, but not infrequently exhibitions were given. Thus early a large collection of good-sized photographs, illustrating the work of Raphael and the development of his genius, was shown. Then followed other exhibitions of photographs of pictures of artists of different Italian and German schools of painting. The experiment was successfully tried of having members of the Worcester Art Society make themselves

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acquainted with groups of pictures which they undertook to explain to visitors. A lady well acquainted with pictures was hired to come from Boston to be present at one of the exhibitions and enter into conversation with persons interested about the pictures and artists. This plan gave much satisfaction.

When the new library building was added to the older one, in 1890, new facilities were provided for exhibitions. The interior of the new building was planned by the librarian, and arrangements for a hall and art galleries were made. Many exhibitions have been given for the benefit of pupils in the schools. For example, when scholars in the high schools have been studying essays from the Spectator, classes are brought to the library, and photographs of old buildings in London, colored pictures of the exteriors of buildings and of scenes within buildings in the times represented in the writings and other illustrations of London in the time of Addison and of the manners and occupations of its inhabitants are shown to them. If they have been engaged in studying plays of Shakespeare, the plates of the work known as the Homes and Haunts of Shakespeare, in colors and in black and white, are hung on the walls of a hall, together with the illustrations of scenes in the plays of Shakespeare by Darley; and facsimiles of the quartos and folios and works giving representations of the exterior and interior architecture and of the costumes of the time of the dramatist are brought together, and classes, with their teachers, invited to examine and study them.

For pupils in the grammar schools exhibitions have been provided. Thus, when in the school course the civil war of 1861–1865 has been studied, one hundred photographs of bridges, houses, roads, and battlefields (with the dead lying unburied) are placed on the walls of a hall, with Forbes's etchings descriptive of life in the camp during the war, battle pictures in color, and a set of Confederate etchings. All are carefully inscribed with names of places, scenes, etc. (with which the memories of the children are at that time filled); and the principals of the grammar schools are notified that the exhibition is open, and that such boys and girls as desire may come to it between the hours of 4 and 6 o'clock in the afternoon.

Last winter a more elaborate exhibition was held. The colored plates of Catlin, illustrating life among the North American Indians during his residence among them; Thomas Moran's beautiful and striking representations of the scenery in the Yellowstone Park; a set of chromolithographs, such as are used in German schools in teaching physical geography; and Trouvelot's plates, showing how the heavenly bodies look through a telescope, were hung on the walls of a hall. By arrangement with the superintendent of schools, teachers registered their names at his office, and placed after them the dates when they would like to bring scholars to the library. It was announced to the librarian every day, by telephone, what school was coming. Such pupils in a school as desired came to the library, accompanied by teachers, after school in the afternoon, and spent an hour in examining the pictures and in listening to a lecture about them. This exhibition was peculiarly successful, and was very entertaining and instructive to the children.

Another exhibition of a similar character has been planned for the present winter. A course of lectures was given by Dr. G. Stanley Hall to the teachers of Worcester last winter. Some of these were illustrated at the library by bringing together into a room pictorial and literary matter likely to prove useful in teaching the subjects which he was showing them how to teach.

Classes go to the library from the high schools and from grammar schools to look over, in a room by themselves, photographs of classical remains, illustrations of armor, or pictures interesting in connection with other subjects.

Twenty years or so ago geography was taught in the Worcester Normal School by means of lantern slides. The principal of one of the grammar schools in Worcester has 1,500 slides which he uses in giving instruction in his school. For example, he has a series of pictures which he has taken, showing the various points of interest in Concord, Mass. These pictures are shown and the connection of the

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place with the Revolution and the town's distinguished residents are mentioned and talked about. Interest is thus excited that may lead to extended studies in history and literature. The teacher spoken of has been doing work of this kind for ten years. The superintendent of schools in Worcester has become much interested in the matter, and is endeavoring to have instruction given by slides in other, if not in all, the public schools. Many of the slides are prepared from material in the public library. That institution has skylights and a dark closet for the use of photographers, and large numbers of pictures which teachers desire to copy.

Prof. William M. Davis, of Harvard University, has of late years been very much interested in having instruction given by means of lantern slides; and in No. II of Papers from the Physical Geography Laboratory of Harvard University may be found a list of geographical lantern slides, of great interest, prepared for use in Cambridge public schools by Professor Davis (Cambridge, Mass., Harvard Printing Company).

The first of next month (February, 1898) an exhibition is to be given at the library in Worcester, of especial interest to schools. The Public School Art League, having raised $300 or $400 in small subscriptions by residents of Worcester, has lately been buying objects to be used in decoration of schoolrooms in different portions of the city. Before they are put in the places they are to occupy, they are all of them to be brought to the library for a public exhibition. The library will add a collection of photographs, selected from its stores with particular reference to their desirability for purposes of school decoration; and it is expected that a new interest will be awakened in the community by the display, in providing additional means to be used in furtherance of the good plans of the School Art League.

There has just been hung in a room in the Worcester Library a collection of photographs illustrative of Greek sculpture. There is a large class of ladies studying this subject. It began the study last winter, and is continuing it the present season. The members of the class call at such hours as they please to examine the photographs, and once a week several ladies come and study them for two or three hours. Societies connected with churches that are making fireside travels, Chautauqua circles, clubs for the suburbs of the city, teachers with classes to which instruction is being given in the history of painting, come to the library; they have rooms assigned them and are provided with illustrative matter on such subjects as they have an interest in at the time.

A large number of exhibitions is provided for the general public. Such as have been given in the last few years are described in the annual reports of the library. Examples are: The antiquities of Russia; the remains of Pompeii; Moorish art in Cairo; English, French, and Spanish painting; classical antiquities. Occasionally a deserving local artist is discovered, and is allowed, in connection with an exhibition, to fill a room with his pictures. Several exhibitions have been given in the Worcester Library in conjunction with the Worcester Art Society. Thus, when the new library building was opened, the art society filled the galleries with portraits gathered mainly from homes in the city. As the earlier artists of the country and later painters, as well as the most distinguished living portrait painters, were represented in the exhibition, it gave, to some extent, a history of American portraiture. At another time the art society gave an exhibition of china, and winter before last kept up a continuous exhibition of oil paintings and bric-a-brac for four months. The library assisted by filling a room with photographs of English and Continental cathedrals of large size, and afterwards with representations of the frescoes of Michael Angelo in the Sistine Chapel. The art society spent from $300 to $700 on each of these exhibitions. In connection with the exhibition of china, prizes were given by the art society for ceramic decorations by local amateurs.

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A very large use of pictures is being made in the new Forbes Library at Northampton. That institution was opened to the public July 1, 1895, under the care of an experienced librarian, Mr. Charles A. Cutter, who was for twenty-four years librarian of the Boston Atheneum. The Forbes Library had accumulated a considerable sum which could be spent at the start in buying books, photographs, and objects of art, and is provided with an income which will enable it to make valuable additions from year to year. From the second annual report of the library, for the year ending November 30, 1896, it appears that several successful exhibitions were given in that year. One of great interest consisted of mountain photographs owned by the Appalachian Club, giving views of the Alps, the Tyrol, Ætna, and the Caucasus. This was followed by a loan exhibition of photographs taken in India, Japan, and Siam. These belonged to a resident of Northampton, who made the display more attractive by lending to the library a "case full of oriental curiosities—idols, swords and daggers, palm-leaf books, pipes, and the betel-nut apparatus." Besides other exhibitions of material owned by the library and borrowed, it had two furnished by a representative of a large dealer in photographs.

Recently an interesting exhibition has been given in the Forbes Library building of the work of amateur photographers.

"These exhibitions," the librarian states, "have not only given pleasure, which in itself would be sufficient justification, but have broadened their visitors' minds, have supplied some of the advantages of travel to those who could not leave home, have renewed the impressions of those who had been abroad, have increased the knowledge of art, and educated the taste of all who saw them." The library has been invited to join a league of 20 Massachusetts libraries, who will prepare a traveling exhibition, stopping two weeks at each library.

The Boston Public Library, under its present management, is showing a very marked interest in the cause of popular entertainment and education, and is using its great resources and wide and powerful influence efficiently to these ends. In trying to show what use this library is making of pictures, I can not do better than to incorporate here the following letter, just received from Mr. Otto Fleischner, the head of the art department:

THE PUBLIC LIBRARY OF THE CITY OF BOSTON, *January 1, 1898.*

SAMUEL S. GREEN, Esq.,
Librarian, Worcester Public Library, Worcester, Mass.

DEAR MR. GREEN: In answer to your letter of December 19, I give below a partial list of exhibitions of pictures in this library, which I hope will serve your purpose.

We now keep a regular record of all the exhibitions, but have no lists of the first year after the opening of this department.

Our aim is to have it known that students and casual visitors will find something new and interesting, and at the same time instructive, to see on every successive visit to the library. When the walls of the Barton Library, which is mainly used for this purpose, are not occupied by special exhibits, a selection of photographs is put up without a set programme, although a certain order is followed. For instance, the artists of a certain school are shown in sequence, or a collection of landscapes or genre pictures or portraits, interior decoration, etc.

The special exhibitions are arranged with a view to illustrate special events, lectures, courses in the public schools or the Institute of Technology, anniversaries, national and other holidays. For Christmas just past a collection of Nativities of different schools was exhibited, while Easter will be a good season for a collection of Madonnas. For Washington's birthday last year a very interesting loan collection of Washington portraits was put up, and will be repeated this year. Decoration Day is celebrated by a display of a large collection of Brady's war photographs. Patriot's Day, Bunker Hill Day, Fourth of July, are illustrated by maps, views of battles, portraits of generals, etc.

Among the special exhibitions may also be mentioned those in connection with—

Professor Weir's Lowell Institute lectures on Italian art.

Professor Homer's Lowell lectures on Romanesque architecture.

Hopkins's lectures on the history of art to the teachers of the Boston schools, which will be continued this winter.

Industrial arts in connection with the Arts and Crafts Exhibition.

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Collection (loan) of book plates by Boston artists.
Collection (loan) of historical and rich modern bindings.
Loan collection of original drawings, engravings, and reproductions, showing the methods of book illustration, in connection with the Library Club meeting.
Holbein portraits and other pictures, on the four hundredth anniversary of the artist's birth.
Cabot Centennial; portraits, maps, views, portraits, etc.
Bradford Manuscript; autographs, views, portrait's, etc.
The Constitution, Cuba, Alaska, etc.
Loan collection of original drawings and paintings for book illustrations, etc.

Of course all special exhibitions are announced in the newspapers.

To these exhibitions must be added the permanent display of the Arundel prints in the fine arts room, the collection of solar prints suitable for school decoration, and the Howard Pyle paintings illustrating American historical subjects, both in the juvenile room.

Since last fall these exhibitions have been extended, with gratifying results, to the 10 branches, and several special collections are sent in rotation to the various branches and exhibited for two weeks. The schools in the respective districts are notified, and visit the branch in classes, under the supervision of teachers.

The regular collections of photographs are not used for this purpose, but the library purchased within the last six months a collection of about 2,500 half-tone reproductions from paintings and sculpture (classical picture and sculpture galleries) and about 1,000 gelatine prints (European architecture), which are exclusively used for branches and schools.

The "Classical Picture Gallery" and "Classical Sculpture Gallery," published by H. Grevell & Co., of London, and "European Architecture," published in Chicago, are monthly serials, and are still continued.

A portfolio of a selection of these pictures is sent regularly on the first Tuesday of every month to each branch, where they are either displayed on the walls or used on the tables. These portfolios are also issued to teachers for use in the schoolroom, the portfolios being so arranged that they may serve as easels to show the pictures from the teacher's desk.

An experiment will be made during January to hold a lecture in connection with the exhibitions. This will be done under the auspices of one of the art clubs, who will supply a competent lecturer.

In case the experiment proves feasible, a regular course of lectures will be arranged for the winter.

Very truly, yours, OTTO FLEISCHNER.

Can libraries in small towns avail themselves of advantages which come from ready access to generous collections of pictures?

It will be noticed that the Forbes Library borrowed the pictures for the exhibition of mountain views from the Appalachian Club. Now, this club, it is announced, is ready to lend its photographs to any library that will pay freight and attend to the cost of hanging the pictures. There are persons interested in small towns who have collections of plates and objects of art and other interesting material which they would be willing to lend to libraries. Among others, there are persons born and perhaps brought up in little towns who would be glad to lend collections which they own, or to influence others to lend collections, for the instruction and entertainment of the present residents in the places of their birth. It is understood that the Century Company has sometimes lent the drawings and paintings from which the illustrations in its magazines have been prepared. Other publishers have similar collections which they could perhaps be induced to lend. Arrangements could undoubtedly sometimes be made with dealers to send small lots of pictures to little towns.

Mr. John Cotton Dana, now the librarian of the City Library Association of Springfield, in this State, but until recently the librarian of the Public Library of Denver, Colo., did some inexpensive work while living in the latter city in bringing together and distributing collections of pictures. He had illustrations cut out from illustrated papers and magazines and mounted on stiff paper, distributed them under heads, and arranged them in catalogue drawers. Teachers and others could go to these drawers and select such pictures as they wanted to take to schools or homes. This work of Mr. Dana is described in a recent volume of the "Library Journal."

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It is often said that any town, no matter how small it is, may have a unique library. All that is necessary is to start and maintain a movement to bring together every book, pamphlet, broadside, or newspaper that will in any way throw light on the history of the town or the lives of its residents or past inhabitants. It may not only have a mass of local literature, but may add to this a museum of antiquities and other objects which illustrate the history or show the present products and interests of the town. Both of these things have been done in a most admirable manner in the public library of the beautiful little town of Lancaster, in Worcester County. But every town library may have a unique art collection. Poor indeed is a town without amateur photographers among its permanent or summer residents. With little trouble and at no great expense any town library may secure a valuable collection of local photographs. Preserve the remembrance of beautiful trees or groups of trees. The landscape changes from time to time as wood is cut or as alterations are made for utilitarian purposes. Have pictures taken to show how the town looks to-day. Get photographs of all prominent residents and, so far as possible, likenesses of former residents and of persons born in the town who have been important factors in adding to the prosperity of larger places. Take pictures of old houses. If a library, even in a very small town, should do this kind of work systematically and do a good deal of it every year, it would not be long before it would have a valuable and, as stated before, unique collection.

A town library may join a league like the one which the Forbes Library was asked to attach itself to.

Finally, traveling libraries of pictures are available. The Woman's Education Association of Boston has done excellent work in sending to small towns traveling libraries of books. It is now entering on the work of sending boxes of pictures to places where they are desired. It has already done work of this kind.

I will only add that considerable work of this kind is being done in the State of Wisconsin. Attention has for some time been attracted to that State by the excellence of the work which it has been doing by sending boxes of books to sparsely settled portions of the State. In a report recently issued by the Wisconsin Free Library Commission on "Free Traveling Libraries in Wisconsin" there is a very interesting account of good work that is being done by traveling boxes of pictures in Portage County.

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CHAPTER XXXVIII.

THE TRANS-MISSISSIPPI AND INTERNATIONAL EXPOSITION, HELD IN OMAHA, NEBR., JUNE 1 TO OCTOBER 31, 1898.

Report of J. C. Boykin, Agent of the Bureau of Education, and Chief Special Agent of the Interior Department.

WASHINGTON, D. C., *February 1, 1899.*

SIR: In making a report of the participation of this Bureau in the Trans-Mississippi and International Exposition, it may be well to give a brief history of the enterprise and a statement of its general features. Without this the bearings and surroundings of our own exhibit can not be well appreciated.

The credit of first effectively proposing an exposition to be held in Omaha is said to belong to Mr. Edward Rosewater, the editor of the Omaha Bee. He had been impressed by the success of the World's Fair at Chicago and by its advantages to that city, and his belief that a similar exposition would have a like effect upon Omaha had been strengthened by the experience of Atlanta, Ga., with its exposition of 1895. A convention had been called in 1895 to consider the commercial condition of the Trans-Mississippi States, and it was expected that steps would then be taken to extend the commercial importance of that section. The time seemed ripe to Mr. Rosewater for advancing his ideas as to an exposition, and he accordingly broached the subject to a number of influential men of the city, and published (November 25, 1895) an editorial in his paper earnestly advocating the idea. The proposition was taken up by the Trans-Mississippi Commercial Congress almost immediately afterwards, and the actual initiation of the exposition was the most important work accomplished by that gathering, its president, Hon. W. J. Bryan, introducing the following resolution:

Whereas we believe that an exposition of all the products, industries, and civilization of the States west of the Mississippi River, made at some central gateway where the world can behold the wonderful capabilities of these great wealth-producing States, would be of great value not only to the Trans-Mississippi States, but to all the home seekers in the world: Therefore,

Resolved, That the United States Congress be requested to take such steps as may be necessary to hold a Trans-Mississippi Exposition at Omaha in the year 1898, and that the Representatives of such States and Territories in Congress be requested to favor such an appropriation as is usual in such cases to assist in carrying out this enterprise.

After the adjournment of the congress, active steps were taken to make the suggestion an accomplished fact. In January, 1896, the Trans-Mississippi Exposition Association was formally organized and incorporated. Its capital stock was fixed at $1,000,000, issued in shares of $10 each. Efforts were begun for securing Congressional and State recognition and, incidentally, appropriations. The sundry civil bill passed by Congress and approved June 10, 1896, carried an appropriation of $200,000 for a Government exhibit, and contained the usual provisions as to notification and invitation to foreign governments to participate and as to the admission of exhibits free of duty. Of the appropriation as it finally stood, $62,500

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were to be used for the erection of a building and the remainder was to be for the preparation and care of exhibits. The Government exhibit was to be controlled by a board of management consisting of one representative of each of the Executive Departments and one each from the Smithsonian Institution and the Fish Commission.

The passage of this bill made the exposition a certainty. In a few months stock subscriptions were secured in sufficient amount to meet the provisos in the appropriation bill and in the articles of incorporation, and December 1, 1896, a meeting of the stockholders was held and a board of fifty directors was elected. These, in turn, formulated the permanent organization of the association and elected the following officers: Gurdon W. Wattles, president; Alvin Saunders, resident vice-president; Herman Kountze, treasurer; John A. Wakefield, secretary; Z. T. Lindsey, manager department of ways and means; Edward Rosewater, manager department of publicity and promotion; F. P. Kirkendall, manager department of buildings and grounds; E. E. Bruce, manager department of exhibits; A. L. Reed, manager department of concessions and privileges; W. N. Babcock, manager department of transportation.

The final decision as to the location of the exposition was reached March 17, 1897, and the corner stone was laid with elaborate ceremony April 22.

THE GROUNDS AND BUILDINGS.

The site was an eligible one, about 2 miles from the center of the city. It was composed of three distinct "tracts," but these were so situated, and the arrangement was such, that each had its individuality. All were connected by streets and viaducts, and what might have been the cause of inconvenience and lack of harmony under less skillful management, was turned into a positive advantage.

What was known as the Kountze tract was a rectangular piece of ground 670 feet wide and about a half mile long, extending from Sherman avenue (Sixteenth street extended) to Twenty-fourth street. Here was situated the "grand court." A long, narrow lagoon, spread out at one end in the form of a trefoil, was surrounded by the principal exhibit buildings, recalling the court of honor at the World's Fair, the likeness being increased by the extensive use of white staff in construction and decoration. At the head of the lagoon stood the Government building with its gilded dome and impressive columns and sculptured groups. On the south were the buildings devoted to fine arts, liberal arts, and mines and mining, and on the north were those of agriculture, manufactures, and machinery and electricity. All these were connected by colonnades, which added much to the completeness of the plan and proved a positive boon in inclement weather.

THE EXHIBITS.

The exhibits in the Government building were materially different in most respects from those at previous expositions, the plan of the officials being to present fresh collections as far as possible at each succeeding exposition. Where it was necessary to use the same articles the difference in arrangement and decoration was such as to give them an entirely different aspect. If this were not kept constantly in mind the Government exhibits, after a few expositions, might become monotonous. But since the same departments, the same bureaus, and the same functions are to be exhibited every time, the task is not an easy one.

A partial enumeration of the articles shown filled 45 closely printed octavo pages in the official catalogue. From this the scope of the exhibits may be judged.

The Fine Arts Building, or more properly buildings, for it was a double structure, contained a creditable collection of pictures. A feature which added greatly to its usefulness was a series of lectures by the director, Mr. A. H. Griffith, of Detroit, Mich., who in his talks passed from picture to picture and explained their

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characteristics and those of the schools of art which they respectively represented. In lieu of the usual medals and diplomas, a fund of $5,000 was expended in the purchase of meritorious pictures, the idea being that artists would prefer a sale to any other form of award.

The Liberal Arts Building and the Manufactures Building faced each other from opposite sides of the lagoon. In the former among the most conspicuous exhibits were typewriters, pianos, billiard tables, artificial limbs, gramophones, writing papers, photographs, furs, and jewelry. Prominent exhibits in the manufactures building were of meats, pork and beef products, salt, shoes, whiskies and beer, oils, hats, clothing, watches, stoves, sewing machines, house furnishings, chocolate, etc.

The Mines and Mining Building was filled almost entirely with collective State exhibits of minerals. South Dakota, Missouri, Colorado, Montana, Minnesota, Utah, New Mexico, Wyoming, Oregon, and Nevada made extensive exhibits in this department.

The building devoted to Machinery and Electricity occupied the position on the lagoon opposite to that of the Mines and Mining Building. The display of electrical machines and devices was excellent, but not extensive, and the exhibits of historical telephone and telegraph apparatus were noteworthy. In machinery other than electric the display was meager.

The Agriculture Building presented the appearance that has come to be considered inseparable from a building so named. With the exception of three or four excellent exhibits made by railroads, all the extensive displays were collective State exhibits. Naturally Nebraska and the neighboring States of Iowa, Kansas, and Missouri made the largest exhibits here, but New Mexico, Utah, Texas, Minnesota, Oregon, Oklahoma, North Dakota, Montana, and even Hawaii, were well represented. There was a good deal of sameness in these exhibits, since the States in that section all boast of similar products; but the lumber of Oregon, the flour of Nebraska, the forestry of Montana, the photographs of Hawaii, the wools of Minnesota, and the ingenious pictures and lay figures of the Burlington Railway served to give variety to the building and relief from the profusion of corn and grain.

The Horticulture Building and the Transportation and Agricultural Implement Building were very inconveniently placed, the former beyond the State buildings on the Bluff tract, and the latter almost at the extreme northern limits of the grounds. Neither building, therefore, received its just proportion of visitors on ordinary occasions. As in the Mining and the Agriculture Building, the exhibits of horticulture were largely those of the State commissions. In the department of transportation the railroads naturally occupied the chief space. Powerful engines of the latest type, an elegant Pullman passenger train, refrigerator cars, and a historical engine and passenger car attracted probably the most attention in this section.

The most striking feature of western farming to an eastern man is the extensive use of machinery. So far as the work of the field goes, hand work is practically eliminated in western farming, and it is a fact that the old familiar hand tools are rarely seen. Naturally the display of agricultural machinery at this exposition was, as compared with either Atlanta or Nashville, very extensive, and many articles were exhibited with prospects of profitable sale which would be merely objects of curiosity in most parts of the East and South.

THE INDIAN CONGRESS.

The Indian act of July 1, 1898, carried an appropriation of $40,000 to enable the Secretary of the Interior to assemble representatives of different Indian tribes as a part of the Trans-Mississippi and International Exposition. The purpose of this

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assembly was declared to be "to illustrate the past and present conditions of the various Indian tribes and the progress made by education, and such other matters as will fully illustrate Indian advancement in civilization."

In pursuance of this provision, an army officer who had been acting as Indian agent at one of the near-by reservations was designated to take charge of the "congress." About 700 Indians, representing 41 tribes, were gathered, and were located on the north tract. They were lodged in "tepees" and "wickiups" of their own construction, and until the close of the exposition were maintained there from the fund named in the appropriation. It was widely advertised that this assemblage would present an opportunity to see the American Indian as a savage, and, as far as possible, primitive conditions were imitated in the encampment, both in dress and in mode of living, though it was apparent that camp life was a novelty to many of the Indians participating. One young Indian came one day to my space in the Government Building and asked to see a certain book of photographs in the Indian Office exhibit. He looked through the book with interest, and finally showed me a photograph of himself. It represented him as standing in front of a neat frame cottage, by the side of a two-horse plow, all his own. In the picture he was clothed in the orthodox civilized garb, but as he stood before me he wore a suit of fringed and beaded buckskin and an elaborate feather bonnet. I asked which of the two was his usual costume, and he replied that he had never worn paint and feathers before, and he only did it then "to show people what it was like." This man had been a Carlisle student, and in the encampment were a number of other pupils and former pupils of the various Government schools. For this occasion, however, they were all "blanket Indians."

From time to time exhibitions were given of primitive dancing, but the sham battles were the great feature of the "congress." As spectacles these were very striking. The performance always began by marching the bands from the different tribes up to the grand stand, where they were introduced to the spectators by an announcer. Then all were massed at the rear of the exhibition space and marched in a solid body over the hundred yards intervening to the grand stand. That march was one of the most impressive scenes of the exposition. The highly colored blankets, the gaudy trappings of the horses, the hideously painted faces and bodies of the men, and the fanciful dress of the women combined to make the sight a memorable one. Such a large number of Indians will probably never be collected in one body again.

At the end of their march across the grounds they dispersed with a volley of musketry and a wild yell, and prepared for the sham battle that was the climax of each entertainment. The "braves" were divided into two parties, and a plan of battle of the familiar dime-novel variety was carried out. The befeathered Indians dashed about the field on their painted ponies, yelling and shouting, now and then ambushing an enemy and depriving him of an artificial scalp lock provided for the occasion, and then, by way of diversion, they would catch a prisoner and burn him at the stake—or, to be more exact, at the electric-light post. The show was very exciting, and the Indians entered into it with the greatest gusto; their own enjoyment was the most entertaining feature.

THE GENERAL EDUCATIONAL DISPLAY.

There was no distinct woman's department at this exposition, as at many of its predecessors, but instead the department of education was confined to a "board of education" composed wholly of women. It was expected that they would have charge of all congresses of philosophic and scientific societies as well as of educational exhibits. The officers of the board were: President, Mrs. Winona Sawyer, Lincoln, Nebr.; vice-presidents. Mrs. Thomas L. Kimball, Omaha; Mrs. Kittie L. Dutton, Hastings, and Mrs. Frank Johnson, Crete; secretary, Mrs. Frances M. Ford, Omaha.

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The Boys and Girls' Building was erected by the board of education from funds contributed by school children. This was a small structure, with an audience room as its main feature. A series of lectures on cooking was given here, and was the principal use to which the room was put. On one side of this chamber was a room in which needlework and similar articles were sold, and on the other side was a "model schoolroom," which was not a schoolroom at all, but a room containing the exhibits of several schoolbook and supply concerns. In this building, too, was a crêche for the accommodation of young children whose mothers were seeing the exposition.

The educational exhibits proper were scattered. The Nebraska schools and institutions occupied the gallery of the Manufactures Building; the schools of other States were in the gallery of the Liberal Arts Building, while a few technical schools had their material in the gallery of the Mines and Mining Building. It will be seen that no favoritism was shown. All of these exhibits were put upstairs. The galleries were wide and commodious, and save for their inaccessibility were well suited for the purpose. But that inaccessibility was a serious matter, and the same old story of a paucity of visitors must be repeated, though the gallery exhibits in Omaha did fare somewhat better than those in Atlanta or Nashville.

The most attractive of the educational displays was that of manual training from the Omaha High School. Every afternoon during the latter part of the season the manual training teacher, Mr. J. E. Wigman, was there with a class of boys and carried on the regular work of the school for the benefit of visitors. He had a good equipment of lathes and tools necessary for the simpler kinds of woodwork and parquetry, and the work was confined to that. Mr. Wigman is a practical mechanic and insists upon careful and accurate work from his pupils. Many of the "projects" exhibited, particularly the zithers, checkerboards, and Indian clubs, would have been considered excellent work even as coming from journeymen workmen. In fact, the noticeable accuracy of some of the pieces might have been criticised by those manual-training people who hold that such attention to the finished product is out of place in a school of this kind. But the models used and the different principles taught were those usually found, and it did not appear that anything was lost on the educational side because of the constant thought of good workmanship.

The greater popularity of this exhibit than of those around it was due to its recognition of the facts that all experienced exposition men have observed, namely, that visitors demand exhibits in motion, and that persons as well as things are necessary to a successful exhibit.

The Nebraska school exhibit was installed in a series of alcoves and was almost wholly a wall exhibit of class-room work. The general impression conveyed was that the schools of the State are well taught and by approved methods. It is certain that those who selected the material were well acquainted with modern ideas, and that there is enough work done in the State in accordance with such ideas to make a rather extensive and very satisfactory exhibit. The plan of installation was good without being expensive. The monotonous succession of alcoves containing similar work and presenting the same general appearance, and the undue height at which much of the work was placed, probably came from the necessities of the case. The University of Nebraska occupied the greater part of the west end of the gallery with a well-selected and well-arranged exhibit. Schools for the defective classes and private institutions were allotted space in the south gallery.

The collective exhibits of the schools of Missouri, Montana, Oregon, Kansas, and Colorado, and of Los Angeles County, California, were in the gallery of the Liberal Arts Building. None of these exhibits was as extensive as that of Nebraska, and none showed evidence of the expenditure of as much money. The Art Institute of Chicago occupied a small section of this gallery with an exhibit which in

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arrangement and material was worthy of the institution. The Massachusetts Institute of Technology was represented by a collection of photographs, designs, etc., in the gallery of the Mines and Mining Building.

One of the features of the educational exhibit was the attention given to exhibits of individual pupils. Gold, silver, and bronze medals were offered for individual work in composition, history, penmanship, drawing, industrial training, and nature study. Exhibitors were divided into six classes, according to age, and prizes were given in each class for all the subjects named.

THE TRANS-MISSISSIPPI EDUCATIONAL CONVENTION.

Teachers' conventions in connection with expositions have not often been successful. A crowded city with a single thought—the exposition—is not the place which one would select for the reposeful thought necessary to consideration of weighty questions.

Teachers who come are not in the frame of mind to calmly sit for hours and listen to the reading of solid papers on professional topics. The distractions are too many, and the trend of the surroundings prompt one to active seeing rather than to quiet listening and reflecting. The attendance, therefore, at such conventions in the past has been disappointing. Furthermore, with the public mind fully occupied with one all-absorbing topic it has been difficult to rouse the local interest necessary to a successful convention of more than modest pretensions.

With the full knowledge of all these drawbacks an educational convention was planned early in the history of the exposition. So assiduously and intelligently was it worked up that it is safe to say that in comparison with the extent of the exposition with which it was connected the Trans-Mississippi Educational Convention was the most successful one of the kind that has yet been held. The attendance was satisfactory and the average character of the papers presented was of a high order. The sessions covered three days, June 28, 29, and 30. Those dates were selected because they came just after the close of the schools, before the teachers had gone off on their vacations, and it was reasonable to expect that many might be induced to make Omaha the end of their annual summer trips, and that still others might stop on their way to the National Educational Association in Washington early in July. The result justified these expectations.

The plan of the convention was modeled after that of the National Educational Association meetings. General sessions were held each morning at Boyd's Theater, in the city, and each evening at the Auditorium at the exposition, the entrances of which were so arranged that persons from outside the grounds might attend without passing through the exposition gates. In addition to the general meetings, conferences on special subjects were held in the afternoons at various places in the city. The attendance at some of these was not as great as they deserved, but, on the whole, it was better than could have been reasonably expected. Altogether the convention might be pronounced a distinct success, and that success was due principally to the efforts of the local executive committee, namely: C. G. Pearse, superintendent of city schools, Omaha, chairman; J. M. Gillan, secretary of the board of education, Omaha, secretary; J. H. Dumont, treasurer; W. R. Jackson, State superintendent of public instruction; Victor Rosewater, managing editor Omaha Bee; J. E. Utt, secretary of the Commercial Club.

THE EXHIBIT OF THE BUREAU OF EDUCATION.

The Bureau of Education was originally established for the collection and diffusion of educational information; but it has also been charged by Congress with the administration of the schools of Alaska, and with a limited supervision of the expenditures for land-grant colleges under the Morrill act of 1890. While the first of these is the most important and far-reaching, it is the most difficult to show in an exhibit; the last, while important in itself, is but a small part of the Bureau's

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work, and does not require very extensive illustration. The work which relates to Alaska has within it the germs of wide development; but up to this time the school system of Alaska can not be said to be comparable in extent or importance with that of either of the States, or with the other work of the Office itself. Nevertheless, the peculiar conditions of education in that Territory, and its population by races so entirely different in habits, customs, and dress from our own, make the Alaskan side of the Bureau's work peculiarly useful for exhibition purposes. About half of the space allotted to this Office, therefore, was devoted to material illustrating the conditions of life and of education in Alaska, while the remaining half was nearly equally divided between the exhibits of land-grant colleges and the statistical and other material intended to "diffuse educational information" of a general character.

The most conspicuous statistical feature of the exhibit was a large wall chart 4 feet wide and 10 feet high, on which was set forth the progress of education in twenty years in the north central division of the United States. In a series of wing frames, near by, were 40 smaller charts showing educational statistics of a miscellaneous character. These were all done in bright colors, with graphic diagrams in great variety, so that the striking appearance of the charts themselves might attract attention to the statistics presented. Many of the charts were of special local interest, though such as could not be easily prepared except in the Bureau of Education. The local sheets were placed conspicuously, in order to strike the attention of the visitor and lead him to examine the others. Two map cases, on the wall, contained eight maps, which showed the distribution of educational agencies and conditions in the United States. They were devoted, respectively, to public schools, secondary schools, colleges and universities, schools of medicine, of dentistry, and of pharmacy, schools of theology and of law, normal schools, public libraries, and illiteracy. The cases used for these maps, as well as the maps themselves, were those used at the two previous expositions, and have been already described in my reports. The remaining wall space was filled with pictures of historical school punishments and of school buildings. The first series of these comprised 20 water colors, by Mr. Felix E. Mahoney, and illustrated spanking, shaking, horsing, the Eton block, standing on one foot, the dunce cap, the bastinado, etc. The other series were also in water color, and were executed by Mr. Spencer B. Nicholls. They showed the development of school architecture, and included the log-cabin school, the interior of the same, a prairie "dugout," the little red schoolhouse, a city school of thirty years ago, and a modern school building.

A set of the publications of the Bureau was placed in a revolving bookcase in a prominent place, and not only showed to casual visitors the variety and extent of the work of the office, but they were frequently used for reference.

The data intended to be read in the exhibit itself were supplemented by a 10-page folder containing facts relating to education, which was gratuitously distributed. The information in this folder was of the sort most likely to be appreciated by general readers, and its distribution was, in my opinion, the most substantial and satisfactory innovation in this exhibit. Eleven thousand five hundred of the circulars were distributed, and though a great many of them were wasted, as might have been expected, I saw repeated evidences of valuable results from the distribution.

The presentation of land-grant colleges consisted of a collection of publications of those institutions and a series of cabinets containing photographs, charts, and drawings illustrating them. There were 12 of the cabinets, and the colleges represented in them were:

The Universities of Arizona, Illinois, Maine, Minnesota, Missouri, Nebraska, Nevada, Tennessee, and Wyoming; Maryland Agricultural College, Massachusetts Agricultural College, Massachusetts Institute of Technology, Michigan

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Agricultural College, Montana Agricultural College, New Hampshire College of Agriculture and Mechanic Arts, Rutgers Scientific School, Agricultural and Mechanical College of Texas, Agricultural College of Utah, Alabama Normal and Industrial College for Colored Students, Southern University and Agricultural and Mechanical College, North Carolina Agricultural and Mechanical College for the Colored Race, South Carolina Agricultural College for Colored Students, Hampton Normal and Agricultural Institute, and Florida Normal and Industrial College.

As I have said, the Alaskan collection comprised half of the space of the exhibit. In attractiveness and in the number of visitors who were impressed by it, it comprised far more than half. The specimens were collected by Dr. Sheldon Jackson, the general agent of education in Alaska, and a large proportion of them were his own property, which he kindly loaned for the exhibit.

A unique feature of the educational effort in behalf of Alaska is the introduction of reindeer, by means of which it is hoped to transform the natives from a migratory to a pastoral people, and thus make their civilization and education easier. In illustration of this work, a large reindeer with a sled and a lay figure of a native driver were mounted in the most conspicuous position in the exhibit. Near it was a large case containing six lay figures clothed with typical Alaskan costumes, made of fur, fishskin, bird skins, buckskin, etc. Another case showed a collection of birds from Bering Sea mounted on an imitation of Alaskan rocks. A miscellaneous collection of ethnological specimens, consisting of bows, arrows, harpoons, implements, carvings, masks, fish traps, boats, houses, etc., filled four other cases and formed the body of the Alaskan exhibit. The formal work of education was illustrated by photographs of buildings, classes, and teachers, specimens of drawing, penmanship, etc., and by statistics. These articles were shown in wing frames.

In the manner of installation, it can not be said that any specially new devices were adopted. Furniture already on hand was used for the statistical charts, the pictures of Alaskan schools, and for the photographs of land-grant colleges. Three of the cases used for Alaskan specimens had been made for previous exhibits and four were made for this occasion, being designed for the special purposes which they served.

I am, sir, very respectfully,

J. C. BOYKIN, *Special Agent.*

The COMMISSIONER OF EDUCATION.

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CHAPTER XXXIX.

FOREIGN UNIVERSITIES AND OTHER INSTITUTIONS OF HIGHER EDUCATION.

I. *Arranged according to date of founding.*
II. *Arranged according to number of students.*
III. *Arranged alphabetically.*
IV. *Arranged according to countries.*
V. *List of polytechnica.*
VI. *List of agricultural, forestry, and mining schools.*
VII. *List of veterinary schools.*

INTRODUCTION.

The authors of "Minerva, Jahrbuch der Universitäten der Welt" (K. Trübner), which is the chief source of information offered in the following lists, say that they have submitted their work at various stages of completion to different professors of the countries mentioned, so that they are assured that their decision as to which of the learned institutions of the world should be regarded as universities is upheld by the most trustworthy authority. They describe their Jahrbuch as a collection of names of teaching bodies, of universities, or similar institutions of the world.

Since this Report of the Bureau of Education contains direct information concerning the higher institutions of learning in the United States, they have been omitted from the following lists, which are devoted exclusively to foreign institutions.

I. *Foreign universities arranged according to age.*

Date of foundation.	Locality.
	Tenth century.
988	Cairo, Egypt.
	Twelfth century.
1119	Bologna, Italy.
1181	Montpellier, France.
1200	Paris, France.
1200	Oxford, England.
	Thirteenth century.
1209	Valencia, Spain.
1222	Padua, Italy.
1224	Naples, Italy.
1233	Toulouse, France.
1243	Salamanca, Spain.
1257	Cambridge, England.
1266	Perugia, Italy.
1288	Coimbra, Portugal.
	Fourteenth century.
1303	Rome, Italy.
1339	Grenoble, France.
1343	Pisa, Italy.
1346	Valladolid, Spain.
1348	Prague, Bohemia, Austria.
1349	Florence, Italy.
1361	Pavia, Italy.
1364	Cracow, Galicia, Austria.
1365	Vienna, Austria.
1367	Fünfkirchen, Hungary.
1386	Heidelberg, Baden, Germany.
1391	Ferrara, Italy.
	Fifteenth century.
1402	Würzburg, Bavaria, Germany.
1409	Leipsic, Saxony, Germany.
1409	Aix, France.
1411	St. Andrews, Scotland.
1412	Turin, Italy.
1419	Rostock, Mecklenburg, Germany.
1422	Parma, Italy.
1422	Besançon, France.
1426	Louvain, Belgium.
1431	Poitiers, France.
1437	Caen, France.
1444	Catania, Sicily, Italy.
1450	Barcelona, Spain.
1451	Glasgow, Scotland.
1456	Greifswald, Prussia, Germany.
1457	Freiburg, Baden, Germany.
1460	Basel, Switzerland.
1463	Nantes, France.
1465	Budapesth, Hungary.
1472	Bordeaux, France (1441).
1472	Munich, Bavaria, Germany.
1474	Saragossa, Spain.
1477	Upsala, Sweden.

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I. *Foreign universities arranged according to age*—Continued.

Date of foundation.	Locality.
	Fifteenth century—Continued.
1477	Tübingen, Würtemberg, Germany.
1478	Copenhagen, Denmark.
1494	Aberdeen, Scotland.
	Sixteenth century.
1501	Valencia, Spain.
1502	Halle-Wittenberg, Prussia, Germany.
1502	Seville, Spain.
1504	Santiago, Spain.
1506	Breslau, Prussia, Germany.
1508	Madrid, Spain.
1527	Marburg, Prussia, Germany.
1531	Granada, Spain.
1531	Sarospatak, Hungary.
1537	Lausanne, Switzerland.
1540	Macerata, Italy.
1544	Königsberg, Prussia, Germany.
1548	Messina, Sicily, Italy.
1556	Sassari, Italy.
1558	Jena, Thuringia, Germany.
1559	Geneva, Switzerland.
1566	Olmütz, Moravia, Austria.
1567	Strasburg, Alsace, Germany.
1568	Braunsberg, Prussia, Germany.
1572	Nancy, France.
1575	Leyden, Holland.
1580	Oviedo, Spain.
1583	Edinburgh, Scotland.
1586	Grätz, Styria, Austria.
1588	Kiev, Russia.
1591	Dublin, Ireland.
1596	Cagliari, Italy.
	Seventeenth century.
1605	Manila, Philippine Islands.
1607	Giessen, Hessia, Germany.
1614	Groningen, Holland.
1622	Salzburg, Austria.
1632	Amsterdam, Holland.
1632	Dorpat, Russia.
1636	Utrecht, Holland.
1640	Helsingfors, Finland, Russia.
1657	Kaschau, Hungary.
1665	Kiel, Prussia, Germany.
1666	Lund, Sweden.
1671	Urbino, Italy.
1673	Innspruck, Tyrol, Austria.
1676	Eperies, Hungary.
1683	Modena, Italy.
	Eighteenth century.
1710	Barbados (Codrington College), West Indies.
1722	Dijon, France.
1727	Camerino, Italy.
1737	Göttingen, Prussia, Germany.
1740	Erlau, Hungary.
1743	Erlangen, Bavaria, Germany.
1743	Santiago, Chile.
1748	Cadiz, Spain.
1755	Moscow, Russia.
1771	Münster, Prussia, Germany.
1772	Klausenburg, Hungary.
1777	Siena, Italy.
1779	Palermo, Sicily, Italy.
1784	Lemberg, Galicia, Austria.
1785	Pressburg, Hungary.
1788	Grosswardein, Hungary.
	Nineteenth century.
1804	Kasan, Russia.
1804	Kharkov, Russia.
1805	Yaroslav, Russia.
1808	Clermont, France.

Date of foundation.	Locality.
	Nineteenth century—Continued.
1808	Lille, France.
1808	Lyons, France.
1808	Rennes, France.
1809	Berlin, Prussia, Germany.
1811	Christiania, Norway.
1812	Genoa, Italy.
1816	Ghent, Belgium.
1816	Warsaw, Poland, Russia.
1817	Liege (Lüttich), Belgium.
1818	Bonn, Prussia, Germany.
1819	St. Petersburg, Russia.
1821	Montreal, Canada.
1826	London (University College), England.
1827	Toronto, Canada.
1827	Sheffield (Medical College), England.
1828	Lampeter (St. David's College), Wales.
1832	Durham, England.
1832	Zurich, Switzerland.
1834	Brussels, Belgium.
1834	Berne, Switzerland.
1836	London (University), England.
1837	Athens, Greece.
1838	Messina, Italy.
1845	Cork, Ireland.
1845	Belfast, Ireland.
1845	Galway, Ireland.
1849	Algiers, Algeria.
1850	Sydney, Australia.
1851	Manchester (Victoria University), England.
1851	Newcastle, England.
1853	Melbourne, Victoria, Australia.
1857	Calcutta, India.
1857	Madras, India.
1857	Bombay, India.
1860	Jassy, Roumania.
1862	Kecskemet, Hungary.
1864	Bucharest, Roumania.
1865	Odessa, Russia.
1866	Neuchâtel, Switzerland.
1868	Tokio, Japan.
1870	New Zealand, New Zealand.
1872	Aberystwith, Wales.
1872	Adelaide, Australia.
1873	Cape City, South Africa.
1874	Agram, Croatia, Hungary.
1875	Angers, France.
1875	Lille (Faculté Libre), France.
1875	Lyons (Faculté Libre), France.
1875	Czernowitz, Bukowina, Austria.
1875	Birmingham, England.
1876	Bristol, England.
1877	Leeds, England.
1877	Liverpool, England.
1878	Stockholm, Sweden.
1879	Sheffield (Firth College), England.
1880	Havana, Cuba.
1880	Dublin, University of Ireland.
1880	Dundee, Scotland.
1880	Nottingham, England.
1882	Prague (Bohemian University), Austria.
1883	Cardiff, Wales.
1888	Tomsk, Siberia, Russia.
1888	Sophia, Bulgaria.
1889	Freiburg, Switzerland.
1891	Gothenburg, Sweden.
	Date not known.
	Belgrade, Servia.
	Allahabad, India.
	Limoges, France.
	Marseilles, France.
	Montevideo, Uruguay.
	Montauban, France.
	Bangor, Wales.

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II. *Foreign universities, etc., arranged according to number of students.*

[The attendance stated is that of 1897.]

A. UNIVERSITIES.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Paris	12,047	65	Erlangen	1,085
2	Berlin	10,306	66	Pisa	1,066
3	Madrid	6,143	67	Manchester (Owens Coll.)	1,063
4	Vienna	5,710	68	Rennes	1,053
5	Naples	5,103	69	Rome (Univ. Pont.)	1,019
6	Moscow	4,461	70	Genoa	1,010
7	Budapesth	4,407	71	Nancy	1,000
8	Munich	4,185	72	Santiago (Chile), about	1,000
9	St. Petersburg	3,615	73	Marburg	965
10	Athens	3,556	74	Innspruck	945
11	Oxford	3,408	75	Catania	902
12	Leipsic	3,277	76	Zurich	876
13	Manchester (about)	3,000	77	Utrecht	872
14	Cambridge	2,929	78	Kasan	859
15	Prague (Bohemian)	2,858	79	Aix-en-Provence	849
16	Edinburgh	2,850	80	Klausenburg	833
17	Kiev	2,565	81	Berne	819
18	Turin	2,551	82	Leyden	819
19	Lyons	2,198	83	Geneva	812
20	Bordeaux	2,144	84	Aberdeen	798
21	Helsingfors	2,135	85	Greifswald	784
22	Copenhagen	2,000	86	Giessen	764
23	Rome (Royal Univ.)	1,914	87	Poitiers	764
24	Tokio	1,895	88	Valencia	726
25	Barcelona	1,887	89	Melbourne	714
26	Toulouse	1,885	90	Jena	707
27	Glasgow	1,820	91	Ghent	676
28	Grätz	1,771	92	Königsberg	671
29	Halle	1,764	93	Kiel	670
30	Bonn	1,743	94	Lund	665
31	Bucharest	1,736	95	Dijon	604
32	Louvain	1,669	96	Messina	602
33	Freiburg (Germany)	1,641	97	Caen	598
34	Bologna	1,590	98	Kingston	589
35	Padua	1,587	99	Odessa	581
36	Kharkov	1,576	100	Agram	564
37	Lemberg	1,507	101	Parma	554
38	Upsala	1,504	102	Lausanne	539
39	Montpellier	1,496	103	Basel	529
40	Breslau	1,488	104	Grenoble	476
41	Coimbra	1,429	105	Belgrade	471
42	Cracow	1,427	106	Rostock	469
43	Würzburg	1,425	107	Sydney	455
44	Liége	1,424	108	Groningen	428
45	Palermo	1,395	109	Jassy	420
46	Lille	1,554	110	Modena	412
47	Urbana	1,337	111	Czernowitz	390
48	Prague (German)	1,336	112	Freiburg (Switzerland)	384
49	Dorpat (Jurjew)	1,334	113	Adelaide	320
50	Pavia	1,325	114	Perugia	298
51	Toronto	1,322	115	Clermont	257
52	Brussels	1,316	116	Macerata	255
53	Göttingen	1,280	117	Durham	250
54	Tübingen	1,257	118	Toronto (Victoria Univ.)	250
55	Salamanca	1,247	119	Cagliari	243
56	Warsaw	1,242	120	St. Andrews	236
57	Havana	1,228	121	Camerino	234
58	Heidelberg	1,202	122	Siena	231
59	Christiania	1,200	123	Besançon	197
60	Strasburg	1,159	124	Sassari	166
61	Manila	1,144	125	Amsterdam	109
62	Dublin	1,128	126	Urbino	93
63	Amsterdam	1,124	127	Ferrara	77
64	Montreal	1,097			

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES.

1	Nottingham Coll	1,902	9	St. Petersburg Military Med. Academy	750
2	London Univ. Coll	1,500			
3	Edinburgh Schl. of Med	1,200	10	Sheffield College	750
4	Leeds College	1,110	11	Florence Univ	623
5	Northampton, Smith Coll	979	12	London, Guy's Hosp. Schl	600
6	Birmingham Coll	960	13	Rome, Coll. Urb. de Prop	569
7	London, St. Barthol. Hosp	950	14	Munster Academy	494
8	Algiers	763	15	Gothenburg Univ	594

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II.—*Foreign universities, etc.*—Continued.

B. COLLEGES, INDEPENDENT FACULTIES, AND SCHOOLS FOR ORIENTAL LANGUAGES—Continued.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
16	Bristol College	521	41	Neuchâtel Acad	149
17	Rome, Semin. Rom	485	42	Santiago, Inst. of Pedag	141
18	Aberystwith Coll	440	43	Kaschau, Law Acad	135
19	Newcastle Coll	401	44	Vienna, Schl. f. Orient. Lang	128
20	Sophia Univ	354	45	Florence, Univ. f. Women	127
21	Stockholm Univ	337	46	Lampeter College	125
22	Tomsk Univ	336	47	Sarospatak, Law Acad	116
23	St. Petersburg Law Schl	330	48	Fünfkirchen, Law Acad	115
24	Stockholm Med. Inst	307	49	Milan Academy	97
25	Rome, Coll. di S. Tom	296	50	Kecskemet, Law Acad	97
26	Kasan, Theol. Acad	280	51	Rome, Univ. f. Women	94
27	Jaroslaw Lyceum	269	52	Nezin, Hist. Inst	90
28	Macerata Univ	255	53	St. Petersburg, Hist. Inst	86
29	St. Petersburg, Theol. Acad	239	54	Erlau, Law Acad	81
30	Oviedo Univ	235	55	Salzburg, Theol. Faculty	74
31	Olmütz, Theol. Acad	229	56	Braunsberg, Lyceum	70
32	Cork College	212	57	Rome, Coll. di S. Anselmo	68
33	Kiev, Theol. Acad	206	58	Naples, Orient. Inst	63
34	Dundee College	181	59	Madrid, Diplom. Schl	56
35	Recife, Law Faculty	180	60	Montauban, Theol. Faculty	43
36	Grosswardein, Law Acad	176	61	Budapesth, Theol. Faculty	30
37	Cardiff College	170	62	Moscow, Lazarev Inst	25
38	Pressburg, Law Acad	170	63	Vienna, Orient. Acad	25
39	London, Med. Schl. for Women	163	64	Vienna, Theol. Faculty	22
40	Eperies, Law Acad	149			

C. EXAMINING UNIVERSITIES IN HINDOSTAN.

1	Calcutta	3,475	4	Lahore	1,135
2	Madras	(?)	5	Allahabad	980
3	Bombay	1,228			

D. TECHNOLOGICAL INSTITUTES.

1	Berlin	3,207	19	Lemberg	470
2	Munich	1,928	20	Turin	466
3	Vienna	1,682	21	Milan	441
4	Budapesth	1,454	22	Aachen	398
5	Riga	1,370	23	Braunschweig	390
6	Zurich	1,336	24	St. Petersburg (Inst. f. Civ. Eng.)	370
7	Darmstadt	1,332	25	Stockholm	348
8	Hanover	1,247	26	Brünn	342
9	Carlsruhe	1,071	27	Grätz	324
10	Dresden	1,001	28	Oporto	322
11	Prague (Bohemian)	976	29	Prague (German)	321
12	Stuttgart	947	30	London City Techn. Inst.	238
13	St. Petersburg (Inst. f. Road. Eng.)	860	31	Madrid Archit. Schl	215
14	St. Petersburg (Techn. Inst.)	779	32	Helsingfors	220
15	Sheffield	750	33	Paris, Ecole Polytech	220
16	Moscow	718	34	Naples	198
17	Kharkov	641	35	Paris, Ponts et Chaussées	117
18	Delft	581	36	Paris, Ecole d'Electr	40

E. AGRICULTURAL, FORESTRY, AND MINING ACADEMIES.

1	Berlin, Agriculture	588	15	Beauvais, Agriculture	103
2	St. Petersburg, Forestry	467	16	Hohenheim, Agriculture	101
3	St. Petersburg, Mining	450	17	Kolozsmonostor, Agriculture	100
4	Poppelsdorf, Agriculture	347	18	Tharandt, Forestry	100
5	Vienna, Agriculture	352	19	Debreczin, Agriculture	98
6	Freiberg, Mining	276	20	Keszthely, Agriculture	94
7	Nowaja-Alexandria, Forestry	262	21	Eberswalde, Forestry	62
8	Leoben, Mining	222	22	Münden, Forestry	48
9	Paris, Mining	203	23	Douai, Agriculture	30
10	Clausthal, Mining	200	24	Nancy, Forestry	27
11	Moscow, Agriculture	182	25	Eisenach, Forestry	24
12	Aschaffenburg, Forestry	126	26	St. Etienne, Mining	20
13	Ung. Altenburg, Agriculture	119	27	Evois, Forestry	16
14	Pribram, Mining	109			

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III.—*Foreign universities, etc.*—Continued.

F. VETERINARY SCHOOLS.

Order.	Locality.	Number of students.	Order.	Locality.	Number of students.
1	Madrid	750	10	Naples	230
2	Vienna	635	11	Hanover	230
3	Berlin	486	12	Dresden	219
4	Kasan	399	13	Milan	128
5	Budapesth	380	14	Leon	99
6	Copenhagen	370	15	Turin	91
7	Alfort	281	16	Stuttgart	90
8	Munich	280	17	Utrecht	56
9	Dorpat (Jurjew)	260			

NOTE.—The number of students in universities and schools not mentioned has not been ascertained.

III. *Foreign universities, etc., arranged alphabetically, with faculties and number of students.*

1. *Aberdeen, Scotland:* University of Aberdeen, 798 students. Philosophical, theological, law, and medical faculties; library.
2. *Aberystwith, Wales:* University College of Wales, with college at Bangor, 440 students.
3. *Adelaide, Australia:* University of Adelaide, 320 students. Observatory.
4. *Agram, Croatia, Hungary:* Königl. Universität Agram, 564 students. Theological, law, and philosophical faculties; library.
5. *Aix-en-Provence, France:* Facultés d'Aix, 849 students. Law and philosophical faculties; library.
6. *Algiers, Algeria, Africa:* Académie d'Alger, 763 students. Law, medical, scientific, and philosophical faculties; library, observatory.
7. *Allahabad, India:* University of Allahabad. Examining board, 3,423 candidates.
8. *Amsterdam, Netherlands:* Universiteit te Amsterdam, 1,124 students. Law, medical, scientific, philosophical, and theological faculties; library and several institutes.
9. *St. Andrew's, Scotland:* University of St. Andrew's, 236 students. St. Salvador, St. Leonard's, and St. Mary's College.
10. *Angers, France:* Facultés Catholique Libres. Law, scientific, theological, and philosophical faculties; library.
11. *Athens, Greece:* National University, 3,556 students. Theological, law, medical, and philosophical faculties; public library.
12. *Bangor, Wales:* University College of North Wales.
13. *Barcelona, Spain:* Universidad de Barcelona, 1,887 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
14. *Basel, Switzerland:* Universität Basel, 529 students. Theological, law, medical, and philosophical faculties; public library.
15. *Belfast, Ireland:* Queen's College.
16. *Belgrade, Servia:* Serpska Kraljevska Velika Skola, 471 students. Philosophical, law, and technological faculties; library.
17. *Berlin, Prussia, Germany:* Königl. Friedr.-Wilhelms-Universität, 10,300 students. Theological, law, medical, and philosophical faculties: seminary for oriental languages, and eleven other seminaries; library and thirty-six university institutes and museums.
18. *Berne, Switzerland:* Universität Bern, 819 students. Catholic and Protestant theology, law, medical, and philosophical faculties; city libraries.
19. *Besançon, France:* Facultés de Besançon, 197 students. Scientific, philosophical, and medical faculties; library.
20. *Birmingham, England:* Mason College, 960 students. Arts and science, medical and dental faculties; library.
21. *Bologna, Italy:* Regia Università di Bologna, 1,469 students. Philosophical, scientific, law, medical, and pharmaceutical faculties; veterinary and engineers' schools; library.
22. *Bombay, India:* University of Bombay. Examining board, 1,228 candidates; five preparatory colleges.
23. *Bonn, Prussia, Germany:* Rheinische Friedr.-Wilhelms-Universität, 1,743 students. Protestant and Catholic theological, law, medical, and philosophical faculties; library and many institutes.
24. *Bordeaux, France:* Facultés de Bordeaux, 2,144 students. Law, medical, scientific, and philosophical faculties; library.
25. *Braunsberg, Prussia, Germany:* Königl. Lyceum Hosianum, 70 students. Theological and philosophical faculties; library.
26. *Breslau, Prussia, Germany:* Königl. Universität Breslau, 1,488 students. Catholic and Protestant theological, law, medical, and philosophical faculties; library.
27. *Bristol, England:* University College, 521 students (210 women). College faculty and medical school; library.
28. *Brussels, Belgium:* Université libre de Bruxelles, 1,316 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; also polytechnical school; library.
29. *Bucharest, Roumania:* Universitatea din Bucuresti, 1,736 students. Scientific, philosophical, law, medical, and theological faculties; library.
30. *Budapesth, Hungary:* Királyi Magyar Tudomány-Egyetum, 4,407 students. Theological, law, medical, and philosophical faculties; library.
31. *Cadiz, Spain:* Facultad de Medicina (belonging to Seville). Medical faculty; library.
32. *Caen, France:* Facultés de Caen, 598 students. Law, scientific, and philosophical faculties; library.
33. *Cagliari, Sardinia, Italy:* Regia Università di Cagliari, 243 students. Law, medical, and scientific faculties; library.

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34. *Cairo, Egypt:* Ázhar University, about 7,900 students and hearers.
35. *Calcutta, India:* University of Calcutta, 7,210 candidates, of whom 3,475 passed. Examining board; library.
36. *Cambridge, England:* University of Cambridge, 2,929 students. Schools of theology, law, oriental, classical, and modern philology, music, moral science, history and archæology, astronomy, physics, chemistry, mineralogy, biology, geology, and medicine; library.
37. *Camerino, Italy:* Libera Università degli Studi di Camerino, 234 students. Law, medical, and pharmaceutical faculties, and veterinary school; communal library.
38. *Cape Town, South Africa:* University of the Cape of Good Hope.
39. *Cardiff, Wales:* University of South Wales, 170 students. Philosophical and scientific faculties and department of engineering; library.
40. *Catania, Sicily, Italy:* Regia Università degli Studi di Catania, 902 students. Law, medical, scientific, and philosophical faculties; library.
41. *Christiania, Norway:* Kongelige Frederiks Universitet, 1,200 students. Theological, law, medical, philosophical, and scientific faculties; library.
42. *Clermont-Ferrand, France:* Facultés de Clermont, 257 students. Scientific and philosophical faculties; library.
43. *Coimbra, Portugal:* Universidade de Coimbra, 1,429 students. Theological, law, and scientific faculties; library.
Copenhagen. (See Kjøbenhavn.)
44. *Cordoba, Argentine:* Universidad Nacional. Law, scientific, and medical faculties; observatory.
45. *Cork, Ireland:* Queen's College, 212 students.
Cracow. (See Krakau.)
46. *Czernowitz, Bukowina, Austria:* K. k. Franz-Josephs-Universität, 390 students. Theological, law, and philosophical faculties; library.
47. *Dijon, France:* Facultés de Dijon, 604 students. Law, scientific, and philosophical faculties; library.
48. *Dorpat (Jurjew), Russia:* Kaiserliche Universität, 1,334 students. Law, theological, medical, and philosophical faculties.
48. *Dublin, Ireland:* University of Dublin, 1,128 students.
50. *Dublin, Ireland:* Royal University of Ireland, about 600 candidates. Examining board.
51. *Dundee, Scotland:* University College, 181 students.
52. *Durham, England:* Durham University, 250 students. To this university belong the Codrington College, on the island of Barbadoes, and the Fourah Bay College, in Sierra Leone; also the College of Science, at Newcastle-on-Tyne, which has an enrollment of 1,500 students.
53. *Edinburgh, Scotland:* University of Edinburgh, 2,850 students. Philosophical, theological, law, and medical faculties; library.
54. *Eperies, Hungary:* Evangelische Rechtsakademie, 149 students. Law school.
55. *Erlangen, Bavaria, Germany:* K. Bayerische Friedr.-Alexander-Universität, 1,085 students. Theological, law, medical, and philosophical faculties; library.
56. *Erlau, Hungary:* Erzbischöfliche Rechtsakademie, 81 students. Law school.
57. *Ferrara, Italy:* Libera Università di Ferrara, 77 students. Law, scientific, and medical faculties; library.
58. *Florence, Italy:* R. Instituto di Studi Superiori Practici e di Perfezionamento, 623 students. Philosophical, scientific, medical, and pharmaceutical faculties; library.
59. *Freiburg, Baden, Germany:* Badische Albert-Ludwigs-Universität, 1,641 students. Law, theological, medical, and philosophical faculties; library.
60. *Freiburg, Switzerland:* Katholische Universität, 384 students. Theological, law, and philosophical faculties; library.
61. *Fünfkirchen, Hungary:* Bischöflische Rechtsakademie. Law school, 115 students.
62. *Galway, Ireland:* Queen's College.
63. *Geneva, Switzerland:* Université de Genève, 862 students. Theological, law, medical, philosophical, and scientific faculties; five libraries.
64. *Genoa, Italy:* R. Università degli Studi di Genova, 1,010 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmaceutics; library.
65. *Ghent, Belgium:* Université de Gand, 676 students. Philosophical, law, scientific, and medical faculties; library.
66. *Giessen, Hessia, Germany:* Hessische Ludwigs Universität, 764 students. Theological, law, medical, and philosophical faculties; library.
67. *Glasgow, Scotland:* University of Glasgow, 1,820 students.
68. *Gothenburg, Sweden:* Göteborgs Högskola, 457 hearers.
69. *Göttingen, Prussia, Germany:* Georg-Augusts-Universität, 1,230 students. Theological, law, medical, and philosophical faculties; library.
70. *Granada, Spain:* Universidad de Granada, 1,531 students. Philosophical, law, scientific, medical, and pharmaceutical faculties; library.
71. *Grätz, Styria, Austria:* K. k. Karl-Franzens-Universität, 1,771 students. Theological, law, medical, and philosophical faculties; library.
72. *Greifswald, Prussia, Germany:* Universität, 879 students. Theological, law, medical, and philosophical faculties; library.
73. *Grenoble, France:* Facultés de Grenoble, 476 students. Law, scientific, and philosophical faculties; library.
74. *Groningen, Netherlands:* Rijks Universiteit te Groningen, 428 students. Theological, law medical, scientific, and philosophical faculties; library.
75. *Grosswardein, Hungary:* Jógakademia, 176 students. Law school.
76. *Halle, Prussia, Germany:* Friedr.-Universität Halle-Wittenberg, 1,700 students. Theological, law, medical, and philosophical faculties; library.
77. *Havana, Cuba:* Universidad de la Habana, 671 alumnos and 555 under private tutors. Philosophical, scientific, medical, and law faculties; library.
78. *Heidelberg, Baden, Germany:* Ruprecht-Karls-Universität, 1,202 students. Theological, law, medical, philosophical, and scientific faculties; library.
79. *Helsingfors, Finland, Russia:* Kejserliga Alexanders Universitet i Finland, 2,135 students. Theological, law, medical, and philosophical faculties; public library.
80. *Innspruck, Tyrol, Austria:* K. k. Leopold-Franzens-Universität, 1,009 students. Theological, law, medical, and philosophical faculties; library.
81. *Jaroslaw (or Yaroslav), Russia:* Demidovskij juridiceskij Liccj, 269 students. Law school.
82. *Jassy, Roumania:* Universitatea din Jasi, 420 students. Law, philosophical, scientific, and medical faculties; library.

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83. *Jena, Thuringia, Germany:* Sächsische Gesammt-Universität, 815 students. Theological, law, medical, and philosophical faculties; library.
Jurjew. (See Dorpat.)
84. *Kasan, Russia:* Imperatorskij Kazanskij Universitet, 850 students. Philosophical, scientific, law, and medical faculties; library.
85. *Kaschau, Hungary:* Rechts-Akademie, 135 students. Law school.
86. *Kecskemet, Hungary:* Rechts-Akademie, 96 students. Law school.
87. *Kharkov, Russia:* Imperatorskij Charkowskij Universitet, 1,576 students. Philosophical, scientific, law, and medical faculties; library.
88. *Kiel, Prussia, Germany:* K. Christian-Albrechts-Universität, 861 students. Theological, law, medical, and philosophical faculties; library.
89. *Kiev, Russia:* Imperatorskij Universitet, 2,565 students. Medical, law, and philosophical faculties; institutes and library.
90. *Kingston, Ontario, Canada:* University of Queen's College, 589 students. Theological, arts, law, and medical faculties; museum.
91. *Kjöbenhavn (Copenhagen), Denmark:* Kjöbenhavns Universitet, about 2,000 students. Theological, law, medical, philosophical, and scientific faculties and polytechnic institute; library.
92. *Klausenburg, Siebenbürgen, Hungary:* K. k. Klausenburger Universität, 833 students. Law, medical, philosophical, and scientific faculties; library.
93. *Königsberg, Prussia, Germany:* K. Albertus Universität, 733 students. Theological, law, medical, and philosophical faculties; royal and university library.
94. *Krakau, Galicia, Austria:* Jagellonische Universität, 1,427 students. Theological, law, medical, and philosophical faculties; library.
95. *Lahore, India:* The Punjab University, 1,135 candidates, of whom 863 passed. Oriental languages, arts, law, medicine, science, and engineering departments.
96. *Lampeter, Wales:* St. David's College, 125 students.
97. *Lausanne, Switzerland:* Université de Lausanne, 584 students. Theological, law, medical, philosophical, and scientific faculties.
98. *Leeds* (see Manchester), *England:* Yorkshire College, 1,110 students.
99. *Leyden, Netherlands:* Rijks-Universiteit, 816 students. Medical, scientific, philosophical, theological, and law faculties; library.
100. *Leipsic, Saxony, Germany:* Universität, 3,277 students. Theological, law, medical, and philosophical faculties; library.
101. *Lemberg, Galicia, Austria:* K. k. Franzen's Universität in Lemberg, 1,507 students. Theological, law, and philosophical faculties; library.
Liége. (See Lüttich.)
102. *Lille, France:* Facultés de Lille, 1,354 students. Law, medical, scientific, and philosophical faculties; library.
103. *Lille, France:* Facultés Libres. Theological, law, medical, scientific, and philosophical faculties; library.
104. *Lima, Peru:* Universidad Mayor de San Marcos. Theological, law, medical, and philosophical faculties.
105. *Limoges, France:* École de Médécine et de Pharmacie. Medical and pharmaceutical courses.
106. *Liverpool* (see Manchester). *England:* University College, about 1,000 students.
107. *London, England:* University of London, about 5,000 candidates. Examining board; library.
To the university belong:
(1) University College, with philosophical, law, scientific, and medical faculties; library; about 1,500 students.
(2) King's College, with theological, philosophical, and medical faculties; library.
(3) School of Modern Oriental Languages.
(4) College of Preceptors.
(5) Seven medical schools, connected with hospitals.
108. *Louvain, Belgium:* Université Catholique de Louvain, 1,669 students. Theological, law, medical, philosophical, and scientific faculties; library.
109. *Lund, Sweden:* Kongl. Universitet i Lund, 665 students. Theological, law, medical, and philosophical faculties; library.
110. *Lüttich* (or *Liége*), *Belgium:* Université de Liége, 1,424 students. Philosophical, law, scientific, and medical faculties; library.
111. *Lyons, France:* Facultés Libres, 1,514 students. Theological, law, scientific, and philosophical faculties.
112. *Lyons, France:* Facultés de Lyon, 2,198 students. Law, medical, scientific, and philosophical faculties; two libraries.
113. *Macerata, Italy:* Regia Università di Macerata, 255 students. Law faculty.
114. *Madras, India:* University of Madras, about 4,000 candidates. Examining board.
115. *Madrid, Spain:* Universidad Central de España, 6,143 candidates. Philosophical, law, scientific, medical, and pharmaceutical faculties; libraries.
116. *Manchester, Liverpool, and Leeds, England:* Victoria University, about 3,000 students. This institution consists of:
(1) Owens College, Manchester, 1,063 students.
(2) University College, Liverpool, about 1,000 students.
(3) Yorkshire College, Leeds, 1,110 students.
117. *Manila, Philippine Islands:* Real y Pontificia Universidad de Santo Tomás de Manila, 1,144 students. Theological, law, medical, and pharmaceutical faculties; library.
118. *Marburg, Hessia, Germany:* Universität Marburg, 1,172 students. Theological, law, medical, philosophical, and scientific faculties; library.
119. *Marseilles, France:* Belongs to Facultés d'Aix. Scientific, medical, and law faculties; library.
120. *Melbourne, Victoria, Australia:* University of Melbourne. 714 students.
121. *Messina, Italy:* Regia Università degli Studi di Messina, 602 students. Law, medical, scientific, philosophical, and pharmaceutical faculties; library.
122. *Mexico, Mexico:* Instituto Médico Nacional. Medical faculty.
123. *Modena, Italy:* Regia Università degli Studi di Modena, 412 students. Law, medical, scientific, and pharmaceutical faculties; library.
124. *Montauban, France:* Belongs to Facultés de Toulouse, 43 students. Law, medical, scientific, and philosophical faculties; library.
125. *Montevideo, Uruguay:* University, 132 students. Medical, law, and mathematical faculties; library.
126. *Montpellier, France:* Facultés de Montpellier, 1,496 students. Law, medical, scientific, and philosophical faculties; library.

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127. *Montreal, Canada:* McGill College and University, 1,097 students.
128. *Moscow, Russia:* Imperatorskij Moskowskij Universitet, 4,461 students. Philosophical, scientific, law, and medical faculties; library.
129. *Moscow, Russia:* Duchovnaja Akademija. Theological faculty; library.
130. *Munich, Bavaria, Germany:* K. Bayerische Ludwig-Maximilians Universität, 4,185 students. Theological, law, medical, and philosophical faculties; library.
131. *Münster, Prussia, Germany:* K. Preussische Theologische und Philosophische Akademie, 544 students. Theological and philosophical faculties; library.
132. *Nancy, France:* Facultés de Nancy, 1,001 students. Law, medical, scientific, and philosophical faculties, and pharmaceutical school; library.
133. *Nantes, France:* École de Médecine de Nantes.
134. *Nantes, France:* École Libre de Droit:
135. *Naples, Italy:* Regia Università degli Studi di Napoli, 5,103 students. Philosophical, law, mathematical, scientific, and medical faculties, and pharmaceutical school; library.
136. *Neuchâtel, Switzerland:* Académie de Neuchâtel, 149 students. Philosophical, scientific, theological, and law faculties; library.
137. *Newcastle, England:* The colleges belong to Durham University.
(1) College of Medicine, 201 students.
(2) Durham College of Science, 200 students.
138. *New Zealand:* University, consisting of four colleges.
139. *Nottingham, England:* University College, 1,902 students. Philology, law, and scientific faculties, and school of engineering; free public libraries.
140. *Odessa, Russia:* Noworossijskij Universitet, 581 students. Philosophical, scientific, and law faculties; library.
141. *Olmütz, Moravia, Austria:* Theologische Facultät, 229 students.
142. *Oviedo, Spain:* Universidad Literaria, 235 students. Law faculty; library.
143. *Oxford, England:* University, 3,406 students. Theological, law, medical, scientific, and philophical faculties; Bodleian library.
144. *Padua, Italy:* Regia Università degli Studi di Padua, 1,587 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
145. *Palermo, Sicily, Italy:* Regia Università degli Studi di Palermo, 1,395 students. Law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; library.
146. *Paris, France:* (1) Université de Paris, 12,047 students. Protestant theological, law, medical, scientific, and philosophical faculties, and schools of engineering and pharmacy; libraries.
147. *Paris, France:* (2) Facultés libres. Law and philosophical faculties; library.
148. *Paris, France:* (3) Collége de France.
149. *Paris, France:* (4) École Libre de Sciences Politiques.
150. *Paris, France:* (5) École pratique des hautes études en Sorbonne, 233 students. Philosophical and theological faculties; library.
151. *Paris, France:* (6) École nationale des beaux-arts.
152. *Paris, France:* (7) École nationale de chartes.
153. *Paris, France:* (8) École du Louvre.
154. *Paris, France:* (9) École des langues orientales vivantes and other special schools.
155. *Parma, Italy:* Regia Università degli Studi di Parma, 554 students. Law, medical, and scientific faculties, and veterinary and pharmaceutical schools.
156. *Pavia, Italy:* Regia Università degli Studi di Pavia, 1,325 students. Law, medical, scientific, and philosophical faculties; pharmaceutical school and library.
157. *Perugia, Italy:* Università Libera degli Studi di Perugia, 298 students. Law and medical faculties, and pharmaceutical and veterinary schools; library.
158. *St. Petersburg, Russia:* Imperatorskij Universitet, 3,700 students. Philosophical, scientific, law, and oriental languages faculties; library.
159. *St. Petersburg, Russia:* Imperatorskij Wozensio-Medicineskaja Akademja, 750 students. Medical faculty; library.
160. *St. Petersburg, Russia:* Theological Academy, 239 students; also a law school, 300 students, independent of the university.
161. *St. Petersburg, Russia:* Military medical school, 750 students.
162. *St. Petersburg, Russia:* Law Academy, 330 students, and several other special schools.
163. *Pisa, Italy:* Regia Università degli Studi di Pisa, 1,066 students. Law, philosophical, medical, and scientific faculties, and engineering, pharmaceutical, veterinary, and agricultural schools; library.
164. *Poitiers, France:* Facultés de Poitiers, 764 students. Law, scientific, and philosophical faculties; library.
165. *Prague, Bohemia, Austria:* K. k. Deutsche Carl-Ferdinands Universität, 1,336 students. Theological, law, medical, and philosophical faculties; library.
166. *Prague, Bohemia, Austria:* C. k. česk Universitet Karlo-Ferdinandovij, 2,858 students. Theological, law, medical, and philosophical faculties; library.
167. *Pressburg, Hungary:* Jógakademia, 170 students. Law and philosophical faculties; library.
168. *Quebec, Canada:* Université Laval, 231 students. Theological, law, medical, and arts faculties; library and museum.
169. *Recife, Brazil:* Faculdade de direito, 180 students. Law faculty.
170. *Rennes, France:* Facultés de Rennes, 1,063 students. Law, scientific, and philosophical faculties; library.
171. *Rome, Italy:* Regia Università degli Studi di Roma, 1,914 students. Philosophical, scientific, law, and medical faculties; engineering and pharmaceutical schools; library,
172. *Rome, Italy:* A number of colleges supported by the church; also a woman's university with 94 students.
173. *Rostock, Mecklenburg, Germany:* Grossherzogliche Universität, 469 students. Theological, law, medical, and philosophical faculties; library.
174. *Salamanca, Spain:* Universidad de Salamanca, 1,247 students. Philosophical and law faculties; library.
175. *Salzburg, Austria:* Theologische Fakultät, 74 students.
176. *Santiago, Chile:* University with 4 faculties and 1,000 students.
177. *Santiago, Spain:* Universidad de Santiago. Law, medical, and pharmaceutical faculties; library.
178. *Saragossa, Spain:* Universidad de Zaragoza, 966 students. Philosophical, law, medical, and scientific faculties; provincial library.

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179. *Sarospatak, Hungary:* Theologische und Rechtsschule, 116 students.
180. *Sassari, Italy:* Regia Università degli Studi di Sassari, 163 students. Law, medical, and scientific faculties; library.
181. *Seville, Spain:* Universidad de Sevilla. Philosophical, law, and scientific faculties; library.
182. *Sheffield, England:* University College (belongs to Oxford University), 450 students; also a medical school.
183. *Siena, Italy:* Regia Università degli Studi di Siena, 231 students. Law and medical faculties and pharmaceutical school; library.
184. *Sophia, Bulgaria:* Wische utschillische w Sophia, 354 students.
185. *Stockholm, Sweden:* Stockholms Högs Kola, 337 students.
186. *Stockholm, Sweden:* Medical Institute, 307 students.
187. *Strasburg, Alsace, Germany:* Kaiser Wilhelms Universität, 1,159 students. Theological, law, medical, philosophical, and scientific faculties; provincial library.
188. *Sydney, New South Wales, Australia:* University of Sydney, 455 students.
189. *Tokio, Japan:* Teikoku, Daigaku, 1,895 students. Law, medical, philosophical, and scientific faculties and school of engineering; library.
190 *Tomsk, Siberia:* Imperatorskij Tomkij Universitet, 336 students. Theological and medical faculties; library.
191. *Toronto, Canada:* University of Toronto, 1,322 students. Philosophical, law, and medical faculties; library.
192. *Toronto, Canada:* Victoria University, 250 students. Arts and theology; library.
193. *Toronto, Canada:* Two medical schools.
194. *Toulouse, France:* Facultés de Toulouse, 1,885 students. Law, philosophical, scientific, and medical faculties; library.
195. *Toulouse, France:* Facultés Libres Catholiques. Theological and philosophical faculties; library.
196. *Tübingen, Würtemberg, Germany:* K. Eberhard Karls Universität, 1,257 students. Theological, law, medical, philosophical, and scientific faculties; library.
197. *Turin, Italy:* Regia Università degli Studi di Torino, 2,551 students. Law, medical, philosophical, and scientific faculties and pharmaceutical school; library.
198. *Upsala, Sweden:* Kongl. Universitet i Upsala, 1,504 students. Theological, law, medical, and philosophical faculties; library.
199. *Urbino, Italy:* Libera Università degli Studi di Urbino, 93 students. Law and mathematical faculties and pharmaceutical and surgical schools; library.
200. *Utrecht, Netherlands:* Rijks Universität te Utrecht, 872 students. Philosophical, medical, theological, law, and scientific faculties; library.
201. *Valencia, Spain:* Universidad de Valencia, 726 students. Law, scientific, and medical faculties; library.
202. *Valladolid, Spain:* Universidad de Valladolid. Law and medical faculties; library.
203. *Vienna, Austria:* K. k. Universität, 5,710 students. Law, theological, medical, and philosophical faculties; library and numerous university institutes.
204. *Vienna, Austria:* Protestantische Theologische Fakultät, 22 students.
205. *Vienna, Austria:* K. k. Orientalische Akademie, 25 students; also Lehranstalt für Orientalische Sprachen, 128 students.
206. *Warsaw, Poland, Russia:* Imperatorskij Warschawskij Universitet, 1,242 students. Philosophical, scientific, law, and medical faculties; library.
207. *Würzburg, Bavaria, Germany:* K. Julius-Maximilians Universität, 1,425 students. Theological, law, medical, and philosophical faculties; library.
208. *Zurich, Switzerland:* Schweizerische Hochshule, 876 students. Theological, law, medical, and philosophical faculties; cantonal and city libraries.

IV. *Foreign universities arranged according to countries.*

Argentina: Cordoba.
Australia: Adelaide, Melbourne, Sydney.
Austria: Czernowitz, Grätz, Innspruck, Cracow, Lemberg, Olmütz, Prague (German), Prague (Bohemian), Salzburg, Vienna.
Belgium: Brussels, Ghent, Liège, Louvain.
Bolivia: (Universities not mentioned in "Minerva.")
Brazil: Recife.
Bulgaria: Sophia.
Canada: Kingston, Montreal, Quebec, Toronto.
Cape Colony: Cape City.
Chile: Santiago.
China: (College of Foreign Knowledge.)
Colombia: (Universities not mentioned in "Minerva.")
Corea: (None.)
Costa Rica: (None.)
Cuba: Havana.
Denmark: Copenhagen.
Ecuador: Quito.
Egypt: Cairo.
England: (See also Ireland, Scotland, and Wales below.) Birmingham, Bristol, Cambridge, Durham, Leeds, Liverpool, London, Manchester, Newcastle, Nottingham, Oxford, Sheffield.
France: Aix, Algiers, Angers, Besançon, Bordeaux, Caen, Clermont, Dijon, Grenoble, Lille, Limoges, Lyons, Marseilles, Montauban, Montpellier, Nancy, Nantes, Paris, Poitiers, Rennes, Toulouse.
Germany: Berlin, Bonn, Braunsberg, Breslau, Erlangen, Freiburg, Giessen, Göttingen, Greifswald, Halle, Heidelberg, Jena, Kiel, Königsberg, Leipsic, Marburg, Munich, Münster, Rostock, Strasburg, Tübingen, Würzburg.
Greece: Athens.
Guatemala: (None.)
Haiti: (None.)
Hawaii: (None.)
Honduras: (None.)
Hungary: Agram, Budapesth, Eperies, Erlau, Fünfkirchen, Grosswardein, Kaschau, Kecskemet, Klausenburg, Pressburg, Sarospatak.
India: Allahabad, Bombay, Calcutta, Lahore, Madras.
Ireland: Belfast, Cork, Dublin, Galway.

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Italy: Bologna, Cagliari, Camerino, Catania, Ferrara, Florence, Genoa, Macerata, Messina, Modena, Naples, Padua, Palermo, Parma, Pavia, Perugia, Pisa, Rome, Sassari, Siena, Turin, Urbino.
Japan: Tokio.
Mexico: (Schools of law, medicine, engineering, etc.)
Montenegro: (Theological seminary, not mentioned in "Minerva.")
Morocco: (None.)
Netherlands: Amsterdam, Groningen, Leyden, Utrecht.
New Zealand: One university.
Nicaragua: (None.)
Norway: Christiania.
Orange Free State: (None.)
Paraguay: (National college, not mentioned in "Minerva.")
Persia: (Several colleges, not mentioned in "Minerva.")
Peru: Lima.
Philippine Islands: Manila.
Portugal: Coimbra.
Roumania: Bucharest, Jassy.
Russia: Kharkov, Dorpat, Helsingfors, Yaroslav, Kasan, Kiev, Moscow, Odessa, St. Petersburg, Warsaw.
Salvador: (One university, not mentioned in "Minerva.")
Santo Domingo: (None.)
Scotland: Aberdeen, St. Andrews, Dundee, Edinburgh, Glasgow.
Servia: Belgrade.
Siam: (None.)
Siberia: Tomsk.
South African Republic: (None.)
Spain: Barcelona, Cadiz, Granada, Madrid, Oviedo, Salamanca, Santiago, Saragossa, Seville, Valencia, Valladolid.
Sweden: Gothenburg, Lund, Stockholm, Upsala.
Switzerland: Basel, Berne, Freiburg, Geneva, Lausanne, Neuchâtel, Zurich.
Turkey: (Several colleges, not mentioned in "Minerva.")
Uruguay: Montevideo.
Venezuela: (Universities not mentioned in "Minerva.")
Wales: Aberystwith, Bangor, Cardiff, Lampeter.

V. *Technological schools.*

Aachen (Aix-la-Chapelle), *Prussia, Germany*, founded 1870; 398 students.
Berlin, Prussia, Germany, founded 1770; 3,207 students.
Braunschweig, Germany, founded 1745; 390 students.
Brünn, Austria, founded 1850; 342 students.
Budapesth, Hungary, founded 1856; 1,454 students.
Copenhagen, Denmark, founded 1829; 431 students.
Darmstadt, Hessia, Germany, founded 1868; 1,332 students.
Delft, Netherlands, founded 1864; 428 students.
Dresden, Saxony, Germany, founded 1828; 1,001 students.
Grätz, Styria, Austria, founded 1811; 324 students.
Hanover, Prussia, Germany, founded 1879; 1,247 students.
Helsingfors, Finland, Russia, founded 1847; 220 students.
Karlsruhe, Baden, Germany, founded 1825; 1,071 students.
Kharkov, Russia, founded 1884; 641 students.
Lemberg, Galicia, Austria, founded 1844; 365 students.
Lisbon, Portugal, founded 1837.
London, England, founded 1884; 238 students.
Madrid, Spain, founded 1835; 235 students.
Milan, Italy, founded 1863; 441 students.
Moscow, Russia, founded 1832; 621 students.
Munich, Bavaria, Germany, founded 1827; 1,928 students.
Naples, Italy, founded 1863; 198 students.
Paris, France, founded 1794; three schools, with 377 students.
Oporto, Portugal, founded 1877; 322 students.
Prague, Bohemia, Austria, founded 1800 and 1868; 2 schools, with 1,297 students.
Riga, Russia, founded 1832; 1,370 students.
St. Petersburg, Russia, founded 1828; 4 schools, with 2,129 students.
São Paulo, Brazil, founded 1894; ——— students.
Sheffield, England, founded 1885; 750 students.
Stockholm, Sweden, founded 1798; 348 students.
Stuttgart, Würtemberg, Germany, founded 1829; 947 students.
Turin, Italy, founded ———; 380 students.
Vienna, Austria, founded 1815; 1,682 students.
Zurich, Switzerland, founded 1851; 1,330 students.

NOTE.—Several noted technological schools in Italy and in other countries are connected with universities, hence are not mentioned separately in this list.

VI. *Higher agricultural, forestry, and mining schools.*

[Figures in brackets signify date of founding.]

Altenburg, Hungary [1819], Agricultural Academy; 119 students.
Aschaffenburg, Bavaria, Germany [1844], Forestry Academy; 126 students.
Beauvais, France [1854], Agricultural Institute; 103 students.
Berlin, Prussia, Germany [1806], Agricultural Academy; 588 students.
Berlin, Prussia, Germany, [1860], Mining Academy.
Campinas, São Paulo, Brazil [1887], Agricultural Institution.
Clausthal, Prussia, Germany [1775], Mining Academy; 200 students.
Coopers Hill, England [1885], Forestry Academy.
Copenhagen, Denmark [1858], Veterinary and Agricultural Academy; 370 students.

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Debreczin, Hungary [1865], Agricultural Academy; 98 students.
Eberswalde, Prussia, Germany [1820], Forestry Academy; 62 students.
Eisenach, Saxe-Weimar, Germany [1859], Forestry Academy; 24 students.
Evois, Finland, Russia [1859], Forestry Academy; 16 students.
Freiberg, Saxony, Germany [1765], Mining Academy; 276 students.
Gembloux, Belgium [1860], Agricultural Academy.
Grignon, France [1828], Agricultural Academy.
Hohenheim, Würtemberg, Germany [1818], Agricultural Academy; 101 students.
Keszthely, Hungary [1865], Agricultural Academy; 94 students.
Kolozsmonostor, Hungary [1869], Agricultural Academy; 100 students.
Leoben, Styria, Austria [1894], Mining Academy; 222 students.
Madrid, Spain [?], Schools of Engineering, Agriculture, and Veterinary Science.
Moscow, Russia [?], Agricultural and Forestry Academy; 182 students.
Münden, Prussia, Germany [1868], Forestry Academy; 48 students.
Nancy, France [1824], Forestry Academy; 27 students.
Nowaja-Alexandria, Poland, Russia [1892], Agricultural and Forestry Academy; 262 students.
Paris, France [?], Agricultural and Mining Academies; 403 students.
Poppelsdorf, Prussia, Germany [1846], Agricultural Academy; 347 students.
Pribram, Bohemia, Austria [1849], Mining Academy; 109 students.
Schemnitz, Hungary [?], Forestry and Mining Academy; 200 students.
St. Etienne, France [1816], Mining Academy; 20 students.
Stockholm, Sweden [1823], Forestry School; also Agricultural Academy [1811].
St. Petersburg, Russia [1773], Mining Institute; 450 students.
St. Petersburg, Russia [1880], Forestry Institute; 467 students.
Tharandt, Saxony, Germany [1811], Forestry Academy; 100 students.
Vienna, Austria [1872], Agricultural Academy; 352 students.

NOTE.—Other similar higher institutions of learning are connected with universities; hence they are not mentioned in this list of separate institutions.

VII. *Veterinary schools.*

Alfort, France [1766]; 281 students.
Berlin, Germany [1790]; 486 students.
Budapesth, Hungary [1786]; 380 students.
Copenhagen, Denmark [1850]; 370 students
Cordoba, Spain [1802]; —— students.
Dorpat, Russia [?]; 260 students.
Dresden, Germany [1774]; 219 students.
Hanover, Germany [?]; 230 students.
Kasan, Russia [?]; 399 students.
Leon, Spain [?]; 99 students.
Madrid, Spain [?]; 750 students.
Milan, Italy [1791]; 128 students.
Munich, Germany [1790]; 280 students.
Naples, Italy [?]; 230 students.
Stockholm, Sweden [1821]; —— students.
Stuttgart, Germany [1821]; 90 students.
Turin, Italy [?]; 91 students.
Utrecht, Netherlands [?]; 56 students.
Vienna, Austria [?]; 635 students.

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CHAPTER XL.

REPORT ON EDUCATION IN ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., June 30, 1898.

SIR: I have the honor to submit the thirteenth annual report of the United States general agent of education in Alaska, for the fiscal year ending June 30, 1898.

There is in Alaska a school population of from 8,000 to 10,000; of these 1,250 were enrolled in the 18 Government schools in operation during the fiscal year.

Point Barrow.—H. R. Marsh, M. D., teacher; enrollment, 68; population, Eskimo. In September, 1897, eight vessels of the Arctic whaling fleet were caught in the ice near Point Barrow. The quartering in the schoolroom of men from the imprisoned ships and the frequent calls upon Dr. Marsh for professional services interfered with the routine of school work. Dr. Marsh reports: "School opened on September 13 with a good attendance, but before the end of the month the crews of the *Orca* and the *Freeman* were here, and nearly half the village people were sent inland to hunt in order to provide food for the whalers, taking their families with them. In October Captain Mason of the *Jeanie* sent for me to see a sick man, and I was out a week there. I observed the usual Thanksgiving and Christmas intermissions, though tempted to keep school every day. As I had been holding a night school for the sailors during October, November, and December, I felt that I needed the rest and so did not keep school during the holidays. On January 31 such a blizzard raged that not a person came near the house. The next day the whaler *Navarch* drifted in with the ice, and for three days not a child old enough to carry anything was seen in the village. Every one—men, women, and children—went out to the vessel and carried to shore on sleds or on their backs everything on the vessel that was movable. During February the rest of the villagers went inland to hunt. Only six school children remained. I kept school for a few days with them, but soon the boys left to join the parents, and I closed the school."

St. Lawrence Island.—In July, 1894, Mr. V. C. Gambell, of Wapello, Iowa, was appointed to open a Government school on St. Lawrence Island. For three years Mr. and Mrs. Gambell did faithful, efficient work among the half-civilized natives of this barren island, with no communication with the outside world during eight months of the year. In August, 1897, they returned to Iowa in order that Mrs. Gambell might receive necessary medical treatment. Mrs. Gambell's health having been restored, they decided to return to their work on St. Lawrence Island, leaving Seattle May 19 on the sailing vessel *Jane Grey*. Off Cape Flattery a gale was encountered, and at 2 o'clock of the morning of the 22d the alarm was given that the vessel had sprung a leak and was sinking. Twenty-six persons succeeded in embarking in a launch and subsequently reached Vancouver Island and were saved. In ten minutes after the alarm was given the *Jane Grey* sank, taking with her Mr. and Mrs. Gambell and about thirty other passengers. By the death of Mr. and Mrs. Gambell educational work in Alaska has suffered a great loss.

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Port Clarence (Teller Reindeer Station.)—T. L. Brevig, teacher; enrollment, 50; population, Eskimo. The scarcity of food in the vicinity of the station and the consequent migration of many of the families to summer hunting grounds earlier than usual caused the school to be closed on April 1. On the return of the revenue cutter *Bear* from its Arctic cruise, Captain Tuttle, at the request of Dr. Sheldon Jackson, kindly received on board for passage to Seattle five of the best pupils of this school. Dr. Jackson subsequently took these Eskimo children to Carlisle, Pa., where they were received into the well-known industrial school under the superintendence of Maj. R. H. Pratt, U. S. A.

Unalaska.—Miss M. E. Mellor, teacher, and Miss Ada Mellor, assistant; enrollment, 68; population, Aleut. The following is Miss Mellor's report: "During the summer vacation I took five of our more advanced pupils to the Indian school at Carlisle, Pa., and one to Chicago, to be educated by Mr. P. B. Weare, of that city. During my absence in the States the bishop of the Russian church, who had visited Unalaska, authorized the priest to request me to teach English in the Russian school for one hour each day at the close of my own school hours. This I declined to do for lack of time and strength, and suggested that the priest send the Russian children to the Government school for the afternoon session. After some deliberation this was done. The Russian children were, however, subsequently removed. I called on the priest in regard to the matter, and the only reason he gave for his action was the fact that the teachers of the schools boarded at the Jesse Lee Home—hardly a good excuse, as there is no official connection whatever between the Government school and the Home. The Home is the only place in the village where the teachers can board with comfort. It seems a pity that these 34 children, most of whom are boys, should thus be deprived of the benefits of an English education. Now that the fur trade is diminishing, most of the native men of Unalaska are employed in loading and unloading vessels for the various commercial companies, and a knowledge of English is very essential. It would seem that a law making an education in English compulsory would be of great benefit to the people of Unalaska.

"Various public exercises were held during the year under the auspices of the school, resulting very beneficially to the children, affording pleasure to a large number of persons, and greatly increasing public interest in the work of the school. The first of these was a flag raising, November 6, at the Jesse Lee Home. The school was assisted by the Unalaska brass band, under the leadership of Mr. N. Gray, agent for the Alaska Commercial Company, to whom we were indebted for this inspiring addition to our programme. The arrival of the *Bear*, December 9, while en route to the Arctic with the overland relief expedition to the whalers off Point Barrow, made an unusually bright Christmas possible for the children of Unalaska. Captain Tuttle brought two large Christmas trees from Seattle for the Government school, besides a large donation of Christmas gifts. The latter came from the school children and others in Seattle, collected through the kindly interest of Captain Tuttle and the manager of the Post-Intelligencer. The entertainment was held on Christmas Eve, and was a very happy and successful occasion. The Russian school attended in a body, and after our festivities were over the Christmas trees were given to them to be used in their celebration. On Christmas day, accompanied by one of the girls as interpreter, I visited every house in the village, distributing presents to all the children who could not attend the entertainment on the previous evening. So this year, for the first time, every child in Unalaska was remembered at Christmas. February 22 was celebrated by an appropriate entertainment, the school being assisted by Captain Tuttle and the officers of the *Bear*. The chapel of the Jesse Lee Home, in which the entertainment was held for lack of room in the schoolhouse, was beautifully decorated with flags of all nations, kindly loaned by Captain Tuttle, while a large crayon portrait of Washington, the work of Mr. James C. Blaine, United States deputy

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marshal, occupied a prominent place above the platform. Captain Tuttle presided, and addresses were made by Captain Tuttle, Lieutenant Berry, and Captain Ferguson. National songs, quotations from Americans of note, incidents in the life of Washington (including a short biography), were some of the numbers rendered by the school children. Instrumental music was given by the orchestra of the *Bear*. Over 200 persons were present, including the priest and the Russian school. Admission was by invitation.

"The closing exercises of the school were held in the evening of June 20, and were very largely attended. Forty-eight dollars and seventy-five cents were contributed for the purchase of books for a school library.

"Of the studies pursued during the year, special attention has been given to English, phonetics, reading, and the reproduction by recital or writing of short stories read and explained to the class by the teacher, also to letter-writing. Interest in the latter has been stimulated by the exchange of letters between the pupils in the school and those who went to Carlisle last summer. Once a week copies of the Youth's Companion, St. Nicholas, or Black and White (a London illustrated paper) were distributed among the older pupils for an hour's independent reading, and invariably the teacher spent the larger part of the time in answering questions. The pupils enjoyed this hour so much that the depriving of individuals of it became a successful mode of punishment for misconduct. Very good progress has been made in arithmetic also. The highest class at the close of the term was working in denominate numbers. One afternoon of each week was devoted to sewing, and, in addition to practicing plain sewing, 30 sleeveless aprons and several boys' shirts were made, the boys being taught sewing at their own request. The introduction of the kindergarten system into the primary department of the school pleased the children and was productive of good results. Taking all things into consideration, this has been the most prosperous year that the school has had since I came to Unalaska, largely due to the fact that my assistant teacher, Miss Ada Mellor, proved herself a tireless worker and a very capable assistant in all the branches of activity for which I had occasion to call upon her. I trust that in the near future the Russian children will become regular attendants of the Government school and enjoy the privileges of the English education which it affords and which they so much need."

Unga.—O. R. McKinney, teacher; enrollment, 40; population, white. Mr. McKinney reports: "On January 4 I organized an evening school which met once a week for literary work. On Washington's birthday the school gave an exhibition which was the most successful in its history. During the entire term the condition of the school has been very satisfactory; there has been no sickness, and our pupils have consequently kept together better than ever before. Our school is very similar to a rural district school in New York or Pennsylvania, about the only difference being that there is never any contention over the affairs of the school. My patrons seem to have perfect confidence in me and have not during the seven years that I have been with them raised any objection or taken exception to anything that I have found it necessary to do. This, perhaps, would not be remarkable if they were ignorant Indians or Aleuts, but considering the fact that they are nearly all intelligent white people it is at least worthy of mention."

Kadiak.—C. C. Solter, teacher; enrollment, 72; population, Russian creoles. Mr. Solter writes: "Most of my pupils have been industrious and have made satisfactory progress. They have done work in drawing and writing of which any school might be proud. A few have made commendable progress in language, history, and geography. We had a Christmas festival, as usual. The house was crowded with visitors; all spent a very pleasant evening and went home happy. It was the only exercise we had to remind us of the meaning of the day. The Russian Church has Christmas services, but their Christmas comes twelve days later than ours. We organized a literary society during the winter, in which all

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the Americans in the village as well as most of the pupils took part. The exercises consisted of recitations, readings, and music, both vocal and instrumental. The object of the society was principally that the pupils might have opportunities of appearing before an audience and gaining self-confidence thereby. All the meetings were crowded. Many of the Russians who could not understand English came to listen to the music, which was highly appreciated. Our last meeting was held on Washington's birthday, and was the most interesting programme of the season. Our meetings were discontinued later, partly on account of the Russian holidays. Although no exercises of a religious or political character were allowed in our meetings, yet the priest looked with disfavor upon our work, started a society of his own, and in other ways tried to discourage his members from taking part in the exercises. These meetings did much to relieve the monotony of the long winter evenings.

Afognak.—Miss Matrona Salamatoff, teacher; enrollment, 59; population, Russian creoles. This school was unavoidably closed from August, 1896, to September, 1897, during which time the children ran wild; consequently when it was reopened considerable strict discipline was necessary. Miss Salamatoff writes: "The many Russian Church holy days are very detrimental to school attendance. When services were held in the morning I had school in the afternoon and on Saturday mornings in order to make up for lost time. On February 22 we had a patriotic entertainment. I spoke to the pupils about Washington; what the Stars and Stripes mean to us; impressed them with the fact that we are all Americans, and that the President is our ruler.

"I first spoke in English, then in Russian, for the benefit of those who did not understand English. My remarks seemed to make an impression."

Sitka, No. 1.—Miss Cassia Patton, teacher; enrollment, 42; population, white, American and Russian. Miss Patton reports as follows: "The white children of Sitka lead lives more isolated than those of the natives; the water is not to them the highway that it is to the canoe paddlers. There being no roads into the surrounding country, many of the white children have never been out of sight of the village. They have heard of mines all their lives, as the fathers of the majority of them own ledges, yet not half a dozen of them have ever seen a mine, as a mountain trip is no child's play. The great Alaskan industry of salmon canning is known to them only by hearsay, as the nearest cannery is 40 miles distant. A few of the children have come to Sitka from the States, and have acquired much knowledge from observation. How to combine these differences in grades is a problem. Very few of the children have anything to read at home, so I have a small circulating library, which I find of much use. As a preventive of tardiness I read from some interesting book. Our present story is 'Beautiful Joe,' and has caused many of the little ones to hurry to school so as not to miss any of him. Many of the children speak Russian in their homes, and through their religious observances they are connected with the foreign nation whose flag their parents saw lowered from Baranoff Castle. In the schoolroom on every possible occasion we do honor to the Stars and Stripes. We observe Transfer Day in October and Treaty Day in March. I wish that every school in Alaska had a picture of Secretary Seward; then the men and women of the future State of Alaska—the boys and girls of to-day—will see that the father of Alaska is duly honored."

Sitka, No. 2.—Miss Flora Campbell, teacher; enrollment, 170; population, Thlinget. The following is Miss Campbell's report: "All through the winter the people have been constantly going and coming, taking their children with them, in their visits to neighboring villages, so that regularity of attendance has been very much interfered with. In April the Russian New Year festivals are celebrated, during which season there are a number of church festivals. Many of the pupils are members of the Russian Church, and do not come to school during these holy days. During the first part of the year the Russians had school for the

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natives and built a schoolhouse near ours, expecting to run it in opposition to ours. Another interference with regularity of attendance was the herring industry, in the latter part of April. At that season millions of herring swim along this coast and deposit their eggs, which are not larger than turnip seed. The natives spread branches of hemlock in their course, leaving them in the water one or two days. Then they take up the branches covered with eggs and dry them. Afterwards the dry clusters of eggs are sold or exchanged for furs with natives from the interior.

"The native boys do not have as easy times as do the white boys. The former do all the work about the house, even the cooking. Those who come to school regularly are doing excellent work. I often visit the homes of the pupils. The parents seem to realize the benefit to be obtained from having a knowledge of the English language, yet they are very careless about compelling their children to attend school. Generally speaking, I know that the children are anxious to learn, and seem to be interested in their studies. They have ability and are willing workers. They memorize quickly, but do not like to do mental work. We have many amusing conversations, and there is busy work in sewing, netting, weaving, paper folding, and other kindergarten exercises. They are very backward in using what English they know, especially before strangers. Eight adults attended school. Their progress is slower than that of the children. They are, however, doing well and are interested in their books. The natives are naturally very fond of music, and the pupils derive great pleasure from the songs they learn in school."

Haines.—Miss Frances Willard, teacher; enrollment, 46; population, Thlinget. Haines is near the head of Lynn Canal, and during the greater part of the year thousands upon thousands of men poured through the village on their way to the gold fields of the Yukon Valley. Every able-bodied man and boy, and many women and girls also, left home and spent many months carrying supplies for the miners. Consequently the school was badly interfered with, only the very small children being in attendance. The English learned in the schools stood the natives in good stead in their dealings with the miners.

Hoonah.—Mrs. J. W. McFarland, teacher; enrollment, 141; population, Thlinget. Mrs. McFarland writes: "Our people were later getting settled last fall, owing to the gold excitement, and many tarried at the new mining towns of Dyea and Skagway packing for miners and doing other work. I did not notice, upon their return, that their morals were corrupted in any way. I have not seen an intoxicated native in our village this winter. I am sure that by working for the miners the natives gained a great deal financially, and many came home the proud owners of sloops, schooners, and Columbia River boats. Give the natives of Alaska a chance and they will do work equal to that of the white men. Before Christmas the storekeeper here told me that he had received $2,000 in cash from the natives.

"School opened September 6, and the attendance gradually increased to 141. I anticipated the early rush to the mines, which I knew would come in spring, and toward the close of the term kept school on Saturdays, with a very good attendance. Some of the older boys begged to be allowed the privilege of taking their books with them during the vacation so that they would not forget what they had learned. I am glad to report encouraging progress on the part of those who attended regularly. Little ones of 6 learned to read quite well in Collard's Beginners' Reader, a most excellent book, which I heartily recommend to teachers in Alaska. Our native policeman, Moses, rendered valuable assistance in gathering in the children, especially the boys, who were more interested in coasting than in coming to school.

"On February 14 the man-of-war *Wheeling*, Captain Sebree in command, steamed into the harbor. Governor Brady, Commissioner Tuttle, and Deputy Marshal Kostrometinoff were on board. They visited the school and the governor kindly addressed the school. In speaking to the parents he tried to impress them

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with the importance of making the children attend regularly. Give us a compulsory law for Alaska and the teachers will see encouraging results from their labors and the children of the coming generation will be, in the fullest sense of the word, stronger morally, mentally, and physically."

Juneau, No. 1.—Miss Lizzie H. Harte and V. C. Gambell, teachers; enrollment, 72; population, white. During the first part of the year this school was in charge of Miss Harte. Owing to failing health Miss Harte resigned her position in January. Until April her place was taken by Mr. V. C. Gambell, who left Juneau for his former position on St. Lawrence Island. It is to be regretted that the exceedingly limited funds at the disposal of this Bureau render it impossible at present to organize at Juneau the high school grade that is desired.

Juneau, No. 2.—Miss Elizabeth Saxman, teacher; enrollment, 40; population, Thlinget. Miss Saxman writes: "My work has been so pleasant that it seems scarcely possible that I have closed my fifth term in Juneau. My school was not as large last term as I would have liked. This is accounted for by the fact that the mission children have had such a siege of sickness. Very few of the village children attended. Although we feel very much discouraged by the closing of the home, as we considered that the link between the village and the school, yet the public school may now mean more to them than it ever has before. There has always been a slight feeling of estrangement between the mission children and the village children, and the latter may now feel that the school is for them and care more about it. I have noticed that the full-blooded native children excel in writing, music, and drawing."

Douglas, No. 1.—Miss Kate Spiers, teacher; enrollment, 46; population, white. Miss Spiers reports as follows: "I find the pupils bright and interested in their work. The progress has been marked and rapid, especially in reading, drawing, and language. The parents are helpful and very willing to render any assistance possible. I am sorry to say that the school does not reach the older pupils. The room is small, and it is impossible to accommodate more than thirty pupils. There is great need of a new building centrally located. Were it not for the parochial school it would be impossible to accommodate the pupils who should be in school. A movement has been made by this school and School No. 2 to establish a school library. An entertainment was given on April 15, and a sufficient sum was realized to assure us a small library for next year."

Douglas, No. 2.—Miss Gertrude H. Spiers, teacher; enrollment, 25; population, white. The following is Miss Spiers's report: "I have just closed my first year's work in Douglas and am glad to be able to report a very successful year. I enjoy comfortable and commodious quarters, but the grounds should be improved and a playground arranged. In the daily work the most successful features have been reading, drawing, and German. Each class has read four or five books, including the Johonnot series, the Seaside and Wayside series, Old Greek stories, and Kipling's Jungle Book. The drawing, in addition to its supplementary use in physiology and geography, has included two lessons per week in sketching from objects. The German class, a fifth grade, has completed the Chicago German Reader, Book I. No attempt was made to teach the grammatical construction, except incidentally. The children enjoyed the work, and insisted on buying their own texts. The patrons and citizens are very loyal to the school and have cooperated very heartily in our library and Christmas entertainments. The only damage to the school property has been done by storms and the heavy blasting. Not even a window has been broken by any of the pupils."

Jackson.—Miss C. Baker, teacher; enrollment, 121; population, Thlinget. Miss Baker reports: "The majority of the natives of Jackson do not return from their summer fishing grounds until late in the season. Accordingly, I went to them, and during the month of September school was held at Hunter's Bay. We used

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a large boathouse for a schoolhouse, and were quite comfortable. Soon the fish ceased to run; I returned to Jackson and opened school there, thinking that all the people would soon be at home. However, they were unusually slow about returning; the village did not fill up much before the middle of November. Soon after they seemed settled for the winter the Klinquan people invited them to a great 'potlatch.' The majority accepted the invitation and were absent several weeks. Very few children were left in the village. When they returned the Klinquans came with them. Then there were plenty of children, but an epidemic of measles broke out and many children died. After a time the measles ran their course and my schoolroom was full for a short time. In the early spring family after family went to the fishing grounds, until at the end of April I had no children at all. I heard that there was a large number of them at Klinquan, so I followed them and had a very interesting school there during the month of May. Had it not been for the neighboring cannery, I would have had a large school; all who could get employment went to work there. Never since I have had charge of the school have the people been so continually on the move as they have been this year; but they must make their living, and they must go where it can be obtained. I have very little trouble to get the children into school when they are in the village. They are bright, obedient, teachable boys and girls and make very good progress in reading, writing, and arithmetic. Some of the young men told me this spring when they left that if I had the school next year all the young married people were coming to school. I like to see the married natives ambitious, and shall, of course, do all that I can to help them, but I prefer children in school to grown men and women with families."

Saxman.—Mr. J. W. Young and Mrs. M. J. Wakefield, teachers; enrollment, 63; population, Thlinget. Mr. Young writes: "In presenting my annual report I have nothing unusual or sensational to report. We have had a quiet year of work and have made fair progress. I was afraid that after the novelty of the school had worn off that the interest of the natives would diminish, but it seems to be as strong as it was at first. Several things have occurred to draw the natives away from Saxman, the chief of which is the Klondike gold excitement. While the natives from this place did not go into the interior, a large number of them went to Dyea and other points to pack and do other work for the miners. The jealousy between the chiefs of the two tribes that we have been trying to gather here caused some trouble and may result in the withdrawal of the entire Tongass tribe. Our people have been remarkably healthly during the past winter. While other towns had epidemics of measles and the grip, we have been entirely free from them. On the whole, the year has been one of progress in education and civilization, and the future looks bright."

Fort Wrangell.—Miss Anna R. Kelsey, teacher; enrollment, 71; population, Thlinget. Fort Wrangell is situated near the mouth of the Stikeen River and was the disembarking point of those who wished to take that route into the interior. School work was rendered difficult by reason of the inevitable confusion and distraction resulting from the tide of immigration that swept through the hitherto quiet village.

SCHOOLS NEEDED IN THE YUKON VALLEY.

During the past two years, the development of gold mining has attracted into the interior of Alaska thousands of miners, many of them bringing their families with them. In the vast region drained by the Yukon and its tributaries there is not a single school for white children, nor is it possible with the present appropriation of $30,000 to make any addition to the school system. As a result of the influx of population, towns have sprung up at St. Michael, Circle, Rampart, Peavy, Weare, and Eagle, and schools are urgently needed at these points.

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Statistics of public schools in Alaska from 1892 to 1898.

Public schools.	Length of school term and enrollment of pupils.											
	1892-93.		1893-94.		1894-95.		1895-96.		1896-97.		1897-98.	
	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.	Months taught.	Enrollment.
Afognak	8	40	9	38	9	38	9	39	.....	(a)	9	59
Douglas City, No. 1	8	13	9	30	9	42	9	57	7	75	9	46
Douglas City, No. 2	9	108	9	87	7	26	.....	(a)	8	82	9	25
Fort Wrangell	9	49	9	54	8	61	9	82	9	64	9	71
Haines	9	54	9	41	9	64	8	60	9	68	7	46
Jackson	9	82	8	90	7	80	8	64	9	84	9	121
Juneau, No. 1	9	23	9	25	9	54	9	70	9	86	9	72
Juneau, No. 2	9	61	9	65	9	50	9	67	9	70	9	40
Kadiak	9	74	9	59	9	56	8	49	9	52	9	72
Karluk	.....	(a)	.....	(a)	.....	(a)	9	27	9	28	(a)	.....
Killisnoo	9	137	5	75	.....	(a)	.....	(a)	.....	(a)	(a)	.....
Klawock	.....	(a)	.....	(a)	2	50	.....	(a)	.....	(a)	(a)	.....
Sitka, No. 1	9	50	7	43	9	57	9	40	9	39	9	42
Sitka, No. 2	9	48	9	110	9	180	9	156	9	154	8	170
Unga	8	35	9	36	9	40	9	44	9	40	9	40
Unalaska	.....	.....	9	24	9	39	9	39	9	48	9	68
Port Clarence	5	20	7	30	8	56	9	56	9	53	7	50
Metlakahtla	.....	.....	.....	.....	6	105	.....	(a)	.....	(a)	(a)	.....
St. Lawrence Island	.....	.....	.....	.....	7	52	9	68	9	66	(a)	.....
Saxman	.....	.....	.....	.....	.....	.....	7	31	8	75	8	63
Hoonah	.....	.....	.....	.....	.....	.....	8	144	5	120	9	141
Cape Prince of Wales	.....	.....	.....	.....	.....	.....	9	104	7	132	.....	.....
Circle City	.....	.....	.....	.....	.....	.....	.....	(a)	8	43	(a)	.....
Point Barrow	.....	.....	.....	.....	.....	.....	.....	.....	6	66	6	68
Wood Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	56
Total	.....	794	.....	807	.....	1,030	.....	1,197	.....	1,395	.....	1,250

a No school.

NOTE.—In addition to supporting the above public schools, the Bureau of Education pays the salaries of five industrial teachers in the Sitka Industrial School, which has an enrollment of 150

Appropriations for education in Alaska.

First grant to establish schools, 1884	$25,000.00
Annual grants, school year—	
1886-87	15,000.00
1887-88	25,000.00
1888-89	40,000.00
1889-90	50,000.00
1890-91	50,000.00
1891-92	50,000.00
1892-93	40,000.00
1893-94	30,000.00
1894-95	30,000.00
1895-96	30,000.00
1896-97	30,000.00
1897-98	30,000.00
Expenditure of appropriation for education in Alaska, 1897-98:	
Amount appropriated	30.000.00
Salaries of three officials	4,230.00
Salaries of twenty-seven teachers	19,192.49
Supplies for eighteen schools	1,251.48
Fuel and light	1,101.90
Freight	3,302.59
Traveling expenses	421.00
Rent	255.00
Repairs	220.49
Balance	25.05
	30,000.00

Cost per capita of enrollment, $23.98.

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PERSONNEL.

Dr. Sheldon Jackson, general agent of education in Alaska; William Hamilton, assistant agent of education in Alaska; William A. Kelly, superintendent of schools for the southeastern district of Alaska.

LOCAL SCHOOL COMMITTEES.

Sitka, John G. Brady, Edward de Groff; Juneau, John G. Heid, Karl Koehler; Douglas, P. H. Fox, Albert Anderson; Douglas (Treadwell), Robert Duncan, jr.; Fort Wrangell, Thomas Wilson, Finis Cagle; Kadiak, F. Sargent, N. Kashevaroff, H. P. Cope; Unga, C. M. Dederick, Michael Dowd, George Levitt.

TEACHERS IN PUBLIC SCHOOLS.

School.	Teacher.	State.
Sitka, No. 1	Miss Cassia Patton	Pennsylvania.
Sitka, No. 2	Miss Flora Campbell	Alaska.
Juneau, No. 1	Miss Lizzie H. Harte	Missouri.
	V. C. Gambell	Iowa.
Juneau, No. 2	Miss Elizabeth Saxman	Pennsylvania.
Hoonah	Mrs. A. R. McFarland	Alaska.
Douglas, No. 1	Miss Kate Spiers	Kansas.
Douglas, No. 2	Miss Gertrude H. Spiers	Do.
Fort Wrangell	Miss Anna R. Kelsey	Pennsylvania.
Jackson	Miss C. Baker	Alaska.
Saxman	J. W. Young	Washington.
	Mrs. M. J. Wakefield	Do.
Haines	Miss Frances Willard	Alaska.
Kadiak	C. C. Solter	Kansas.
Wood Island	Miss Anna Fulcomer	Illinois.
Unga	O. R. McKinney	Pennsylvania.
Afognak	Miss M. Salamatoff	Alaska.
Unalaska	Miss M. E. Mellor	New York.
	Miss Ada Mellor	Do.
Port Clarence	T. L. Brevig	Minnesota.
Point Barrow	H. R. Marsh, M. D	Illinois.
Sitka Industrial School	Geo. J. Beck	New York.
	M. A. Carty	Alaska.
	Miss Olga Hilton	Do.
	Mrs. M. A. Saxman	Do.
	Mrs. E. C. Heizer	Do.

TEACHERS AND EMPLOYEES IN CHURCH MISSION SCHOOLS AND STATIONS.

Episcopalians.

Sitka.—Bishop Peter Trimble Rowe, Rev. W. M. Partridge.
Juneau.—Rev. H. Beer.
Skagway.—Rev. L. J. H. Wooden, Miss L. Heywood, Miss Dickey.
Copper River Country.—Rev. H. J. Gurr.
Rampart City.—Rev. and Mrs. J. L. Prevost.
Circle City.—J. L. Watt, M. D.; Mrs. Watt, Miss E. M. Deane; J. Kwulwull (native), assistant.
Anvik.—Rev. J. W. Chapman, Mrs. Chapman, Miss B. W. Sabine, Miss L. Proebstel, I. Fisher (native).
Fort Yukon.—Rev. J. W. Hawksley, W. Loola (native), assistant.
Fort Adams.—A. A. Selden, Mrs. Selden.
Ketchikan.—Miss A. Edmonds.
Point Hope.—John B. Driggs, M. D.
Nuklukayet.—P. Bolah (native), assistant.
Nowikakat.—Stephen (native), assistant.

Congregational.

Cape Prince of Wales.—Mr. and Mrs. W. T. Lopp.

Roman Catholic.

Dawson, Northwest Territory.—Rev. William Judge, S. J., chaplain of the hospital and of the Sisters of St. Ann; Brother Bernard Cunningham, lay brother.
Koserefski (Holy Cross Mission).—Rev. R. J. Crimont, S. J. (superior); Rev. John Lucas, S. J.; Rev. A. Robaut, S. J.; Rev. F. Monroe, S. J.; Rev. J. B. Post, S. J.; Brothers V. O'Hare, S. J.; B. Marchisio, S. J.; J. Twohig, S. J.; P. Brancoli, S. J.
Nulato.—Rev. J. Jetté, S. J. (superior); Rev. A. Ragaru, S. J.; Rev. J. Perron, S. J.; Brothers C. Giordano, S. J., and J. Negro, S. J.

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Dawson Hospital.—Sisters of St. Ann: Mary Zephirine (superior), Mary of the Cross, Mary Pauline, Mary Joseph, Mary John Damascene, Mary Prudentia.

Koserefski (Holy Cross Mission, girls' school).—Sister Mary Stephen (superior), Mary Prudence, Mary Seraphine, Mary Winifred, Mary Benedict, Mary Antonia, Mary of the Passion, Mary Magdalen.

Moravians.

Bethel.—Rev. and Mrs. John H. Kilbuck, Mr. and Mrs. Benjamin Helmick, Miss Mary Mack, Mr. and Mrs. J. H. Romig, M. D.

Carmel.—Rev. and Mrs. John Schoechert, Rev. and Mrs. S. H. Rock, Miss Mary Huber, Miss P. C. King.

Quiegaluk.—Mr. Ivan Harrison (Eskimo).

Tulaksagamute.—Mr. and Mrs. David Skuviuk (Eskimo).

Kalchkachagamute.—Mr. and Mrs. George Nukachluk (Eskimo).

Akaigamiut.—Mr. Neck (Eskimo).

Quinchaka.—Mr. L. Kawagleg and Mr. and Mrs. Harvey Suruka (Eskimo).

Methodist Episcopal.

Unalaska.—Miss Agnes Sowle, Miss Sarah J. Rinch.

Friends.

Douglas City.—Mr. and Mrs. C. N. Replogle.

Kake.—Mr. and Mrs. S. R. Moon.

Kotzebue Sound.—Mr. and Mrs. Robert Samms, Miss Anna Hunnicutt.

Baptists.

Wood Island.—Rev. and Mrs. Curtis P. Coe, Miss Alice Thompson.

Presbyterians.

Sitka.—Rev. and Mrs. A. E. Austin, Mr. William A. Kelly, B. K. Wilbur, M. D.; Miss Esther Gibson, Mrs. S. A. Wallace, Miss Anna M. Sheets, Mrs. A. H. Carter, Mrs. M. K. Paul, Mr. John E. Gamble.

Saxman.—Rev. Edward Marsden.

Haines Mission.—Rev. W. W. Warne, Miss A. J. Manning.

Hoonah.—Rev. A. C. Austin.

Jackson.—Rev. M. D. McClelland.

Juneau.—Rev. J. H. Condit, Rev. L. F. Jones, Miss Susan Davis, Miss M. E. Gould.

Point Barrow.—Dr. and Mrs. H. R. Marsh.

Swedish Evangelical Mission Covenant.

Golovin Bay.—N. O. Hultberg, Mrs. N. O. Hultberg, P. H. Anderson, Gabriel Adamson.

Unalaklik.—A. E. Karlsen, Mrs. A. E. Karlsen, August Anderson, Miss Malvina Johnson, David Johnson, Miss Alice Omekejook (Eskimo).

Yakutat.—K. J. Hendrikson, Albin Johnson, Mrs. Albin Johnson.

Kangekosook.—Stephan Ivanoff (assistant).

Kotzebue Sound.—Rock (Eskimo).

PRESBYTERIAN MISSIONS.

The Rev. George F. McAfee, superintendent of school work, Presbyterian Board of Home Missions, has kindly prepared the following sketch of the board's work in Alaska:

Fort Wrangell.—Missionary work was undertaken in Alaska in 1877. Rev. Sheldon Jackson that year visited Alaska and opened a mission school at Fort Wrangell, with Mrs. A. R. McFarland as teacher. Land was secured, buildings were erected, and in addition to the day-school work a limited number of girls were received into the teacher's home and taught domestic industries. This feature was suspended in 1895. Rev. Clarence Thwing, M. D., is in charge of the station. The native church has a communicant roll of 85 and a Sabbath-school membership of 100. A church composed of white settlers was organized in March, 1898, with 23 members.

Chilkat Mission (Haines).—The mission to the Chilkats at Haines was established in 1881, Rev. Eugene S. Willard and wife being the first missionaries. Under their efficient management the work soon became very encouraging. Rev.

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W. W. Warne and wife now have charge of the mission. The Government school is taught in the mission building. An efficient matron has charge of the home, and 16 boys and girls are there taught the industries. The church membership numbers 23, and the Sabbath-school scholars number 75.

Hoonah Mission.—The mission to the Hoonahs was undertaken in 1881, Rev. and Mrs. J. W. McFarland being in charge. A day school was maintained for a number of years, until the Government assumed control. Upon the death of Mr. McFarland, the widow continued the work until Rev. Alvin C. Austin arrived. The church shows 56 communicants and a Sabbath-school membership of 59.

Jackson.—The Hydah Mission was established in 1881. Rev. J. Loomis Gould was the missionary in charge for fifteen years. A boarding home was maintained for a number of years, both boys and girls being received. This department of the work was closed in 1897 and the pupils sent to the Sitka Training School, where they could have better advantages and be educated at less cost to the board. Miss Christina Baker, the matron, was continued as Government day-school teacher, and Rev. M. D. McClelland relieved Mr. Gould as missionary.

Juneau.—Rev. Eugene S. Willard and wife removed from Haines to Juneau in 1886 and opened a mission. Rev. L. F. Jones is now in charge. The church reports 78 communicants and 62 members in the Sabbath school. During the five years of Mr. Jones's incumbency he has received into the church 72 adult members on confession, baptized 61 children, and celebrated 36 Christian marriages. The work in the boarding home has been very successful, there being 32 boys and girls receiving instruction in various industries.

The white church numbers 31 members, and is under the care of Rev. James H. Condit. The people are moving in the direction of building a new house of worship to take the place of the former "Log Cabin Church," in which they now worship, and a manse will follow.

Point Barrow.—The board opened a mission to the Eskimos at Point Barrow in 1890. Prof. L. M. Stevenson was the first missionary. He was followed in 1897 by Rev. H. R. Marsh, M. D., and wife. The people received the missionaries' instruction readily. The home of Dr. and Mrs. Marsh is the first Christian home ever seen by the natives, and they are quick to imitate the missionaries in all Christian ways. A church organization is soon to be effected and a house of worship built. This is noted as the most northerly mission in the world, being within the Arctic Circle.

Saxman.—The latest mission to be established is Saxman. It is in charge of Rev. Edward Marsden, a native, the first to receive a thorough college and theological course and be fully ordained to Gospel ministry. The work is very promising.

St. Lawrence Island.—Mr. and Mrs. V. C. Gambell were sent to St. Lawrence Island in 1894. They were joyfully received by the natives. Their work for three years accomplished much good, but on account of Mrs. Gambell's health it became necessary for them to return to the States in 1897. Mrs. Gambell's health having been restored, they decided to return to St. Lawrence Island, leaving Seattle May 19 on the sailing vessel *Jane Grey*. Off Cape Flattery a gale was encountered, and at 2 o'clock of the morning of the 22d the alarm was given that the vessel had sprung a leak and was sinking. In ten minutes after the alarm was given the *Jane Grey* sank, taking with her Mr. and Mrs. Gambell and 30 other passengers. This is a sad blow to the work on St. Lawrence Island.

Sitka.—By far the largest, best equipped, and most successful mission conducted by the board in Alaska is the Sitka Mission. It was established in 1880. Boys and girls flocked into the building temporarily provided for the school until it was crowded to suffocation. The school is a training and industrial school for both sexes. From 100 to 200 pupils have been taught there annually since its organization. The boys are instructed in carpentry, blacksmithing, boat-building, shoe-

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making, and gardening, and show great proficiency as practical workers in these trades. The girls are taught cooking, sewing, laundry work, and how to care for their rooms. So successful are they in acquiring a knowledge of these domestic industries that they are sought after by white families as house servants. The boys and girls come to Sitka Training School from almost the entire region of southeastern Alaska, something like 15 tribes being represented in the school. In order to show how practical is the work and how efficient are the workers, it may be stated that the shoe shop is under the direct supervision of a native who learned all he knows about the trade in the school, and with his helpers, all of whom are pupils, he makes all the shoes worn by the 153 pupils, besides doing a considerable amount of work for outside parties, which provides a small income to the school.

Out of the school work grew the church. Under the wise and faithful administration of Rev. A. E. Austin, so long pastor (and at intervals superintendent of the school), the church reached an enrollment this year of 384 communicants.

A white church numbering 10 members is also ministered to by the pastor of the native church.

Sitka Hospital.—Connected with the mission is a hospital, which is under the direction of Dr. B. K. Wilbur. Dr. Wilbur treated last year 107 in-patients and 119 out-patients, and performed 53 operations. Total of prescriptions made during the year, 3,435. This is one of the most important factors in the work at Sitka.

The enrollment in the Sitka school for 1897–98 was 153, about equally divided between boys and girls.

MISSIONS OF THE PROTESTANT EPISCOPAL CHURCH IN ALASKA.

The Rev. Joshua Kimber, D. D., associate secretary of the Domestic and Foreign Missionary Society of the Protestant Episcopal Church, sends the following statement:

In the Territory of Alaska this church has established missions among the whites at Sitka, Juneau, Douglas, Copper River Country, Numook, Skagway, and Circle City; and among the Indians at Anvik, Circle City, Fort Adams, Ketchikan, Numook; and among the Eskimo of Arctic Alaska at Point Hope.

The whole work is under the supervision of the Right Rev. P. T. Rowe, D. D., assisted by the Rev. Messrs. Campbell, Chapman, Gurr, Prevost, and Wooden; Drs. Driggs and Watt, missionary physicians; and the following ladies: Mrs. Chapman, Mrs. Prevost, Mrs. Selden, Mrs. Watt, and Misses Deane and Sabine, and Miss Proebstel, Miss Edmonds, and Miss Heywood, trained nurses.

In the last report from Bishop Rowe he states that many changes have occurred in the population of Douglas Island, owing to the great attraction of the Yukon. There are, however, nearly 1,000 men employed in the mines, and a splendid opportunity for missionary work presents itself at that place. At Ketchikan the Rev. A. J. Campbell, M. D., established a new station. Four acres of ground were given on condition that a mission and school should be built. The doctor purchased a cabin for $200, and improved it at an expenditure of $175 more, thus providing a commodious, neat, and suitable building for school and church purposes. In January last this missionary baptized 27 Indians, and presented 9 for confirmation by the bishop. In the school there have been gathered 47 children, Thlinkets and Hydahs, who have made wonderful progress in their studies. A few months ago they were heathens, not knowing a word of English; to-day they can sing several hymns, recite the Lord's prayer and creed, and read fairly well. Miss Edmonds is in charge of this school.

At Skagway the bishop, with the assistance of Dr. Campbell, opened a mission some twelve months ago and founded a hospital with the aid furnished by the settlers and others. The building, a log one, contains two rooms—a kitchen below

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and a ward above—and cost about $2,000. The capacity of the building was soon overtaxed with patients, and an addition had to be built. Bishop Rowe, in his report, stated that for some time he visited the hospital daily, and it was pitiful to see strong men, far from home and dear ones, sick and dying. "As I bent over one man," the bishop wrote, "who died shortly after I lifted his head, he took my cross in his hands, kissed it, and sank back with a look of resignation and peace glowing upon his face."

Dyea, a place of 4,000 people, was visited by Bishop Rowe, and some services held. Leaving that place April 26, 1898, the bishop, accompanied by Mr. Selden, started on the trail to the interior, passing, en route, Sheep Camp, Chilkoot Pass, Lake Lindeman, Lake Bennett, and Rink Rapids, reaching Dawson Saturday afternoon, May 30. Here the bishop, after resting five days, held two services and preached.

At Point Hope Dr. Driggs, missionary physician, is carrying on successful work. The mission services are well attended. There are over 60 children under instruction in the Sunday school.

At Anvik, 600 miles from the mouth of the Yukon, the Rev. Mr. Chapman, with his devoted wife and Miss Sabine and Miss Proebstel, are maintaining, with commendable diligence and fidelity, the arduous duties of that mission. The mission buildings at Anvik consist of a church valued at $1,250, a dwelling house valued at $900, and a schoolhouse valued at $700. In addition to these buildings the mission also owns a schoolhouse occupied by 6 girls of the boarding school, under Miss Sabine; a sawmill worth about $2,000; a storehouse worth $200; a laundry valued at $300, and two small cabins. Mr. Chapman reports that the new schoolroom was opened November 22, and that during the whole winter it was used for daily service as well as for the school. On November 29 the foundation of the new chapel at St. Paul, on the Chageluk Slough, was laid and the walls put up as high as the eaves. The work was done by the volunteered labor of the people of the village and its vicinity. The total attendance at school for the year ending May, 1898, was 4,531, an average of about 24.

At Circle City services and religious instruction among the whites and Indians have been maintained throughout the winter. A very good house and lot adjoining the mission have been purchased and a hospital has been built, the cost of the land being $900, which was paid by the miners. Mrs. Prevost and Miss Deane have earned the good will and hearty praises of all by their services rendered to the sick during the winter. The Rev. Mr. Prevost has charge of the station and Dr. Watt is the medical missionary.

MORAVIAN MISSIONS.

Bethel.—Owing to the scarcity of food in the vicinity of Bethel, the school was closed early in the winter. However, a normal class, consisting of the most promising of the natives, was continued throughout the year.

This station has sustained a great loss in the death of Mr. and Mrs. Weber, who were drowned in the Kuskokwim while returning to Bethel after a winter in the States. In order to reach their post as quickly as possible, and at the same time save expense, Mr. and Mrs. Weber accepted the proposition of a party of prospectors to give them free transportation up the Kuskokwim in return for Mr. Weber's services as interpreter and as pilot. At Good News Bay, south of the mouth of the Kuskokwim, the party transferred from the steamship *Lakme* to the little stern-wheel river steamer. Their supplies were stored in two barges, which were towed astern. While the transfer from the larger ship was being made, Mr. Weber made a hurried trip to the mouth of the river, where he met several of the missionaries, who were waiting for the arrival of their supplies. He handed them their mail, and spent twelve hours in their company, returning to the river steamer on June 26. The start was made on June 27. Soon after their departure

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the wind increased in violence, blowing a gale from the southeast, making a nasty sea at the mouth of the river. The wreck of the barge containing the supplies was discovered by the natives a few days later. Of the steamer and her passengers not a trace has since been seen.

Carmel.—School was in session for a term of one hundred and seventy-five days, the attendance averaging 28 per day. Several white families have settled in the vicinity of the station in order that their children may attend the school. Carmel was visited by several travelers during the winter; among them were Mr. G. F. Tilton, third officer of the whaler *Belvedere*, wrecked at Point Barrow, and his guide, Mr. Koltchoff, en route to the south. They stayed five days at Carmel and attended the wedding of Mr. and Mrs. Rock.

BAPTIST MISSIONS.

The Rev. C. P. Coe, superintendent of the Orphanage on Wood Island, supported by the Woman's American Baptist Home Mission Society, sends the following report:

Six years ago the Woman's American Baptist Home Mission Society, which has its headquarters at 510 Tremont Temple, Boston, established the only Baptist mission that is now supported in Alaska designed to reach the needs of the natives of that district. The site chosen was Wood Island, a small wooded dot of land in the Pacific, 4 miles long by 2 miles wide. Wood Island is but 2 miles from Kadiak, the largest island in that part of the country. It is located about the middle of the portion of Alaska assigned to the Baptist denomination, which begins at Mount St. Elias, and extends for 1,000 miles or more to the west, ending at the Shumagin Islands.

The workers at present are Rev. Curtis P. Coe, superintendent, and wife; Mr. and Mrs. G. A. Hill, and Miss Hattie Denniston. There are at present 26 children in the home, and at least 50 have received care, attention, and training for a shorter or a longer time since the beginning of the work. These children are collected from extremes of about 1,400 miles, 5 being from Kayak Island and 2 being natives of the Seal Islands.

The children are docile and tractable, and most of them have confessed privately their faith in Jesus, but they have been as timid as other children in making a public confession and asking for baptism. That a large proportion of them are really Christians can not be doubted by those who come in contact with them daily.

Several improvements have been made since the last report that have lessened the labor and added value to the plant. Waterworks were devised so that now there is hot and cold water in the kitchen and cold water in other parts of the house. The water comes from a well on top of a hill and is siphoned to the second story of the mission. A large wood furnace has been constructed which warms several of the rooms; hundreds of rods of fence have been built, and a silo that will hold 50 tons of ensilage, with which to feed our three cows, two calves, and a horse, has been constructed. In all the building, as well as in the ordinary work, the boys have had a large part and have shown their usefulness. The girls have been very helpful in all kinds of housework.

Last spring the Government established a school on the island, which was a cause of rejoicing, and very recently comes the report that we are to have a monthly mail throughout the year instead of being deprived of mail service for five months.

At this location is the only Baptist church and chapel in Alaska, and the only building west of Sitka erected especially as a house of worship by any other denomination than the Greek Catholic.

Mr. and Mrs. Coe left the field in October for the winter for a needed rest. In the month of January the former visited New England and presented to those who have been in the past supporting the work there a detailed account of the

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past, the present, and the prospects for the future. Much enthusiasm was manifested by the people and almost all of the special needs that were presented were supplied, and an increased interest was awakened in the minds of the people from whom the support must come.

The Woman's Society is asking from its constituency $5,000 annually for the continuance of the work of this the only Baptist work in Baptist ground in Alaska.

THE SWEDISH MISSION COVENANT'S MISSIONS.

The Rev. D. Nyvall sends the following account of affairs at Unalaklik, Golovin Bay, Yakutat, and Kotzebue Sound:

Unalaklik.—At Unalaklik last autumn and winter la grip prevailed. Miss Alice Omekitjook mentions in her letter that 14 died at Unalaklik during October.

During Christmas week the missionaries had the pleasure of entertaining Lieutenant Jarvis and his men. They brought letters from the United States, the first winter mail our missionaries ever received in Alaska. At Unalaklik Mr. Jarvis was met by the reindeer sent him from Port Clarence.

The latest report from Unalaklik is a letter from Karlson, of September 29, 1898, telling that the school at Unalaklik for the winter had commenced with a good attendance. Mr. Ivanoff, from Kangekosook, has been transferred to Unalaklik to teach the school at the last-mentioned place, and Kangekosook at present left.

All our workers at Unalaklik are in great need of rest.

Golovin Bay.—Last winter (1897-98) was hard on the natives, not only through sickness but lack of food. Mr. P. H. Anderson, of Golovin Bay, tells us that he often saw natives chew their skin boats and their shoes in want of food. Most of the school children were more or less supported at the station.

In April Mr. Anderson made a journey with dogs from Golovin Bay to Unalaklik, 125 miles. It took four days, and was a grim adventure in every respect. The home journey was made by reindeer, and proved to be, in comparison, very delightful and pleasant. A greater part of July Mr. Anderson was obliged to spend in St. Michael waiting for the mail, as he expected news regarding his betrothed and her coming.

At a great bargain Mr. Hultberg and Mr. Anderson came in possession of a lot of lumber and other building materials, with which Mr. Anderson has erected a new school building, so much needed. It is 24 feet by 16 feet and 10 feet high. In his latest report Mr. Anderson hoped to get the building ready October 17, so that the school could then commence. We are under obligation to Dr. Jackson for a stove which he bought in St. Michael and presented to the school at Golovin Bay.

Yakutat.—Our missionaries at present at Yakutat are Mr. Albin Johnson and his wife, and Mr. K. Hendrikson, who last summer tried hard to find a shorter and better route over the icebergs to the interior, but after heroic efforts he was obliged to return defeated.

The last reports from Yakutat were letters from Albin Johnson and from K. Hendrikson, dated October 21 and 29, respectively. In his letter Mr. Johnson tells of the baptism of a native woman, and adds that several others were awaiting baptism. We are also told that the natives last summer were unusually successful in their fishing, and consequently were looking forward to the coming cold season with minds free from care. Like reports come also from northern Alaska.

A new building was erected at the station last spring, prior to Mr. Hendrikson's journey inland. The lumber used for that purpose was sawed by the missionaries themselves at our sawmill. In regard to the right of occupancy and use, for the mission, of the land around the station, the missionaries recommend that the said land be surveyed and mapped out by proper officers. The land is recorded in the land office at Sitka in the name of the Swedish mission.

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Miss Selma Peterson, one of our missionaries of Yakutat, is at present in Chicago, where she has, through the courtesy of the board of directors of the Augustana Hospital, been taking a practical course of training as a nurse at the said hospital free of charge. At present she is at our college preparing herself for examination as a teacher, her intention being to return to Yakutat early next summer and take up the school work at that place.

FRIENDS' MISSION.

Kotzebue Sound.—The following paragraphs are taken from the report of Mr. Robert Samms, one of the missionaries at Kotzebue, which was kindly forwarded by Mr. I. H. Cammack, of the California Yearly Meeting of Friends, which supports the mission in Kotzebue Sound:

After finding it impossible to ascend the river, it was necessary to make a hasty preparation for the winter; this was begun on faith coupled with works. Some boards were on hand, and tools, the ground frozen from 2 feet below the surface to unknown depths, and not enough wood in sight to cook a meal's victuals. The natives were given to understand we would trade for all the logs they would bring; so men, women, and children were soon busy catching driftwood, which was being borne down by the inland freshets. Trading for wood and fish took a good deal of time, as each stick of wood had to be traded for separately, and the fish had to be cleaned. We used our own boat in gathering wood until we could no longer force our way through the mushy ice; we gathered the wood for about 4 miles from our house. We were thus occupied until the ever-increasing cold and shortening days made out-of-door work impossible. The water supply for the mission has made considerable work. For about seven months of the year all the water is procured by melting ice. This has been hauled on sleds from about one-half mile distance, being first dug from under 3 feet of snow and blocked out with an ax.

To keep reasonably free from vermin and disease has required a good deal of washing and bathing. The drifting snow has given us considerable trouble by stopping door and windows, also covering our wood to a depth of 10 feet. Cutting wood for two stoves has been no small task, considering the wood we have to use. The white men that have been here during the winter required some attention, as they were generally worn out and supplies exhausted by the time they reached our mission. Two of the Government relief expeditions to the whalers at Point Barrow reached our house about midnight, and almost fell into the door, exhausted by exposure and hunger. To all these we rendered every assistance in our power. We have made four trips with sled and dogs for wood, going about 10 miles across the sound.

I think the poverty of the natives will always be a source of trouble to the missionaries. So far as we can see at present, the only hope of improving the temporal condition of the Eskimo is in the success of the reindeer project as promulgated by Dr. Jackson. There have been two births and six deaths for the eight months past. At this rate the Eskimo will soon belong to the past. Physically, the Eskimo is well appearing, of the Mongolian cast, about 5 to 5 feet 10 inches in height, with small hands and feet, broad face and high forehead. Doubtless this has been a hardy race, but, like the Indian, the demoralizing influences of bad white people have made them wrecks, both physically and morally. The older generation do not show this deterioration so much as the younger class, whose blood seems to be inoculated with the worst of blood diseases. Intellectually, they are quite promising. They learn rapidly, especially such knowledge as they can turn to some practical account; have considerable liking and talent for music, and are naturally cheerful. Their mode of living prevents their attending school regularly, but seems to add intensity to their efforts in improving what opportunities they have.

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If the Eskimo has any standard of morals, it is only of the lowest character. Religion he has none, but he is superstitious about everything, and takes without question any absurdities the shamans may choose to make up. The chief business of the shamans is to see that all the superstitions are properly observed, also to appease any evil-disposed spirit that is troubling his people, and last, but not least, to charge well for his services. The Eskimo seems to have no conscience; no such word is found in his vocabulary. He steals, lies, cheats, and murders apparently without a shadow of remorse. His idea of a good man is one who is a successful hunter.

In manner of life, the Eskimo is seminomadic. He has a village where is located his burying ground and winter house. Here he spends the short cold days of winter, repairing his implements and planning for his food campaign. The women find plenty to do dressing skins and making clothing, trade goods, etc. As the days lengthen he carries on more or less hunting until signs of returning summer appear. He then abandons his winter home and goes to the fishing place or trading post.

The main dependence for food at this place is the salmon. All the other fish and the seal taken, though helping out a good deal, would not be sufficient to make up for the loss of the salmon if they should fail to come. Hence the importance of the deer being introduced as soon as possible. The people are generally insufficiently clothed; this the reindeer would remedy.

CONGREGATIONAL MISSIONS IN ALASKA.

[Report for United States Bureau of Education, by Rev. C. J. Ryder, D. D., corresponding secretary of the American Missionary Association for the Congregational churches.]

This mission at Cape Prince of Wales is in western Alaska. The work extends inland from Bering Strait, covering the whole of the peninsula upon which Cape Prince of Wales is the most western point. The American Missionary Association has maintained missionary work since 1890 in this portion of Alaska, which was assigned to the Congregational care in the division of the Alaskan territory among the Christian denominations. Carefully observing the conditions of interdenominational comity and good fellowship, the work has not been pushed beyond the limits of the territory originally agreed upon in conference of the various societies when entering the Alaskan field. The point held by our Congregational mission is a very strategic one. The Eskimo who touch at this point and come in contact with the Christian influence of the mission are scattered widely along the coast, and so carry the impressions of the work to many hundred people out of the reach of any other mission work. So from the interior many Eskimo come to Cape Prince of Wales when hunting and fishing, as this is a natural point of sailing. This gives the missionaries of the American Missionary Association, W. T. Lopp and his faithful wife, large opportunity for reaching those not immediately in the territory of their mission field. Many of the young Eskimo have been reached, and the report of their growth in Christian manhood and womanhood is very encouraging. There was some opposition on the part of the parents and "Un-ut-koots," or magic doctors, but this has been gradually overcome. By the kindly and charitable treatment of these experienced missionaries their work is better understood and gaining a larger influence each year. The practice of medicine in the administration of a few simple remedies during the summer and fall relieved a good many sufferers and wonderfully increased the influence and power of the missionaries. The winter has been a hard one along the coast. The season, with abundant wind and ice, has been very unfavorable for hunting. Mrs. Lopp relieved some of the settlements north of Cape Prince of Wales as long as her supply of flour lasted, which she exchanged for driftwood, which the Eskimo haul down in dog sleds. The living for these poor people was very limited, being confined to an occasional grouse or a few frost fish. Only two small whales were

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killed during the winter. The walruses furnished considerable food, and the walrus skins were of value. The Eskimo gathered at Cape Prince of Wales are careful observers of the Lord's Day and do not hunt during its hours. Notwithstanding this they have been unusually successful, having killed eight large walruses.

Mr. Lopp has just completed a large cold-storage cellar, or pit, under the storehouse to preserve meat during the summer. He writes: "We are trying to induce the natives to make better cold-storage cellars, so that they will not be compelled to eat half-decayed meat during the summer and fall, and even in the following winter should seals at any time be scarce. It would be extremely nauseating to a 'tenderfoot' to witness natives eating putrid meat."

The Fourth of July was celebrated with enthusiasm at Cape Prince of Wales, under the care of the missionaries. The Eskimo greatly enjoyed it. The weather was splendid, and certainly the lesson of Christian patriotism impresssd upon the natives of this far-away territory must prove useful. The general comment of those who have seen the people at Cape Prince of Wales is that they are of the very best class of natives. The work of the mission school is very marked. The result already obtained is very hopeful.

The little paper published there, called The Eskimo Bulletin, has attracted general attention. A copy will soon appear in the Strand Magazine, of London, as one of the remarkable newspapers of the world.

The great event in the history of the mission at Cape Prince of Wales since it was last reported was the remarkable effort of Mr. Lopp to relieve the whalers who were imprisoned by the ice off Point Barrow. The heroism of the undertaking on the part of Mr. Lopp and his noble wife, who remained at the mission almost alone during his absence, can not be overstated. Lieutenant Berry, who reported the trip of Mr. Lopp, closes in the following words: "Mr. Lopp reached Point Barrow on March 30 with 400 reindeer, which he had driven over the icy wastes as fast as the others could do alone in the dog sleds. His journey shows he had the deer on the run most of the time. Shortly after picking up Lieutenant Bertholf, 34 deer stampeded and were lost, but when the three herders were sent back they found them, and took them all into Point Hope. Mr. Lopp left Point Barrow on his return trip on April 5, and got home to Cape Prince of Wales in thirty-one days, only twenty of which were traveling days, for he met some weather in which he could not travel, and he would not travel on Sunday when he was proceeding on his own account. The lowest temperature that he experienced was 43 degrees below zero; but he told me that was not half so cold as one day when the thermometer was at 40 degrees below zero and it was blowing a blizzard."

From Mr. Lopp's own report to the American Missionary Association we gather the following:

"After a sleepless night Mrs. Lopp and I decided that it was necessary to carry this relief to the whalers and that I must myself go. You can imagine at what cost this decision was made. Separation of family from three to six months, loss of deer, breaking our plans for this year and next; but it was an errand of mercy, and we were glad to have opportunity to show these people that our Government cared for her people and would go to great expense to save a few in distress.

Mrs. Lopp's work.—Mrs. Lopp preferred to remain instead of going to Port Clarence, as was planned at Washington. Netaxite, the herder, and his wife and child lived in the herder's house, near ours, and assisted her in every way possible. She taught a class of more advanced pupils daily and Netaxite taught the primary school, doing fairly well. Our two girls of last year and Sokweena's wife were with Mrs. Lopp. So you see she had a more difficult position, remaining here alone, than those of us who were in the expedition. It was a great trial of our faith, but we have to trust for so many things up here that it seemed

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natural. While out on the trip we knew we should be remembered by the weekly prayer meeting of our Eskimo Christians here, and I think they feel that their prayers were not unheard.

In the wilderness.—The weather favored us wonderfully. Lieut. D. H. Jarvis, who planned and commanded the expedition, was an ideal, unselfish commander in every respect. The managing of the deer he intrusted to us. It was a new experience for our five herders and two from adjoining settlements and a very doubtful undertaking to attempt to drive 436 deer a distance of 700 miles to reach Point Barrow. All the old Eskimo said we would never reach Point Barrow. Two days after leaving Kotzebue Sound a howling blizzard scattered our deer. We found all but 34 after the storm had subsided and moved on. These 34 were found by the natives and driven in and delivered to us afterwards.

The practical value of a Christian mission at Cape Prince of Wales and the sensible method of conducting such a mission have been abundantly illustrated in this expedition of Mr. Lopp.

Missionary visits.—Mr. Lopp has carried on missionary visits among other stations and reached the Eskimo in their settlements. He has learned the language of the people and speaks somewhat fluently to the Eskimo in their own tongue. Just south of Point Hope service has been held at a whaling station, where several families gathered from up and down the coast to receive the message of good news.

It was certainly a reasonable act of the United States Congress in voting an appropriation to Mr. Lopp and those who went with him in this heroic and hazardous journey for the rescue of these ice-bound whalers. The value of the mission at Cape Prince of Wales has received practical demonstrations in every way possible during this year.

I have the honor to be, sir, very respectfully, your obedient servant,

SHELDON JACKSON.

Hon. W. T. HARRIS, LL. D.,
Commissioner of Education.

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CHAPTER XLI.

EIGHTH ANNUAL REPORT OF THE INTRODUCTION OF DOMESTIC REINDEER INTO ALASKA.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION, ALASKA DIVISION,
Washington, D. C., December 31, 1898.

SIR: I have the honor to submit to you my eighth annual report on "The introduction of domestic reindeer into Alaska."

The year just closed has been one of more than usual interest. It opened with the Government relief expedition, in charge of Lieut. D. H. Jarvis, of the United States Revenue-Cutter Service, to the whalers in the neighborhood of Point Barrow, Alaska, and with a Government commission to Lapland, Norway, for the procuring of a colony of Laplanders and the purchase of a herd of reindeer trained to harness, to be used in transporting relief to the destitute people in the mining regions of Alaska; also, the establishment of a new reindeer station in the neighborhood of Unalaklik, 60 miles north of St. Michael. It being necessary to send Mr. William A. Kjellmann, the superintendent of the reindeer stations in Alaska, to Norway in charge of four families of Lapps, whose term of service had expired and who according to contract were to be returned to Lapland, Dr. A. N. Kittilsen, the physician and assistant superintendent, was placed in charge of the herd at the Teller Reindeer Station, with Mr. T. L. Brevig as his assistant. Mr. Frederik Larsen (Lapp) was kept with the herd as overseer, and Messrs. John Tornensis and Mikkel Nakkila (Lapps) were kept at the station during the fall of 1897, repairing and making sleds and harness, preparatory to the removal of a portion of the herd to the new station near Unalaklik.

On the last of October Dr. Kittilsen made a trip to Cape Nome, where he received from Antisarlook 53 male, 65 female, and 3 fawn reindeer for the Government, which had previously been loaned and were now being returned. He also secured 4 females and 3 fawns belonging to Tatpan, of Golovin Bay.

In the middle of November a trip was made to Cape Prince of Wales, returning November 28 with 3 head of deer belonging to the Government.

As Tautook, Sekeoglook, and Wocksock (Eskimo) had served their apprenticeship of five years, it was proposed to establish them at the Teller Station with a herd of their own when the Government herd should be taken to the new Eaton Station. Accordingly on December 3 each of the three received, according to contract, 20 females, 3 males, and 2 sled deer. These, together with those previously owned by them and since born in their herds, gave Tautook 77 head, Sekeoglook 59, and Wocksock 50, making a herd of 186 between them. The apprentice Ojello, being quite sick, was left with his family at the Teller Station.

On December 19, leaving Mr. Brevig in charge of the Teller Station, Dr. Kittilsen, in charge of the Lapps and apprentices other than those mentioned as having been left at the Teller Station, started across the country for Unalaklik with 450 reindeer and 40 sleds, arriving at Golovin Bay on the 29th of December. There were 17 in the party, counting women and children. The 7 deer brought from Cape Nome for Tatpan, an apprentice above mentioned, were transferred to the herd at Golovin Bay, and 17 deer belonging to Martin, an apprentice at Unalaklik, were lassoed and taken into the Government herd to be driven to the Eaton Station.

On January 3 the journey was resumed, but two days later a snowstorm of unusual severity was encountered, and the party went into camp, the deer being returned to the neighborhood of Golovin Bay, where the pasturage was more accessible. While in camp, January 10, Lieutenant Jarvis and Dr. Call, of the relief party for the whalers, arrived from the south and asked for reindeer transportation to Port Clarence. Accordingly, on January 12, Dr. Kittilsen, taking two

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of the apprentices, drove back with Lieutenant Jarvis and Dr. Call to the Teller Reindeer Station, where they arrived on the 19th. Leaving Lieutenant Jarvis to push on to Cape Prince of Wales and Dr. Call to Cape Nome, Dr. Kittilsen, with the apprentices, on January 26, started on their return to Golovin Bay, reaching there February 9. During Dr. Kittilsen's absence Lieutenant Bertholf, also of the Point Barrow relief expedition, had arrived at the reindeer camp near Golovin Bay and induced Frederik Larsen to take five deer and sleds to help him across Kotzebue Sound with provisions for the relief party, claiming that it was impossible to get the goods across the country with dog teams. After arriving at Kotzebue Sound, Lieutenant Bertholf retained the reindeer teams for his further trip to Point Hope, returning Frederik Larsen to Golovin Bay.

On the 13th of March camp was broken and a start made for Unalaklik, which place was reached on the 21st. The spring was utilized in cutting and hauling several hundred logs for the erection of houses at the new station, located near Unalaklik and named "Eaton," in honor of Gen. John Eaton, ex-Commissioner of Education. After the logs had been hauled to their destination, the herd was moved to the foot of the mountains southeast of Unalaklik, where a good fawning place was found.

In April an expedition was made to Golovin Bay to return some provisions which had been borrowed from the Swedish Mission Station during the detention of the herd in that neighborhood the previous winter.

PERSONNEL.

Mr. William A. Kjellmann was continued as superintendent of the stations in Alaska, but being detailed for special duty in returning Lapps to their native country and in procuring a new colony, he was absent from the field until July. Returning from Norway and reaching Eaton Station, he immediately utilized the temporary presence of the large colony of Lapps by dividing them into three parties, one to have charge of the herd, a second party to freight the supplies from the landing place on the coast to the station, and the third party to erect the necessary buildings. This enabled him to make rapid progress in getting the new station in order for winter. When the station was last heard from, arrangements were in progress, by which it was expected that a large number of the Lapps would be distributed along the Yukon River for the purpose of carrying the United States mail, and the smaller number kept in the service of the reindeer stations. During the absence of Mr. Kjellmann, Dr. A. N. Kittilsen was in charge at the Teller Station until December, when he went with the herd and took charge of the new station on the Unalaklik River until the arrival of Mr. Kjellmann. On the arrival of Mr. Kjellmann, Dr. Kittilsen resigned and left for the mines, his place as physician being taken by F. H. Gambell, M. D., of Iowa. Upon the departure of Dr. Kittilsen from the Teller Station, Rev. T. L. Brevig was placed in charge.

With the increase of stations and enlargement of the work, Mr. Hedley E. Redmeyer was also made an assistant superintendent.

Herders.—Messrs. Tornensis, Nakkila, and Larsen, the Lapps that remained in Alaska, continue in the service of the Government. During the trip of myself and Mr. Kjellmann to Norway we secured 113 Lapp, Norwegian, and Finn men, women, and children, who were removed to the Eaton Station, from which they are to be distributed to various localities where most needed.

At the closing of this report it has not been determined how many of them will remain in the service of this Bureau and how many will go into the postal service of the country.

Apprentices.—During the year three of the apprentices, namely, Tautook, Sekeoglook, and Wocksock, of the Teller Reindeer Station, have gone into business for themselves, having served as apprentices for five years (the full term), locating their herd in the neighborhood of the Teller Station. Electoona and Ahlook, from Point Hope, and Ojello, from Point Barrow, with their families, were sent to Points Hope and Barrow to take charge of the herd driven up for the relief of the whalers, or of such portion as was not slaughtered for that purpose. To assist the Eskimo apprentices, Jacob Larsen Hatta, wife, and two children, and Mr. Lars Larsen Hatta (Lapps) were also sent.

This herd was to be divided into two equal portions, one of which was to be loaned to the Presbyterian Mission at Point Barrow, and the other to the Episcopal Mission at Point Hope. Ten of the former Eskimo apprentices have now herds of their own, and are careful and diligent in increasing them. Their herds aggregate nearly 500 head.

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BUILDINGS.

The Rev. T. L. Brevig, who arrived at the Teller Reindeer Station in 1894 as teacher, needing a year's vacation, returned to the States last fall. The care of the public buildings thus vacated was given to Dr. Brandon, who in return for the same agreed to care for the buildings and also counsel with the Eskimo herders in the neighborhood.

At Eaton Station substantial log buildings were erected for the superintendent, physician, and herders' families; also for the necessary storehouses.

THE HERD.

The Government herd was driven during the winter from the Teller to the Eaton Station, a distance of about 300 miles.

The 120 reindeer that had been loaned by the Government to Antisarlook in January, 1895, were returned by him last winter, he retaining 160, the same being the increase during the three years that the herd had been in his possession. Seventy-five deer were given by the Government to Tautook, Sekeoglook, and Wocksock, who had finished their term of apprenticeship, and in accordance with the terms of their contract, to enable them to commence an independent herd. One hundred and sixty deer belonging to Antisarlook's herd at Cape Nome and 301 deer belonging to the missionary and Eskimo herd at Cape Prince of Wales were borrowed by the Government, making a total of 461 reindeer for the relief of the ice-imprisoned whalers at Point Barrow. Of these, 180 males were slaughtered for food, the females being kept as a nucleus of a permanent herd at Point Barrow.

At Golovin Bay the union herd, belonging jointly to the Swedish Evangelical Union Mission and Episcopalians, was increased during the year by 99 fawns born. It is expected this winter that the herd will be divided, and the portion belonging to the Episcopalians will be driven across the country to Weare, at the mouth of the Tanana River.

Instructions were left at the Eaton Station to loan 100 head of reindeer to the Roman Catholic Missions on the Yukon River, and send with the herd an experienced Lapp to take the oversight of the herd and instruct the native apprentices in its care and management.

Number and distribution of domestic reindeer in Alaska, 1898.

Location of herds.	Old deer.	Fawns.	Total.
Unalaklik:			
Government herd, Eaton Station	446	177	623
Electoona (apprentice)	7	4	11
Martin (apprentice)	16	10	26
Ahlook (apprentice)	7	4	11
Teller Reindeer Station:			
Government property	7	4	11
Tautook (former apprentice), Government herd	38	39	77
Sekeaglook (former apprentice), Government herd	32	27	59
Wocksock (former apprentice), Government herd	28	22	50
Cape Prince of Wales:			
Congregational Mission Station	216	.....	216
Golovin Bay:			
Swedish Mission	101	49	150
Episcopal Mission	100	50	150
Okitkon (apprentice)	15	7	22
Tatpan (apprentice)	18	9	27
Moses (apprentice)	30	12	42
Constantine (apprentice)	2	2	4
Point Hope	29	19	48
Point Barrow:			
Presbyterian Mission	201	190	391
Circle City:			
Imported from Lapland	144	.....	144
Total	1,437	625	2,062

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Increase from 1892 to 1898.

	1892.	1893.	1894.	1895.	1896.	1897.	1898.
Total from previous year	.....	143	323	492	743	1,000	1,132
Fawns surviving	.....	79	145	276	357	466	625
Purchased during summer	171	124	120	123	.....	.....	161
Imported from Lapland	.....	.....	.....	.....	.....	.....	144
Total October 1	171	346	588	891	1,100	1,466	2,062
Loss	28	23	96	148	100	*a* 334	.....
Carried forward	143	323	492	743	1,000	1,132	.....

a One hundred and eighty deer killed at Point Barrow for food; 66 lost or killed en route.

Of the above, the following are the property of the Government: At Unalaklik, 623; at Teller Station, 11; at Golovin Bay, 100; at Point Barrow, 118; at Point Hope, 48; at Circle City, 144, making a total of 1,044.

Expenditure of reindeer fund, 1897-98.

Amount appropriated	$12,500.00
Supplies for stations	2,235.51
Barter goods for purchase of deer	4,378.17
Salaries of purchasing agents and herders	2,976.32
Freight on supplies and barter goods	2,497.13
Reprinting of report, 1,000 copies, at 29.9 cents	299.01
Copies of 38 electrotype illustrations, at 94.8 cents	36.00
Traveling expenses	75.00
Balance	2.86
	12,500.00

PURCHASING STATION IN SIBERIA.

From the commencement of the introduction of reindeer into Alaska in 1892, it has been my constant study to devise some method for procuring larger numbers of reindeer during the season. During the experimental trip of 1891, two months were spent on the revenue cutter *Bear* in procuring 16 head. The following year 167 were secured, being the largest number purchased within any one year in Siberia. During 1893, 1894, and 1895 the very best that we were able to accomplish in a season was the purchase of from 120 to 125 head. In 1896 a partial agreement was effected with a private party to procure and bring over from Siberia to Alaska reindeer at a fixed price per head, which resulted in a total failure, not one being secured. In 1897, in continuation of the policy of trying different methods for procuring the reindeer, Mr. John W. Kelly, Mr. Conrad Siem, and Mr. A. St. Leger were sent to Siberia to remain during the winter. A small, cheap frame house was erected, and they were furnished with necessary barter goods required for the purchase of reindeer. During the fall their success was such as to encourage the hope that a practicable method had been found of procuring the reindeer in large numbers, several hundred of the deer being purchased and either delivered or placed in herds where they could be reached the following summer during the few weeks that the ice allows the access of ships to the coast, when a vessel would be sent to transport them to Alaska. It appears, however, from the statements of the purchasing agents that during the winter jealousies and feuds broke out among the different native villages which precluded any further trading, and so endangered their lives that the following July they felt compelled to go on board a whaler and leave the station.

Upon my visit to the place early in August I was able to trace and secure but 100 head of the several hundred which had been bought. After the employees had abandoned the station the natives seemed to have appropriated whatever they could lay their hands on, including the deer in the herd. Under the circumstances it was not thought expedient to carry this experiment further, and the station was closed. It is probable that the next method will be to try and arrange with some Siberian firm of standing and character to purchase deer for the Government. Possibly Russians will succeed better in bartering with the natives for deer than Americans. The 161 head of reindeer which I brought from Siberia in August were turned over to Mr. W. T. Lopp, to replace in part those that the Government had borrowed for the Point Barrow relief expedition.

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PRIVATE REINDEER ENTERPRISES.

The sudden influx of large numbers of miners into central Alaska, and the difficulty of procuring supplies and provisions at the mining camps, called public attention to the necessity of introducing the reindeer as a factor in freighting and transportation. During the years when the natives had occasion to travel from village to village, their journeys were comparatively short and time was no object, consequently it made no difference whether they were a week or a month on the road, and dog teams served a useful purpose. So during the days of the fur trade the few fur traders in the country, with their homes on the river supplied with provisions by an annual trip of a steamer, could manage to get along comfortably with dog transportation. But in the increased and more rapid development of the country the need of better transportation facilities was recognized. The experiments of the Government had already demonstrated the value of the reindeer, and three or four private enterprises were at once started, the details of which have been difficult to obtain. From newspaper reports I glean that a Mr. G. Lewis, of Montreal, acting in the interest of the Reindeer Transportation Company of Vancouver, shipped 42 reindeer from Norway on the steamship *Hecla*, reaching New York February 1, 1898. They were consigned to a Mr. J. G. Scroggs. Seven died on the trip across the ocean, and 29 in crossing the continent. But 6 lived to reach Skagway, and of those but 2 reached Dawson.

At Skagway I was informed that in November last Mr. David O'Neil, an Arizona miner, before going into the Yukon, visited Norway to procure a herd of reindeer for use at the mines. Not finding in eastern Lapland as large deer as he wanted, he continued up the coast to Tromsoe, then traveled into the interior across Norway and Sweden to Archangel, Russia, on the White Sea; from thence 480 miles northeast to Petchora Bay, Arctic Russia, where he is said to have found reindeer weighing from 500 to 600 pounds, trained both in hauling and packing. He purchased a herd of 2,000 head, costing about $12 apiece. With 34 selected deer he started for Hamburg, Germany, a journey of 1,800 miles across the country. Twenty-three days were consumed in crossing the Atlantic, during which time a number of them died; others died in crossing the continent, so that when Skagway was reached only 1 deer out of the 34 was left, and that one died before he could be gotten off the wharf.

The poor success in transporting the 34 deer so discouraged him that he telegraphed to Russia to sell the remainder of the 2,000 that he had purchased. It is to be regretted that these enterprises were not more successful, as the deer are so greatly needed in Alaska. The failure, however, was not due to any insuperable difficulties in the way of transporting them from Lapland, or to any inability of the reindeer to endure long voyages, as was proven when, a month later than Mr. O'Neil's expedition, the United States commission to Lapland transported 539 reindeer from Lapland, twenty-six days at sea and across the continent to Seattle, with the loss of but 1.

I have been informed that in the above private expeditions sufficient moss was not brought with the deer, but an attempt was made to accustom them to live on hay and grain while en route.

NO DOMESTIC REINDEER IN CANADA.

Last winter, while the Government and private parties were looking to Lapland for reindeer, a report was started, and found credence in some quarters, that it was unnecessary to go to Lapland, as the reindeer could be purchased better in Canada. Not having heard that there were any domestic reindeer in Canada, a letter was addressed to the Hon. George M. Dawson, LL. D., director of the geological survey of Canada, which elicited the following reply:

GEOLOGICAL SURVEY OF CANADA,
Ottawa, May 21, 1898.

MY DEAR SIR: I have your note of May 17, asking about supposed settlement of Lapps and domesticated reindeer in the vicinity of Hudson Bay. The report which has reached you is, however, quite erroneous, as nothing of the kind exists either there or on the Labrador coast, not even in connection with the Moravian missions of the last-named locality.

I am much obliged for the copy of your interesting report on the reindeer, duly received.

Yours, truly,

GEORGE M. DAWSON.

Rev. SHELDON JACKSON,
Alaskan Division, Bureau of Education,
Washington, D. C., U. S. A.

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HOW REINDEER WILL SUPPLEMENT THE STEAMBOAT AND RAILROAD IN ALASKA.

The following quotation, which is a clear and concise statement of the value and extent of reindeer transportation, is from a circular prepared by Hon. W. T. Harris, Commissioner of Education. Dr. Harris writes:

Whatever may be the development of transportation by river or by railroad in Alaska, the reindeer will prove a useful auxiliary by rendering possible a ready distribution, even for long distances from the terminus. For instance, the steamers that visit the Upper Yukon unload their goods at the terminal points. From these terminal points in the winter the reindeer can convey provisions and other supplies to the miners 20, 40, or 100 miles or more, as the case may be. If a railroad should be made from Skagway, or from Prince William Sound, or any other point, into the interior, at its terminal point various reindeer expresses make possible the distribution of the freight from the railroad to distant points in various directions from the terminus. They would likewise collect freight for the terminus. Meanwhile the reindeer can not be used as a substitute for the river or the railroad in the carrying of freight, any more than horses or oxen can be used for that purpose, because, while the amount of freight carried by the reindeer in the winter time is considerable, it would take 10,000 reindeer to carry 1,000 tons, while one freight train or one large steamboat might carry the entire amount. It is in the distribution from terminal points and the collection for terminal points that the reindeer will be useful.

Another point of great usefulness is the light work of carrying the mail. Great speed for small loads is the favorable condition. With relays of 25 miles each, the possible speed in winter time of reindeer expresses, carrying a light load of mail, is 200 miles a day. If a route can be found, such as the Dalton trail is said to be, from Haines to Fort Selkirk or Circle City, the relays of reindeer could carry the mail in three days to Dawson City and in four days to Circle City. Return mail should be brought back in the same period. Supposing a railroad should be built to Dawson City or Circle City, the reindeer would not be useful in traversing the country over which the railroad passed, but he would be very useful in connecting the terminus of the railroad in the winter time with places down the Yukon River. Even the military camp at Weare, near the mouth of the Tanana, could be brought into communication with the War Department by reindeer express to Circle City, taking two days for round trip, and from the military camp near the mouth of the Tanana once a month to Point Barrow, requiring four days out and four days back, would keep the whole country in possession of the news regarding the fate of sailors caught in the Arctic seas and the missionaries who live in that remote region. A similar four-days express twice a month would bring the same news from Cape Prince of Wales and the missionary stations north and east of that point, and also those on the lines south and west and those on the Yukon. Another one three days out from the new military post at Weare would give the same information regarding St. Michael and numerous missionary posts south and southeast of that point. During the summer time the boats on the Yukon will bring the great bulk of freight up to the different distributing points.

ESTIMATES AND SUGGESTIONS FOR DISTRIBUTING REINDEER IN ALASKA, AND INDUCEMENT FOR LAPLANDERS TO BECOME SETTLERS AND HERD OWNERS.

The Lapps brought over from Lapland as teachers for the Eskimo apprentices, and also as the basis of the reindeer development in Alaska, are inquiring in what way they, as well as the Eskimo, can secure herds of their own. From the commencement of the instruction of the native men in the management of reindeer, the Bureau of Education has recognized the importance of securing the cooperation of the various missionary societies at work in Arctic and sub-Arctic Alaska.

Again I quote the Commissioner of Education:

It is evident that the missionary stations furnish the only safe centers for the location of herds and the establishment of schools of instruction in the rearing of the reindeer and in the training of them to harness.

As already mentioned, the missions ascertain the capable and teachable youth among the natives. They are able at any time to furnish a list of the natives in their vicinities noted for good character. At each of these stations 20 or 30 youth, selected from a village population of 300 or more, can be put in training as herdsmen and teamsters. No matter how large the Government appropriation should be, therefore, it would be necessary to connect the reindeer instruction and the establishment of permanent herds in northwest Alaska with these missionary stations.

Let small herds be loaned to each missionary station as a Government aid in the nature of an outfit of industrial apparatus. The report of the Indian Bureau shows that the United States Government furnished 10,000 head of stock for the period of 1890–1896 for one Indian agency (the Blackfeet), and that seeds, implement, stock, wagons, harness, in large amounts, have been furnished to other agencies. These donations are certainly more justifiable than donations made to prevent the savage people from starving, for they are given, in the form of apparatus, for the instruction of these peoples in the industrial arts and in the practice of thrift. All these things prevent starvation. Just as in the agricultural colleges of the several States the Government money is used to pay for the stock of the model farm, which is used as the apparatus for the instruction of the pupils, so the reindeer herd is used as apparatus loaned to the missionary stations for the purpose of instruction of the natives. But an average of five years' apprenticeship is needed for the full training of apprentices in the management of reindeer.

Persons who have been brought up to the care of neat cattle and horses or sheep only have not thereby acquired the art of managing reindeer, for this requires special apprenticeship. With the first herd (that of 1892) Siberian herdsmen were procured to give instructions in these arts; but the degree of success was so small that in 1894 five families of Laplanders were obtained to take their place. The Laplanders, being a civilized people and devoid of the superstitions which embarrass the Siberian natives, have attained a higher degree of skill in the management of this animal, and also show greater ability in teaching others what they know. Next after the obtaining of the reindeer the most important point, therefore, is the procurement of skilled herdsmen and teamsters from Norway and Sweden. It is of little use to give a herd of reindeer to a missionary station unless a skilled teacher goes with it.

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The furnishing of the properly trained Laplander is one of the chief items of expense in the introduction of reindeer into northwestern Alaska. A salary of $500 a year is necessary for each, and the distribution of the herd at the different points on the seacoast and in the interior is possible only in so far as the Government is able to send these experienced herdsmen and teamsters. In the course of eight or ten years there will grow up a supply of thoroughly educated natives, who will render it unnecessary to depend any longer upon Lapland and Finland for teachers. But it is hoped in the meanwhile that there will be some migration from Scandinavia of families of herdsmen and teamsters.

To best accomplish the above, I would respectfully recommend the following general plan, which embodies the suggestions made by Mr. William A. Kjellmann from his own personal experience in the work, both in Alaska and in Lapland, in the latter of which he was born and brought up.

Loan each mission association 100 deer for five years on condition (1) that two Lapp families are kept in charge of the herd, the mission furnishing food, clothing, etc., and the Government paying the salaries for the Laplanders; (2) that at least four native men are kept and trained to the work; (3) that the mission receive 80 per cent of the net increase of the herd and the two Laplanders in charge 20 per cent, this 20 per cent to be held back by the Government in case the Laplanders should not become herders or teamsters; (4) that one of the Laplanders at each station occupied be appointed manager so far as herding and breaking in and the movement of the herd is concerned, the Lapp manager to report yearly to the Government inspector on his visit about the increase and general condition, etc., the mission station also reporting to the inspector.

Estimate of increase from 100 deer in five years.

	Males.	Females.	Total.
Original number	20	80	100
First year's increase	36	36	72
Second year's increase	40	40	80
Third year's increase	60	56	116
Fourth year's increase	80	72	152
Fifth year's increase	104	104	208
Total	340	388	728
Losses during the period			50
Total left			678
Property of the Government			100
Net increase left			578
Eighty per cent goes to mission			462
Twenty per cent to Government or Lapps			116
			578

RELIEF OF THE WHALERS IMPRISONED IN THE ICE NEAR POINT BARROW.

The relief of the whalers imprisoned in the ice at Point Barrow last winter was conducted under the auspices of the Treasury Department, yet as the principal means of relief were the reindeer herds taken from Prince of Wales and Cape Nome and driven over to Point Barrow, and as those herds were a part of the fruit of the work of the Interior Department in introducing domestic reindeer into Alaska, it seems proper that some account of that expedition should have a place in this report.

Through the courtesy of the Secretary of the Treasury and Capt. C. F. Shoemaker, chief of division of Revenue-Cutter Service, I have received copies of the original reports of the officers in command of the relief expedition. From these reports and from other reliable sources I have secured the following account of the situation of the whalers and their relief by the Government expedition in charge of Lieut. David H. Jarvis, of the Revenue-Cutter Service.

On the 8th of September, 1897, the steam whalers *Orca*, Capt. A. C. Sherman; *Jesse H. Freeman*, Captain Humphreys; *Belvedere*, Capt. M. B. V. Millard, and the schooner *Rosario*, Capt. Edwin Coffin, were caught in the slush ice to the eastward of Point Barrow, the northernmost point of the North American Continent.

Early on the morning of the 9th the danger was so great that the captains of the four ships had a consultation as to the best method of working their vessels out of the ice. The young ice was forming fast and a heavy ridge of old ice remained along the coast. The only method of escape seemed to be by blasting a canal

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through the ice ridge a distance of about a mile and a half. A portion of the crew was at once set at work making cartridges weighing 5 pounds each, of blasting powder, gunpowder, and tonite powder, the latter of which was taken from the darting and shoulder bombs. These cartridges were placed on the ends of long poles, shoved under the ice, and exploded. A thousand pounds of powder were used and three days and nights consumed in making the canal. The remaining men of the crews were employed in sawing and poling the ice out of the canal. The fresh ice, however, formed so rapidly that the steamer *Orca*, in forcing its way through the canal, broke its rudder, and, becoming unmanageable, was taken in tow by the steamer *Freeman*. The captain of the schooner *Rosario* was afraid to attempt the passage through the canal, and hoped that the ice might open and afford the vessel a safe refuge in a lagoon near by. This hope, however, was not realized.

After getting through the canal the three steamers lay to until the *Orca* had repaired its rudder, and then steamed south 45 miles through increasing heavy ice to the neighborhood of Sea Horse Islands, which were reached September 22. On that date the steamer *Orca*, which was in the lead during the breaking and forcing of the ice, was caught between two immense ice floes, which wrenched the stern-post and steering gear completely out of place and hurled the wheel through the pilot house, the officers and crew taking to the ice for safety. Many of the officers and crew passed over the ice to the steamer *Freeman*. Shortly after the *Freeman* herself was caught in the ice jam and all on board took refuge on the ice. The steamer *Belvedere*, which had reached open water, immediately steamed back into the ice and rescued the officers and crew of both vessel. The wind blowing a gale from the westward forced both the old and young ice landward, and nothing was left for the *Belvedere* but to move with it, doing which the ship succeeded in getting into Pearl Bay, the heavy ice grounding outside and making a refuge behind it.

The *Belvedere* now had its own crew of 45 men, the 43 men from the *Orca*, and the 49 from the *Freeman*. Abandoning all hope of getting out of the ice, on the 23d of September the sailors commenced sledding provisions from the ship over the ice to the Sea Horse Islands, a distance of 3 miles. The water was pumped out of the casks to lighten the ship and the bulkheads were torn down for the purpose of making houses on shore. The blacksmith commenced making cooking stoves from the coal-oil drums, and others were set to work cutting a canal through the ice to enable the ship to get in behind the islands for greater safety, all the arrangements being made to winter at that spot. While these arrangements for camping on shore were going on, Mr. Charles H. Walker, fifth mate of the steam whaler *Orca*, volunteered, with a couple of natives, to go across the ice to the steamer *Orca* and save all the provisions they could, agreeing to make a signal upon his safe arrival at the vessel. The *Orca* was lying 12 miles away, with the ice between the two ships full of holes and the pressure of the heavy ice constantly making large cracks in the new ice.

On the 29th of September, failing to see any signals from the *Orca*, Mr. George F. Tilton, with four natives, was sent to learn the fate of Mr. Walker and his companions. After six hours' hard work the ship was reached and Mr. Walker and his men were found well and busy saving provisions. The ship was nearly full of water, and the provisions had to be fished out with long-handled bow hooks. In the meantime both ship and ice were drifting all the time. While engaged in securing the provisions a peculiar tremor was felt, the ship careened slowly over on its side and gradually slid under the ice floe and was soon completely hidden from sight. The men, having escaped to the ice, at once commenced sledding the provisions they had saved to the south sand spit of the Sea Horse Islands, which were about 3 miles to the westward. The moving of the provisions consumed two days. Some Eskimo were secured in the neighborhood with two teams of dogs, and on the sixth day all the food saved from the *Orca* was safely put on the steamer *Belvedere*. While the work of saving provisions from the steamer *Orca* was going on, some Eskimos boarded the steamer *Freeman* to help themselves to the provisions which had been left in that vessel when the sailors took to the ice. While engaged in looting the ship they accidentally dropped a lighted lamp, which set fire to the vessel, and it burned to the water's edge.

On the 3d of October Captains Millard, Porter, and Sherman, after consultation, determined to send to Point Barrow for help. Stephen Cottle, second mate of the *Belvedere*, and the four or five men of the steamer *Freeman* volunteered to go. It was a trip of 65 miles on foot, and it took three nights and two days to make it.

Mr. Charles D. Brower, superintendent of the Liebes Whaling Station, at once dispatched his assistant, Alfred Hopson, with six dog teams, to the rescue of the whalers, arriving at the steamer *Belvedere* on October 7. Forty men with provisions were immediately sent to Point Barrow, some of the men being so sick and feeble that they had to ride the entire distance. The trip was made in four days.

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Returning to the *Belvedere* on October 13, Mr. Hopson made the trip in twenty-two hours. On the second trip he took 64 men and some provisions to Point Barrow. On the 15th of October the captains reached Point Barrow for a consultation.

Inventories of all the provisions on the *Belvedere*, at Point Barrow, and on the four whalers which were in the ice to the eastward of Point Barrow were made and placed before them. These were carefully gone over, and it was decided that by allowing each man two scant meals a day the provisions could be made to hold out until the 1st of July following. At Point Barrow the officers of the first-named vessels learned that the steamers *Fearless*, Capt. James McKenna, and *Newport*, Capt. G. B. Leabett, were in heavy ice, 5 miles off shore and about 60 miles to the eastward of the point. The steam tender *Jeanie*, Capt. P. H. Mason, was about 75 miles east of the point, and the bark *Wanderer* was about 360 miles east of the point, being within 90 miles of Herschel Island.

During the conference at Point Barrow it was decided to make an effort to send word to San Francisco, and volunteers were called for. Mr. George F. Tilton, third mate of the steam whaler *Belvedere*, and Mr. Charles F. Walker, fifth mate of the steam whaler *Orca*, were accepted for the trip. After every provision was made for their comfort, at noon on October 22 both expeditions left for the States, Mr. Tilton following the coast south of St. Michael and Shelikoff Straits, and Mr. Walker by the way of Herschel Island and up the Mackenzie River by way of the Hudson Bay Fur Company's posts to Edmonton, on the Canadian Pacific Railway, from whence he reached civilization.

Mr. Tilton was accompanied by two Eskimo runners, who had agreed to accompany him as far as Point Hope, which place they expected to reach in about fifteen days. It was on the 3d of January, when between Unalaklik and St. Michael, on Norton Sound, that Mr. Tilton met Lieutenant Jarvis and party on their way north to relieve the whalers, the news of the disaster to the fleet having been previously communicated to them. St. Michael was reached on January 6. Leaving St. Michael on the 16th, a trip of 320 miles, crossing mountain ranges, through a storm that destroyed some of their dogs, brought the party to Andreafski, on the Yukon River. In the winter of 1896–1897 William A. Kjellmann, superintendent of the Government reindeer stations, had made the same trip over the same mountains in the same kind of a storm with reindeer without any loss.

Securing fresh dogs at Andreafski, the journey was continued 180 miles across the portage to the Kuskokwim River. At that point, needing a fresh team of dogs, the traders at the place asked Mr. Tilton $1,000 for them. This would have prevented any further progress of the expedition had not the Rev. John H. Kilbuck, Moravian missionary at that place, loaned Mr. Tilton 13 dogs, provided provisions, and accompanied him as guide for 350 miles on his way to the next Moravian station, which was at Carmel, on the Nushagak River, arriving there on the 22d of February. At this point Rev. John Schoechert, missionary, supplied a fresh team of dogs and accompanied him as guide to Katmai, on Shelikoff Strait, a distance of 400 miles. These unpaid services of the missionaries are instances of the ready help extended to people in similar extremity everywhere by the missionaries. At Katmai an old dory was secured and mended up, in which a passage was made across the dangerous Shelikoff Straits to Kadiak Island. From Kadiak Island passage was secured on the steamer *Albion*, reaching Portland, Oreg., April 8.

While these events were transpiring in the far North it began to be noised abroad that a portion of the whale fleet had been caught and imprisoned in the arctic ice.

On the 3d of November Captain Tilton, of the steam whaler *Alexander*, reached San Francisco and reported that eight whalers were fast in the ice east and west of Point Barrow, and not being provisioned for so long a stay, the crews were in danger of starvation. This news was confirmed on November 5 by the arrival of the whaling vessels *Jeannette*, *Karluk*, *Gayhead*, and *Alice Knowles*. The attention of the President was called to the danger of the whalers, and at a Cabinet meeting held on the 8th of November it was decided to send a relief party at once, and the revenue cutter *Bear*, that had just returned from its usual summer arctic cruise, was ordered to make the necessary preparations and proceed as soon as possible to Bering Sea. It was the purpose that the *Bear* should proceed north until it reached the ice, and then land a party that should go to Point Barrow and take control of the whalers. As no practical plan could be devised to enable the relief party to take provisions with them, it was determined to borrow a herd of reindeer owned by the Eskimo at Cape Nome and a second herd owned by the American Missionary Association at Bering Straits. These reindeer were to be taken by the relief expedition to Point Barrow and, so far as needed, slaughtered for food. The trip being one of great hardship and danger, the Department called for volunteers to man the ship, and finally selected the following officers: Capt. Francis Tuttle, in command of the *Bear*; First Lieuts. D. H. Jarvis and J. H. Brown; Second Lieuts. E. P. Bertholf, C. S. Cochrane, J. G. Berry, B. H

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Camden, and H. G. Hamlet; Chief Engineer H. W. Spear; First Asst. Engineer H. N. Wood; Second Asst. Engineers H. R. Spencer and J. I. Bryan, and Surgeons S. J. Call and E. H. Woodruff. Lieutenants Jarvis and Bertholf and Dr. Call were designated for the overland trip. Lieutenant Jarvis, who had made eight trips into the Arctic Ocean and was acquainted with the native population along the whole coast, was placed in command.

On the 29th of November the *Bear*, bidding adieu to civilization, steamed out of the harbor of Port Townsend in a blinding snowstorm on its perilous voyage. After a rough passage Unalaska was reached, in a thick snowstorm, December 9. The extra supplies for the whalers that would not be needed until the following summer were sent ashore. Taking on coal and water at Dutch Harbor at 1.35 a. m. December 11, the *Bear* headed north into Bering Sea, in a storm of hail, rain, and snow, its objective point being Sledge Island, where it was hoped the overland party could be put ashore. On the morning of the 13th St. Lawrence Island was passed, but soon after the ship entered mush ice and a little later the floe ice, which was so rapidly solidifying under the influence of the severe cold that at 5 p. m., when within 75 miles of Sledge Island, fearing the vessel would become permanently fast in the ice, the effort to reach Sledge Island was given up and the vessel headed toward Nunivak Island, with a hope of being able to reach Cape Vancouver. This would increase the length of the overland journey 800 miles, but it seemed to be the only point where a landing could be made. Cape Vancouver came in sight on the morning of the 15th, but was surrounded with young ice as far as the eye could see from the crow's-nest of the ship. After working slowly through the ice until the middle of the afternoon it was found that the village shown on the chart did not exist. It was rapidly growing dark, and just as the attempt was about to be given up for the day a village was dimly made out farther up the bay. On the morning of the 16th the ship got underway and made an anchorage near the village of Tununok. The local trader, Alexis Kalenin, and a party of natives were soon on board. They informed Lieutenant Jarvis that they expected to start soon themselves for St. Michael and would pilot his party. Accordingly arrangements were immediately made for landing the expedition and their supplies, This was accomplished with great difficulty, as the ice was running heavily between the ship and shore. Having landed the party, the *Bear* returned to Dutch Harbor, Unalaska, for the winter.

The expedition consisted of Lieutenants Jarvis and Bertholf, Dr. Call, and Mr. F. Koltchoff. The latter was engaged as a guide and to drive the dog teams. Upon reaching the house of the trader it was decided not to start for St. Michael until the 18th, the intervening time being employed in getting everything ready. The start was made early on Saturday morning, the 18th, with four teams and Alexis for guide.

On the evening of the 20th they arrived at Kiyiligamute. At that point, two of the dog teams having given out, the party was divided, Lieutenant Jarvis and Dr. Call pressing ahead, while Lieutenant Bertholf and Alexis and Koltchoff were to wait until they could get fresh teams. Lieutenant Jarvis reached Andreafski on the 24th and St. Michael on the 30th. The second party left on the 22d and reached St. Michael on New Years' Day, two hours after Lieutenant Jarvis had left for the north. Before leaving, Lieutenant Jarvis left instructions for Lieutenant Bertholf to proceed to the head of Norton Sound and transport the provisions across to Kotzebue Sound, while he and Dr. Call went to Cape Nome and Cape Prince of Wales to procure the herds of reindeer at those places. At St. Michael Mr. Koltchoff was discharged, and soon after engaged as guide for Mate Tilton on his return to the States. Great difficulty was met in procuring a sufficient number of sled dogs to enable the party to reach the reindeer. After many hardships, on January 10 Lieutenant Jarvis reached the Government herd en route between Port Clarence and Unalaklik. The next morning arrangements were completed and the party started with reindeer teams from the Government herd for Tsuynok, where Antisarlook and his friends had a herd of domestic deer. After refreshments and rest, Lieutenant Jarvis commenced negotiating for the herd of reindeer at that point. The herd represented to the Eskimo the living of a whole village, and if the herd departed it might mean starvation to themselves before spring, so that there was much point as well as pathos in the answer of Antisarlook's wife when she said: "Tell Mr. Jarvis we are sorry for the people at Point Barrow and we want to help them, but we hate to see our deer go, because we are poor and our people in the village are poor, and in the winter when we can not get seals we kill a deer, and this helps us through the hard times. If we let our deer go what are we to do? Antisarlook and I have not enough without them to live upon."

It seemed like reducing these people to starvation in order to save others, and in giving up their herd of deer for the sake of others it was like giving up their own

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lives; yet, after consultation among themselves, it was finally agreed to, and Antisarlook was employed to go with his herd. At this place were 138 deer, 22 belonging to the herders. In making the arrangements, as there were 100 cows, Antisarlook was allowed an increase of 85, so that it would require 220 deer to be delivered to him next year to make good the promise of the United States Government to return him a herd of equal size, three having been killed for food for Antisarlook's family.

Having given Antisarlook's wife an order on neighboring stores for food supplies, and leaving Dr. Call to take charge of Antisarlook's herd and drive them up to the Teller Reindeer Station, Lieutenant Jarvis pushed forward to Cape Prince of Wales to get the second herd. While Dr. Call and his party were on their way to the Teller Station they encountered a blizzard so severe that the deer, blinded by the flying snow, turned and trampled over the drivers—however, without serious damage. They were compelled to retreat for three hours, when they found an old fishing hut and climbed in at the window. There they were held by the storm for three days, with only food sufficient for two days, and a long trip still before them.

On the 25th they made another start and reached the station on the 27th, just as a fresh blizzard was commencing. Lieutenant Jarvis reached Cape Prince of Wales on the 24th of January. On delivering to Mr. Lopp his mail, and explaining to him the necessity and object of the expedition, he had no difficulty in securing the herd of 301 deer at that place, with the agreement that 432 deer should be returned to them by the Government the following season. It was also agreed that Mr. Lopp and his herders should accompany the expedition, in charge of the reindeer. Arrangements had been made, and it was proposed that Mrs. Lopp and the children should go to the Teller Reindeer Station, from 60 to 75 miles distant, to remain with the Rev. and Mrs. Brevig; but the discomforts of the trip were so great, and she had such entire confidence in the affection of the Eskimos, that she concluded to remain at home, being with her children the only English-speaking persons in a community of 500 Eskimos.

On the 29th of January Dr. Call and party left the Teller Station and crossed the mountains, where they expected to form a junction with Lieutenant Jarvis and the reindeer herd from Cape Prince of Wales. The weather was thick and unpleasant, the barometer sinking rapidly, but, being in need of haste, the party pressed on through the storm and the mountains as best they could. Passing over the mountain range they were met by a storm so severe that they had to go into camp, and no sooner was the tent erected and covered with sleds to hold down the canvas, than it was drifted over with snow so deep that the following day it took them two hours to dig their way out. In the meantime the deer were scattered by the storm, and it was noon of February 1 before they were able to gather the herd together again. In the afternoon of February 2 a junction was made with Lieutenant Jarvis and the herd. The following day a start was made with 435 reindeer, of which 18 were broken to harness and reserved for transportation purposes.

On February 6 Lieutenant Jarvis and Dr. Call pushed on ahead for Sineraget, a village on the coast, en route for Point Hope, leaving instructions for Mr. Lopp to follow with the herd and meet him at Pitmegea, just north of Cape Lisbon. The route lay along the northern part of Cape Prince of Wales peninsula, about 15 miles from the coast, where deer moss was plentiful, to Cape Espenburg.

On the 12th of February Lieutenant Jarvis and Dr. Call reached Cape Espenburg, and although the ice on Kotzebue Sound was broken and piled up in a manner to deter an effort to cross it, they concluded to make the attempt and succeeded in crossing the sound to Cape Blossom, 50 miles away. Near Cape Blossom was the missionary station of the Friends, occupied by Mr. and Mrs. Robert Samms and Miss Hunnicutt. Here Lieutenant Jarvis met Lieutenant Bertholf, who had crossed from Norton Sound with 1,000 pounds of provisions, reaching the mission station on the 10th of February. After resting a few days, Lieutenant Jarvis and Dr. Call left on the 15th for Point Hope, leaving Lieutenant Bertholf to await the arrival of Mr. Lopp and the herd and then to follow northward.

On February 16, Mr. Lopp, with the deer, reached Cape Espenburg and held a consultation with reference to the possibility of driving the deer and taking the sleds across the broken ice covering an arm of the Arctic Ocean from Cape Espenburg 40 miles to Cape Krusenstern. After much hesitation it was decided to make the attempt. During the first day the reindeer made 30 miles; in many places the attendants had to cut a road over hummocks of broken ice. The second day food gave out for the drivers, and of course there was no moss for the deer on the ice. The reindeer, remembering that they had left fields of moss behind them, continually broke loose to return over the ice. This made it very difficult driving, and they were out the second day and all the second night, without food,

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before reaching land again at Cape Krusenstern. There, receiving a letter from Lieutenant Jarvis informing him that Lieutenant Bertholf with supplies was at Cape Blossom, Mr. Lopp, leaving the herd, went to meet Lieutenant Bertholf.

Loading the supplies on reindeer and dog teams, a start was made for the herd at Aneyok village, which was reached on the 19th. The deer having rested, a start was made on the 21st, following along the coast as far as the mouth of the Kevuleek River, where Mr. Lopp, with the deer, was to proceed inland, leaving Point Hope to the westward. Lieutenant Bertholf, taking a team, proceeded direct to Point Hope, reaching there on March 2. Finding a considerable store of provisions at Point Hope, Lieutenant Jarvis instructed Lieutenant Bertholf to remain there and take charge of any whalers that might be sent down during the winter. Lieutenant Jarvis and Dr. Call, having made all necessary arrangements at Point Hope, left on March 4 for Point Barrow. Lieutenant Jarvis had instructed Mr. Lopp to meet him at Petmegia, just north of Cape Lisbon. When Lieutenant Jarvis reached the place of meeting, all that was visible above the snow was a wooden cross, with this inscription: "Letter between boards; arrived here March 7; look out for the train." Just below the board, stuck in the snow, was a second board, on which was written: "Deer meat here."

On the 13th of March they reached the camp vacated by the herd that morning, and on another cross found a note reading: "Will try to find better moss on the inside of the lagoon. Leave here March 13." During the 14th a storm of unusual severity raged, thermometer registering 40 degrees below zero. The same storm continued through the 15th and was worse on the 16th. To add to the distress and danger of Lieutenant Jarvis, his dog teams had nothing to eat. About noon on the 17th a party of natives were discovered, who brought a note from Mr. Lopp stating that he had left there that morning, and soon after the herd was seen on the horizon, moving over the rolling white hills. Lieutenant Jarvis pushed his team ahead to overtake the deer 10 miles away. Arrangements were made to meet Mr. Lopp at Icy Cape. Arriving there on the 22d in a fearful storm, nothing was seen of the herd, which during the storm had passed within a mile of the camp. On the next day a board was found with the message: "Arrived here 1 p. m. Tuesday, March 22. Think we are passing Icy Cape. Find meat in the mouth of the cache. Think sledge deer will hold out. Find better moss on the inside of the lagoon." This was welcome news to Lieutenant Jarvis, for it meant that he could save his dog teams from starvation.

At noon on March 26 Lieutenant Jarvis, looking over the ice, exclaimed: "There is the first of the imprisoned fleet," as he caught sight of the tall mast of the *Belvedere*, 12 miles away.

Point Barrow was reached by Lieutenant Jarvis on March 29, and the herd of reindeer arrived on the 30th, safe and sound.

Thus successfully ended a trip of 2,000 miles through the desolations of an arctic wilderness in midwinter, over an unknown region, and among many wild tribes. The narrative of the trip is a story of bravery, good generalship, heroic endurance, and interpositions of Divine Providence—a trip only equaled by that of Mates Tilton and Walker, who went out with the news, and the return trip of Mr. Lopp to his home at Bering Straits.

Turning over the herd to Lieutenant Jarvis at Point Barrow, Mr. W. T. Lopp, taking a dog team, started on his return trip to his own home at Cape Prince of Wales. As provisions had been left for himself and the dogs in caches along the way, he was able to travel light. On his return trip he reached Point Hope April 19, left on the 23d, and reached Cape Prince of Wales on May 5, thus having, together with his herders, driven a herd of reindeer over the bad roads of snow and ice, through a country but little known, in the middle of winter, dragging all his provisions with him, a distance of 700 miles, and returning to his home the same distance, in the remarkably short time of three months and two days.

It has frequently been said during the efforts to introduce domestic reindeer into Alaska that the Eskimos could not be taught their care and management, and that they would never take to herding reindeer, but on this remarkable trip it must be remembered that the herders and drivers were all Eskimos who had learned their business as apprentices at the Government training station for reindeer, and that without this herd of reindeer food could not have been taken to the whalers, and without the trained Eskimo the reindeer could not have been driven across the country. This striking object lesson should forever set at rest the assertion that the Eskimos will not take to the raising of reindeer if a chance is given them.

From Cape Prince of Wales to Point Barrow the expedition found abundant pasturage for the reindeer. It passed through numerous villages of natives, who were greatly interested in the herd of reindeer, not only as a matter of curiosity, but because they appreciated the benefit that a herd of domestic reindeer would

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be to them and their people. Wherever they went the natives questioned Lieutenant Jarvis with regard to the possibility of their securing some reindeer for themselves and their children. If the deer were to be had in sufficient numbers, hundreds of the Eskimo men would gladly serve an apprenticeship of five years in order to get a start in reindeer raising.

In this connection it is appropriate to call public attention to the influence of the mission schools in making arctic Alaska safe for the transit of white men. In 1890, when the Congregational Mission was established at Cape Prince of Wales, no whaler had dared drop anchor in the neighborhood of that village for ten years; and the placing of missionaries there was considered by the captains of the whalers as a foolhardy undertaking. The missionaries were placed there, and now ships can anchor and their crews go on shore with safety.

When, in 1881–1883, Lieutenant Ray, United States Army, was placed in charge of the international polar expedition at Point Barrow, a turret was built at one corner of his house and armed with cannon to protect his party from the natives. Now the Presbyterian Mission has so civilized the natives that no fortified habitation is necessary. Under the influence of the Presbyterian missionary the natives not only provided the shipwrecked sailors with food from their own scanty supply, but also with necessary fur clothing. The influence of the missions made possible Lieutenant Jarvis's heroic trip unarmed.

After the departure of Mr. George F. Tilton, October 22, to carry the news to the States, Dr. H. R. Marsh, Presbyterian missionary at Point Barrow; Mr. Charles D. Brower, agent of the Liebes Whaling Company, and Mr. McIlhenny, a scientist making an arctic collection, the three leading white residents of the point, immediately set themselves to provide for the welfare of the shipwrecked whalers that had been thrown upon their hands. Mr. Brower at once arranged to issue rations from his stores to the men; the Eskimos were sent into the surrounding country to get wild game, both for themselves and the suffering whalers; Dr. Marsh gave his time and medical services to saving the men from scurvy and other diseases that would otherwise have caused the loss of many lives; all the houses in the place were put at the disposal of the wrecked men, each one taking into his own home all that could be accommodated.

During the latter part of November, when it seemed that starvation awaited them, small herds of wild deer were seen on the rolling hills to the south of the village, a thing that had not been known for many years, so that the natives were able to procure for the use of the community 12,604 pounds of deer meat, 8,692 pounds of fish, and 2,506 pounds of wild fowl, with some 2,500 to 3,000 pounds or more of meat in the country, which was afterwards brought in by the deer men and sledges, under the direction of Lieutenant Jarvis. Some of this meat was hauled a distance of 230 miles. This unusual and providential supply of deer meat kept the party alive until the arrival of Lieutenant Jarvis with his herd of domestic reindeer. During the remainder of the winter 180 deer were killed from the domestic herd.

On the 29th of July, 1897, the steam whaler *Navarch* was caught in the ice about 2 miles west of Point Barrow and carried by the ice pack to the northwestward. On August 3 the ship was abandoned, the crew taking to the three boats, which were dragged for three days over the ice and then abandoned, each man taking such bread as he could carry. After going a little farther they met with open water, and were finally compelled to return to the ship, 18 miles distant.

On the 11th of August 29 of the crew deserted the vessel for the shore. On the evening of the eighth day from the ship coming to the pack they got upon a small cake of ice, which drifted them inshore for three days, and on the 22d of August they were seen and picked up by the steamer *Thrasher*, having had nothing to eat for eight days but ice and boot soles, only 16 of the 29 living to be rescued.

On the 14th of August Captain Whitesides and his wife and six of the crew left the vessel, dragging a small canvas canoe with them. After many dangers and great hardships they succeeded in reaching the shore, and three days later were discovered and picked up by the revenue cutter *Bear*. Nine of the vessel's crew refused to leave the whaler, deeming it safer to remain on board than to risk the journey over the ice; seven of these, however, later made the attempt to reach the shore and were saved. Two of the sailors refused to leave the vessel and have never been heard from. Very strangely, however, the *Navarch*, which had been caught in the ice in July and abandoned, after making a trip by itself into the far north drifted back into the neighborhood of Point Barrow four different times, the last time to within 2¼ miles of the shore and was caught and held firmly by the ice. Each time that she approached the village, wrecking parties were sent across the ice to secure the coal and provisions which had been left on the steamer when she was abandoned six months previously. This coal was of the utmost service during the winter, as the driftwood along the shore had been used up and

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the coal supply was very short. After all the provisions and nearly all the coal had been removed, about 4 o'clock on the evening of September 3 the vessel was seen to be in flames and burned to the water's edge, the fire having been started by two of the sailors, who received their punishment later, when during the winter there was not fuel enough to keep them comfortable.

Upon his arrival Lieutenant Jarvis made a tour of inspection and found that there were 100 men quartered at the village, 76 of whom were crowded in the old building formerly occupied by the Pacific Steam Whaling Company. At the request of Lieutenant Jarvis, Dr. Marsh, Professor McIlhenny, and Mr. Brower consented to an increase of the number already quartered upon them; in the meantime a storeroom had been sufficiently emptied of provisions so that a number of them could be placed in that. This made them more comfortable. There being much suffering on account of scanty and insufficient clothing, Lieutenant Jarvis secured a large amount of fur clothing from the Eskimos, which was freely contributed from their stores for the use of the men. Lieutenant Jarvis took command of the station, issued rations, communicated with the various ships, sent out parties of native hunters, which brought in supplies of wild meat, and so controlled matters that when the *Bear* was finally able to reach the place and take off the men they were found in much more comfortable circumstances and healthier condition than could have been expected.

The schooner *Rosario*, after wintering safely, was crushed in the ice July 2. Captain Neuth, of the *Jeannette*, who was sick, was brought down on the *Bear*. A petty officer of the *Orca* had committed suicide by drowning early in the spring. In June Phil Mann, of the whaler *Jessie Freeman*, had dropped dead of heart failure. Gray, of the steamer *Jeanie*, had died of the dropsy. A Siberian and a Japanese attached to the fleet had also died.

There being indications that the ice was breaking up in Bering Sea, the cutter *Bear* left its winter quarters at Unalaska and Dutch Harbor on the 14th of June, and sailed north for Point Barrow.

On the 19th, to the north of St. Lawrence Island, heavy ice was encountered, slowly working its way through which the ship reached St. Lawrence Bay, Siberia, on the 22d, and the following day reached Cape Prince of Wales, where an interview was had with the missionary, W. T. Lopp, who gave the captain a full account of the condition at Point Barrow while he was there. Learning that there was a scarcity of clothing among the whalers, Captain Tuttle turned back and steamed over to St. Michael, where a supply was laid in. Returning to Bering Straits and passing into the Arctic Ocean, Point Hope was reached July 15 and Point Lay on the evening of the 18th. Off Icy Cape the heavy drift ice prevented further progress northward, and compelled the *Bear* to anchor off Point Lay. Another fruitless effort was made on the 22d, and also on the 23d, to force the vessel through the ice. On the 25th, the ice opening a little, an effort was made to reach Wainwright Inlet, but before doing so the fog shut down so thick as to compel the ship to anchor.

On the 27th another start was made, and by pushing through the heavy drift out to sea they were able to reach the station at Cape Smyth on the morning of the 28th. On the 29th 93 officers and sailors were taken on board.

While waiting for the crew of the *Rosario*, which was 8 miles away, the *Bear* was subjected to a terrible ice jam and nearly crushed. There was a high ridge of shore ice between the cutter and the shore, behind which, in open waters, the three whaling vessels—*Fearless*, *Newport*, and *Jeanie*—were safely at anchor, but all access to which was closed by the ice, so that the *Bear* could not get in. A strong southwester had set in, drifting the ice floes with great force against the *Bear*, which was caught between them and the ridge of shore ice, and the staunch vessel came near being cut to pieces. A sharp ledge of ice under water abreast the engine room pushed in the sides of the vessel until the floor of the engine room was bent up fully 6 inches. In this jam the cutter was kept for two weeks, until August 17, when it got out by blasting through two ship's lengths of ice.

Getting afloat, sufficient coal and provisions were given the whalers to enable them to reach other supplies, and the *Bear* started on its return to civilization. A stop was made at Point Hope on the 20th, where it was found that the schooner *Louise J. Kenney* had been forced on the beach by the ice on the previous day. Her officers and crew were taken on board.

After making several stops the *Bear* arrived at St. Michael on the 25th of August, and reached Seattle on the 13th of September, where a congratulatory telegram was received from the Secretary of the Treasury extending thanks to the officers and crew for the successful issue of the work of the overland expedition for the relief of the ice-bound whalers.

It remains for a grateful country, that rewarded the heroes of Manila and Santiago with promotions, to see that Lieutenant Jarvis be not forgotten. Had not

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the events of the Cuban war distracted the attention of the nation, this wonderful trip of 2,000 miles overland, north of the Arctic Circle, in midwinter, would have filled the columns of the newspapers on this continent and in Europe. Occurring at a time when other events claimed the attention of the public, it is no less deserving of its reward.

COMMISSION TO LAPLAND.

On the 23d of December, 1897, I was directed by the Secretary of the Interior to report to the Secretary of War for temporary duty in connection with the duties enjoined by the act of Congress approved the 18th of December, entitled "An act authorizing the Secretary of War, in his discretion, to purchase subsistence stores, supplies, and materials for the relief of people who are in the Yukon River country, to provide means for their transportation and distribution, and making an appropriation therefor;" and on the same date (December 23) I received written instructions from the Secretary of War to proceed at once to Norway and Sweden and purchase 500 reindeer, broken to harness, with sleds, harness, and drivers for hauling supplies into the Yukon Valley and transport the same to the United States.

Lieut. D. B. Devore, U. S. A., was appointed to accompany me as disbursing officer.

On the evening on the same day I left for New York, and on the following day held conferences with the managers of the several trans-Atlantic steamship companies centering in that city with reference to the transportation of the reindeer and Lapps to the United States.

In the spring of 1894, acting for the Bureau of Education, I had brought to the United States seven Lapp families to take charge of the domestic reindeer that the Government had commenced introducing into Alaska from Siberia and to teach the natives the management of the same. These families came under a three years' contract, at the expiration of which they were to be returned to Lapland, if they so desired. The limit having been reached in 1897, four families asked to be returned to their homes, which was done, and Mr. William A. Kjellmann, superintendent of the reindeer stations in Alaska, was sent in charge of them, with the double purpose of not only conveying them safely to their native country, but also to procure a number of Lapps who would come to the United States with the expectation of making it their permanent home and engage in the raising and training of reindeer in Alaska. Consequently, when this unexpected demand of the Government for reindeer and Lapps arose, in accordance with the directions of the Secretary of War, I telegraphed Mr. Kjellmann from New York of the changed conditions and instructed him to engage and send out all the assistants he could use to expedite the purchase of reindeer and the securing of Lapp colonists.

On the evening of December 24 Lieutenant Devore and myself took passage on the steamship *Lucania*, of the Cunard Line, and early Christmas morning were on our way to Liverpool, which we reached at noon December 31. Upon the arrival of the steamer we were met by representatives of the White Star Line, who wished to bid for the transportation of the reindeer. After a conference with them we took the train to London. On New Year's morning I received a telegram from Mr. William A. Kjellmann, agent of the Department of the Interior, who had reached Norway, asking for funds. This was in answer to the telegrams from the Secretary of War to proceed at once to purchase reindeer.

The Lapps, who alone have the reindeer for sale, are a semicivilized people, unaccustomed to commercial methods. They have no confidence in a "promise to pay." A would-be buyer must show his money, and at least make a partial payment at the time of purchase. Hence Mr. Kjellmann could accomplish but little until he had funds in hand.

Although it was New Year's Day, we found that the banks would be open during the forenoon, and Lieutenant Devore and myself proceeded to visit the leading bankers and telegraph companies of London, but, strangely, no one could suggest any method of getting money to Mr. Kjellmann sooner than by sending a check by mail. As there was a prospect of considerable delay in chartering a steamship, we decided in the afternoon that Lieutenant Devore should remain in London and secure a steamer and that I should push on to Lapland with money for Mr. Kjellmann.

January 3 I learned at the office of the Atlantic Transport Steamship Company that the department of agriculture of the English Government, to protect English cattle from the foot-rot which had broken out in southern Sweden among some of the cattle, had recently issued a circular forbidding the introduction into England of any stock from Norway and Sweden. Not only was stock of all kinds forbidden

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to land in England, but ships carrying such stock to other countries were to be quarantined twenty-one days before being allowed to load other cattle to return to England. As this threatened to greatly increase the expense and the difficulty of chartering a ship, I proceeded to the American embassy, where it was suggested that I visit the British department of agriculture and talk over the matter unofficially with the officer in charge, and find out if any official action would be necessary. I found that the officer wanted was the first assistant secretary of agriculture. He took much interest in the proposal to procure reindeer to relieve the destitute miners in the Yukon, and suggested that we secure a steamer not engaged in the cattle trade and take the reindeer direct from Lapland to America, which suggestion was afterwards carried out.

Leaving London on the evening of January 3, I reached Christiania, Norway, on the morning of the 6th.

At 10 a. m. I presented the American consul, Mr. Henry Bordewich, of Minnesota, a letter from Secretary Sherman to American officials in Sweden, Norway, and Denmark, to render all possible aid in securing reindeer. In company with the consul, a call was made upon the secretary of the interior of the Norwegian Government, who gave me a circular letter to the Norwegian officials in Lapland requesting them to extend all assistance in the enterprise.

On the morning of January 7 I took the train for Trondhjem. After leaving Hamar the train crosses over from the vicinity of Lake Mjosen to the valley of the celebrated River Glommen, along whose winding banks it gradually ascends until the high mountain levels are reached in the neighborhood of Roros, on a dreary and inclement plauteau, 2,060 feet above the water. This is a famous region for reindeer moss.

At midnight I reached Trondhjem, and taking an omnibus was soon settled at the Grand Hotel. On January 8, as soon as the banks were opened, I made a deposit of $1,000 for Mr. Kjellmann, which was telegraphed to Alten, Lapland, to his credit.

Owing to its nearness and accessibility by rail with the mountain plateaus, Trondhjem is one of the best markets in Norway for procuring reindeer moss. A few weeks previously Mr. Kjellmann, while en route to Lapland, visited the traders and farmers in the neighborhood and arranged for several hundred tons of moss to be delivered at Trondhjem. I now completed that purchase of moss, and arranged with Mr. E. A. Tönseth's commission house for its reception and shipment upon the steamer that was to be chartered to carry the reindeer, and which would call at that harbor for the moss.

At midnight, upon the arrival of the train and mail from Christiania, the steamer *Vesteraalen* sailed for Tromsoe.

At 5 a. m. January 11 I reached Tromsoe, and, transferring from the steamer *Vesteraalen* to the *Sigurd Jarl*, at 7 a. m. the steamer was on its way to Hammerfest, which place we expected to reach the same evening, but the sea was so rough and the snow squalls so blinding that we did not get there until 2 o'clock the following day.

About 2 o'clock in the afternoon of January 12 we dropped anchor in the harbor of Hammerfest, the most northern city in the world. At this season of the year the sun is not visible from November 18 to January 23. The city is lighted with electric lights. It carries on a busy trade with Russia and also with Spitzbergen.

As soon as the ship dropped anchor I was transferred by rowboat directly to the steamer *Nor*. This was one of the small steamers which makes side trips up the fiords, the special route of the *Nor* being the Alten Fiord, at the head of which lies the village of Bosekop, which was my destination.

Soon after my arrival I was handed a number of telegrams with reference to the work in hand.

On Sunday morning, January 16, Mr. Kjellmann arrived from the interior, having been delayed two days on the mountains, where he was lost in a blizzard, riding nearly all Friday and Saturday nights and the intervening day without sleep. He reported the welcome information that the 500 trained reindeer that had been ordered, together with sleds, harness, and 50 drivers, had been secured. He had sailed from New York December 1, 1897, and reached Bosekop, Lapland, on the 23d.

While passing through Washington, November 30, he had a conference with the Commissioner of Education and the general agent of education for Alaska, at which time he was informed that possibly Congress would make an appropriation for the relief of the miners in the Yukon Valley, and if so he might be called upon to purchase reindeer and procure drivers for the same; in view of which he was directed while en route to make such inquiries that if telegraphed to procure deer he could do so with but little delay. Therefore, on his arrival, December 12, at Aalesund, the first port reached in Norway, he telegraphed to various centers

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where it was thought reindeer moss could be had in quantity, the replies to be sent to him at Trondhjem, which place he reached the next day. Arriving at Trondhjem, he found that the only place where the moss could be had in abundance was at Roros. Accordingly, on the 14th he took the train to Roros, and on the 15th went around among the farmers investigating the supply. Finding that a sufficient quantity of moss could be had, he arranged with Mr. A. Skjerdingstad, a local merchant, to procure and ship 250 tons, if it should be wanted. On the 16th he returned to Trondhjem, and on the 18th took the mail steamer *Vesteraalen* for Tromsoe, where he arrived on the 21st. Transferring to the connecting steamer, Hammerfest was reached on the 22d. At Hammerfest he received a cablegram of December 22, from the Secretary of War, asking if 600 reindeer could be purchased. Leaving Hammerfest on the morning of the 23d of December, that evening brought him to Bosekop, at the head of Alten Fiord, which was to be his headquarters.

Upon arriving at Bosekop he received the cablegram of December 23 from the Secretary of War, directing him to purchase 500 reindeer, etc. On the morning of December 25, before leaving New York, according to instructions from the Secretary of War, I cabled him to hire all the help he needed to expedite matters and to send out in different directions. Consequently, borrowing 1,000 kroners, on December 29 he hired Mr. Per Rist and sent him to Kautokeino, 112 miles over the mountains, and on the 31st Mr. Samuel Kemi (both Lapps, returned from Alaska), who was sent to Enare, Finland, 265 miles distant, and Mr. Carl Suhr to Sjus Javre, 101 miles, to bargain for trained reindeer, sleds, and harness. The same day he wrote Mr. A. Paulsen, a merchant at Karasjok, and arranged with Mr. O. Kjeldsberg, another merchant, to advance money for the purchase of moss. Having set matters in motion, he was compelled to wait at Bosekop for funds. While thus waiting he closed by telegraph a contract with Mr. A. Skjerdingstad to deliver 900 horse loads of reindeer moss at the Roros depot—500 loads at 7 kroner per load and 400 loads at 8 kroner per load—to be delivered to me or to my order.

Upon arriving at Trondhjem, January 8, I arranged that the moss should be shipped to Mr. E. A. Tönseth, commission merchant, at Trondhjem. I have already referred to the unsuccessful efforts made in London to forward money to Mr. Kjellmann, and that it was not until I reached Trondhjem, January 8, that I succeeded. Receiving this money on the morning of January 9, Mr. Kjellmann left the same forenoon with reindeer team for Kautokeino to meet and receive the reports of the several men that had been sent in advance to make contracts. Reaching Kautokeino on the 11th, he found his lieutenants waiting for him with the welcome news that the whole number of reindeer, sleds, and harness were secured. On the 12th Mr. Kjellmann signed contracts with 23 Laplanders as drivers and on the 13th started on his return to Bosekop to report progess to me and secure additional funds for further payments. Encountering a blizzard in crossing the mountains and losing his way, he did not reach Bosekop until the 16th. Securing from me additional funds, on the 18th Mr. M. Kjeldsberg, and Mr. Per Rist were sent to Maci and Kautokeino to complete payments and bring the reindeer, sleds, and harness, with the drivers and their families, to Bosekop for shipment. On the 19th Mr. Kjellmann left for Sjus Javre to do the same thing for that section. On the 21st Mr. Carl Suhr was dispatched from Sjus Javre to Bautajok, 162 miles, and Mr. Samuel Kemi to Enare, to assemble and move to Bosekop the reindeer, drivers, etc., procured at those places.

Having started his lieutenants, Mr. Kjellmann himself left Sjus Javre on the 21st for Karasjok, where, on the 24th, he contracted with the drivers and paid for the reindeer which had been secured by Mr. A. Paulsen.

Final settlements having been completed, Mr. Kjellmann started on the 25th to return to the coast, reaching Bosekop on the 28th, in the midst of a furious storm, the most severe of the winter. That storm, which had been raging almost without cessation for three weeks, piling the snow in great banks along the fences, filling lanes full above the fence tops, and obliterating all evidences of roads or tracks in the open country, had been gradually increasing in severity until, on the 26th, 27th, and 28th of January, it had turned into a blizzard, culminating on the 28th in the worst day of the season. The hotel at Bosekop, a strong log building with a substantial stone foundation, in a sheltered spot, trembled under the furious blasts of wind and snow. At midday houses a block away could not be seen through the driving snow. All traffic was suspended in the street; and yet on the mountains, where the cold was much greater and the wind swept with the force of a hurricane, were four herds of reindeer, and between one and two hundred men, women, and children in open sleds, facing the blizzard as, on different roads and widely separated sections, they were centering into Bosekop. While anxious lest they should be detained by the storm and perhaps some of the children perish, I received a call from the mayor (landsman) of the village. Inquiring what were the pros-

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pects of the Lapps getting through, he shook his head, saying that nothing could face that storm for any length of time and live. And I doubt whether any other race than the Lapp, that was cradled in the snow and inured from childhood to hardship, could have done so, or any other animal than the reindeer have brought them safely over the storm-swept and trackless mountains.

About noon, going to a window and with a knife scraping off the frost in order to get sight of a thermometer hanging outside, I saw faintly through the whirling snow a solitary reindeer coming up the street, and soon after could make out a sled with a man incased in ice and snow. It was Mr. Kjellmann, his great fur coat covered with snow and his face and whiskers incased in a mask of ice.

Toward evening a Lapp arrived, announcing that Mr. Mathis Rira, with a band of 90 deer, had arrived from Maci and gone into camp in the mountains back of the village. And on the afternoon of January 31 we were cheered by the safe arrival of the other three bands. Driving out with reindeer teams 7 miles to the crossing of Alten River, we met Mr. Carl Suhr and Mr. Samuel Kemi, with 4 men and 114 head of deer, from Bautajok, 165 miles distant. They were sent into camp on the east side of Alten River. Returning to Bosekop, we were met by a messenger announcing that Mr. M. Kjeldsberg and Mr. Per Rist, from Kautokeino, with 44 Lapps and 252 head of deer, had arrived and gone into camp.

While we were rejoicing in their safe arrival another messenger came with the news that Mr. A. Paulsen, with 29 Lapps and 90 deer from Karasjok, had also arrived and gone into camp outside of the village. The three parties, starting from places a hundred miles apart and journeying by different routes, had reached the rendezvous within a few hours of one another.

On February 1 the little village of Bosekop awoke from its Arctic night to unusual stir and activity as the Lapps and deer came pouring in long lines over the hill into the village, filling up Market square. The hundreds of Lapps, in their bright-colored, picturesque national dress, those that were going away and those that had come to see them off, greeting old friends and meeting new ones, the unpacking of sleds and preparations for embarkation, all made a picture never to be forgotten. All was bustle and excitement. By night everything was ready for the arrival of the steamship, and the first part of the expedition—the purchase of reindeer, sleds, and harness, together with the securing of competent drivers—was an accomplished success. The greatness and extent of this success is heightened by the environment.

First. If we had not needed deer trained to harness we could have bought a whole herd, and thus secured over 500 head in one transaction; but needing only trained ones, they had to be picked up in small lots of three and four out of a herd—perhaps four from the first herd visited, then five or six out of the second herd, 15 or 20 miles away, and then two or three from a third herd located on an almost inaccessible mountain off the usual line of travel. The seven men that had been out buying ranged from the ocean eastward across northern Norway to the edge of Russian Finland. This aggregated 3,000 miles of reindeer travel.

Second. This 3,000 miles of reindeer sledding had been made in a region from 3 to 4 degrees of latitude north of the arctic circle and during the arctic night, when the sun does not appear above the horizon from November 18 to January 23; 3,000 miles of sledding through long reaches of unsettled forests, over storm-swept mountains, and along the edge of dizzy precipices in the darkness of night.

Third. This 3,000 miles of travel had been made in the middle of the arctic winter, when fearful storms are of frequent occurrence. The mountain passes crossed and recrossed during January are as difficult and dangerous as the Chilcat Pass of Alaska.

Fourth. The hindrance arising from heredity and the custom of centuries was great. If we had gone into wide-awake and intelligent New England and proposed to a laboring man to break up his home, settle his affairs, and start in two weeks with his family to travel in midwinter, in an open sled, from 100 to 200 miles to take a railroad to Alaska, he would have said to us "the time is too short." Much more, then, is the time considered too short when we come to the nonprogressive Lapps, whose ancestors have occupied the same country from the beginning of their history, whose young people have never been found among the emigrants flocking from all nations to America, who beyond all other nationalities have clung to their ancestral homes, and ask them to break up their homes, dispose of their property, settle their affairs, visit parents or other near relatives perhaps for the last time on earth, and be ready in two weeks to start for the end of the earth. And all this was accomplished within a month from the time the appropriation was made by Congress.

In the meantime Lieut. D. B. Devore had chartered the transport steamer *Manitoban*, of the Allan Line, Glasgow. Sailing from Greenock, Scotland, January 16, she arrived at Trondhjem January 23 for the purpose of loading up the moss

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which had been gathered there for the use of the reindeer herd. A severe storm detained the vessel at Trondhjem until the 29th, when she sailed, reaching Bosekop on February 2. Learning that the steamship had arrived, I went on board, and arrangements were quickly consummated for loading the Lapland reindeer. A large barge was taken over to the ship, upon which was built a platform, from which a gangway was erected to the ship. The reindeer were brought over from the shore to the barge in rowboats, and from the rowboats led up the gang plank directly into the ship. That the deer might be loaded more compactly and to prevent their being injured during the trip, their horns were sawed off within an inch of the flesh. During the first day 300 deer, 200 sleds, and considerable baled moss were loaded on the steamer. The work was pushed vigorously all day until 7 p. m., when the tired men refused to work longer, even for extra pay.

On the morning of February 3 work was resumed at 6.30 o'clock. The day was bitter cold, with a light wind blowing from the mountains. By 10 o'clock all the deer that were in the place had been sent off to the ship, but there was still a herd of 140 that had not come in from the mountains, where it was awaiting the arrival of the ship. Extra men were sent to assist in lassoing them, and as fast as they were brought to the barge their horns were sawed off, and they were rushed aboard the ship. By 6 p. m. the deer were all on board, the balance of the sleds were sent aboard, and also the harness packed in large casks. The drivers and their families went on board during the evening. About midnight I removed from the hotel to the ship, and at 4 a. m. on Friday, February 4, the anchor was hoisted and we were off for New York.

The officers of the steamship *Manitoban* were Capt. Andrew E. Braes, Chief Officer James Buchanan, Second Officer Charles S. Cheeper, Third Officer Robert M. McMaster, Fourth Officer D. O. Hagan, Chief Engineer John Stett, Second Engineer Mr. Day, Surgeon Wolf. We had on board 539 reindeer, that cost on an average $10 each; 418 sleds, at $3.60 each; 511 sets of harness, at $2.50 each. There were also on board 43 men, 16 women, and 19 children, Lapps; 15 men, 3 women, and 7 children, Norwegians; and 10 men, Finns; making 78 Lapps, 25 Norwegians, and 10 Finns, or 113 emigrants. Of the women, 16 were married, 6 of them recently. Among the Lapp men was a Mr. Samuel Johannesen Balto, who accompanied Nansen in his famous trip across Greenland, for which he received a silver medal from Oscar II, King of Sweden and Norway. There was also in the company Johan Petter Stalogargo, a Finn, who has the distinction of being the northernmost mail carrier in the world, having for eight years carried the mail on his back to North Cape, Norway, traveling on skis (Norwegian snowshoes). Among the 68 men were 13 who had had experience in carrying the mail with reindeer teams across the mountains and canyons and plains of arctic Lapland. (For a detailed list of colonists see Appendix, pp. 105, 106.)

Mr. Kjellmann and myself were the only cabin passengers. Lieutenant Devore returned to the United States by way of Trondhjem and London. The first two days out we had a fair wind and smooth sea, but on February 8, when off the coast of Ireland, we encountered a heavy head wind, which lasted for nine days, increasing in violence from day to day until on February 15 it had reached the proportions of a gale. On the 14th one of the lifeboats was wrenched from the davits and so badly stove in on deck that it had to be broken up. Some of the 2-inch plank bolted together around the cattle pens on the hurricane deck were wrenched apart and broken in pieces, and the 130 reindeer in pens on that deck were drenched with the seas that broke over them, and for nine days and nights they were not dry once.

On the 15th the ship's figurehead was torn from the iron prow and swept out to sea, and heavy iron stanchions were broken off, while sea after sea swept the deck. The danger of being washed overboard was so great that the men were not allowed on deck, and the reindeer were of necessity left without food. Toward evening, there being a lull in the storm, the deer were fed. Captain Braes, who has been at sea for forty-two years, and his first officer, twenty-four years, testify that in all their experience they never encountered anything worse. The deer proved to be good sea travelers, learning to balance themselves with the rolling of the ship, and to rest by lying down the same as if they had been on their native pasture. The loss of one deer by death out of 539 was a very small thing; that death, however, was not due to the sea voyage, but to injuries received in fighting. The same might have occurred if they had been running at large on land. Whenever during the journey we encountered a snowstorm, the snow was carefully gathered from the decks by the Lapps in pails and carried to the pens for the use of the reindeer, and they ate it with avidity. The men were organized into gangs, with overseers, for the feeding and care of the deer upon the trip.

On February 27 our eyes were gladdened with the welcome sight of land off New England, and that evening we dropped anchor inside of Sandy Hook.

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February 28, after the visit of the quarantine officers, the ship slowly steamed up to the cattle yards of the Pennsylvania Railroad in Jersey City, where the deer were immediately unloaded from the ship, and the following day loaded into cars that were waiting for them, and on the afternoon of March 1, in two sections, were started across the continent by way of the Pennsylvania, Wisconsin Central, and Great Northern railways to Seattle. At New York they were placed in charge of Lieutenant Devore, U. S. A., who accompanied them to Seattle, while I returned to Washington, D. C.

On the 10th of March I was detailed by the Commissioner of Education, under instructions from the Secretary of the Interior, to proceed to the Pacific coast and resume charge of the Lapps and the reindeer, which would be turned over to me by the officers of the Army in charge.

Leaving Washington on March 11, I overtook the reindeer herd at Seattle, Wash., on the 16th of March, where they were being loaded, under direction of Maj. W. R. Abercrombie, U. S. A., on the bark *Seminole*. They had been in Seattle nine days, while awaiting transportation to Alaska. To save the moss brought over from Lapland for the sea voyage from Seattle to Alaska the deer were taken to one of the city parks of Seattle and placed on the grass. As the result of the change of diet four died while there and eight others after leaving Seattle.

In accordance with a telegram from the Secretary of War to Brigadier-General Merriam of March 16, 1898, 40 of the Lapps, mainly women and children, were left at the Fort Townsend Barracks, to be sent later by sea to Alaska via the Aleutian Islands and St. Michael. Mr. Regnor Dahl, a Norwegian, acquainted with the Lapp language, was placed in charge of this colony, subject to the authority of Capt. William W. Robinson, jr., U. S. A. Mrs. Dahl was made matron and Dr. F. H. Gambell physician. The remaining 57 men, in charge of Mr. William A. Kjellmann, superintendent of the Government reindeer stations in Alaska, were sent on the *Seminole* with the reindeer, to drive the portion of the herd, turned over by the Secretary of War to the Secretary of the Interior, overland from Haines Mission into the Yukon Valley. As sickness in his family would prevent Mr. Kjellmann from accompanying the party longer than to see them started from Haines Mission inland, Mr. Hedley E. Redmeyer was appointed superintendent of the overland party. As some of the Lapps were sick with measles, Dr. Hermon F. Titus, a physician of Seattle, was employed to accompany the party as far as Haines, Alaska, at an expense of $300.

The *Seminole* left Seattle at midnight, March 10, in tow of the steam tug *Sea Lion*, and reached Haines Mission on the afternoon of the 27th. There were no barges at that place, and Captain Brainard, U. S. A., went to Dyea and returned with a barge, upon which the reindeer, sleds, and moss were landed on the beach during the 28th. Brigadier-General Merriam, commanding the Department of the Columbia, had sent instructions to the commanding officer at Dyea for tents and camping outfit, to be in readiness for the Lapp drivers, who were expected to proceed from Haines, on the coast, to Circle City, on the Yukon, a distance of over 1,000 miles, the longer portion of the way through an unknown region. Owing to the irregularity and unreliability of the mails in that section, the instructions, which were mailed at Skagway, did not reach the officer at Dyea, 6 miles distant, for nearly a week after they were due. This compelled the holding of the reindeer at Haines Mission for a week, and as there was no moss at that point, they were fed on dried alfalfa (the only forage to be had), which weakened them.

On March 29, two days after the arrival of the herd at Haines, an unusually early thaw set in, taking the ice out of the Chilkat River, rendering the trail to the moss fields on the head waters of the Thleheena (a tributary of the Chilkat River), where it was proposed to pasture the reindeer preparatory to driving them across the country to the Yukon Valley, for the time being impracticable. If transportation had been ready at Seattle as expected, thus saving the nine days' time lost at that point, and the necessary provisions for the Lapp drivers had been waiting their arrival at Haines, the reindeer herd could have been driven without any great loss either to Dawson or Circle City. But the above delays were disastrous. With unsuitable food, the deer grew weaker and weaker, until on March 31, three days after the arrival, they commenced dying. On March 31 two died; April 1 four, April 2 three, and April 4 three.

On the 3d of April the Lapp attendants found some moss above timber line on a mountain on the peninsula 12 miles south of Haines, and on April 15 the whole herd was driven to pasturage, reaching it on the 6th, ten days after their arrival at Haines. Eight died on the road, being five on the 5th and three on the 6th.

On the 4th of April, in accordance with instructions from the Secretary of War to the commanding general of the Department of the Columbia, Capt. B. Eldridge, U. S. A., divided the herd, reserving 200 head for the War Department, and turn-

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ing over 326 head to the Interior Department. The herd, however, was by this time in such a weakened condition that it was not separated, and later on so many died that the 140 head that survived were left in charge of the Interior Department.

After driving the herd to temporary pasturage on the mountain the Lapps returned to Haines and proceeded to make up their rations and supplies—which had at length been received—into bundles of the proper size for packing, it being the plan to remove the camp from the beach 50 miles inland to the commencement of the moss pastures of the interior.

On the 8th of April, with a portion of the supplies loaded into native canoes and the balance strapped to the backs of the Lapps, they started up the Chilkat River, reaching Klukwan village at 11 o'clock Saturday night, where they remained in camp over Easter Sunday. On Monday morning, the 11th, they took up their march for the mouth of the Thleheena River, where the supplies were left in a temporary camp.

As many of the reindeer had died and more were dying from the effects of the starvation at Haines, it was concluded to be unnecessary to send as many men as was originally intended to Circle City. Accordingly 15 were detailed for the overland trip and left with their supplies at the camp on the Thleheena. The remainder returned with Mr. Kjellmann down the Chilkat River to Haines, arriving at noon on the 12th. They were immediately sent to round-up the herd and start them for the Chilkat Valley to the moss pasturage at the head of Thleheena River.

While on pasture 1 deer died on the 7th of April, 6 each on the 8th and 9th, and 5 on the 10th. As the small pasture that had been found soon gave out, the death rate increased to 10 on the 11th.

On the 12th the herd was gathered together and an effort made to drive them slowly north up the Chilkat Valley toward the abundant and permanent moss fields at the head of the river. They were so weak, however, that many lagged behind, and the herd became scattered along the 12 miles between the camp and Haines.

On the 13th the strongest deer reached camp opposite Haines, and Mr. Kjellmann received instructions from Captain Eldridge and Captain Abercrombie to keep the whole herd there until it should be determined whether any portion of the herd was in condition to accompany the military expeditions. Accordingly they were detained at that point until the 15th, during which days 14 died on the 12th, 22 on the 13th, 26 on the 14th, 28 on the 15th, and 34 on the 16th. On the night of the 15th the military expeditions sailed from Haines for Prince William Sound without waiting further on the reindeer.

Permission being granted, on the 16th of April the Lapps commenced collecting the herd and driving them northward. During the day a second band of deer overtook the first. Uniting the bands, the Lapps with the second band were returned to gather up more of the straggling deer.

On the morning of the 18th, while en route, a little moss was found on a steep mountain side. Camp was immediately made and all hands sent to pack the moss down in sacks to the deer.

On the 19th Mr. Kjellmann returned to the peninsula south of Haines, where the balance of the herd left on the 15th had remained. Finding that they were still too weak to be moved, he took a few of the stronger ones and on the 20th he overtook the first party on the Chilkat River. Joining the two parts of the herd into one, he sent back to the peninsula five men to care for the weak animals that had been left there and to try to move them slowly to the top of the mountain. The balance of the men were employed in cutting trees, gathering moss from the trees and rocks and carrying it to the main herd on the Chilkat River.

On the 24th, taking an Indian guide and 30 of the men, each pulling a sled loaded with rations, Mr. Kjellmann proceeded up the Thleheena Valley. He found the snow soft and deep and the weather rainy, so that very slow progress was made.

On the 27th he reached the moss fields on the north summit of the Chilkat or Thleheena Pass, about 50 miles from Haines. The moss was in great abundance and of the best quality. The rations were soon unloaded, the sleds reloaded with moss, and a start was made to return to the herd. When about 10 miles from the summit the moss was unloaded and a man sent down the valley to start the herd at once to the moss, the sleds returning to the summit for a second load. The men were now divided into two gangs, one drawing moss for the herd and the other pulling the sleds loaded with the rations for the men that were to make the overland journey.

On the 6th of May the 185 reindeer reached the north summit and were turned loose in the moss field to recover their strength. Forty-three deer were still left in the Chilkat Peninsula, making 228 alive at that date, out of 526 that were loaded at Haines.

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The death roll from starvation was as follows:

Date.	Number.	Date.	Number.	Date.	Number.	Date.	Number.
Mar. 31	2	Apr. 10	5	Apr. 20	8	Apr. 30	2
Apr. 1	4	11	10	21	9	May 1	1
2	3	12	14	22	11	2	2
3	0	13	22	23	9	3	1
4	3	14	26	24	5	4	1
5	5	15	28	25	3	5	0
6	3	16	34	26	2	6	0
7	1	17	25	27	3		
8	6	18	28	28	1	Total	296
9	6	19	10	29	3		

As the herd would need to remain for some time at that point, and the care of the same was assumed by Mr. Redmeyer, Mr. Kjellmann, taking 43 of the men, returned to Haines, where he securely stored the sleds, and on the 15th of May embarked for Port Townsend, reaching that point on the evening of the 18th. Telegraphing to Vancouver Barracks for orders, he received instructions from Assistant Adjutant-General Davis to take his party to Fort Townsend, which he did, and left them in charge of Mr. Regnor Dahl.

After the departure of the men on the 8th of April for the Chilkat Pass, there being nothing further that I could do at that end of the line, I took boat on April 10 at Skagway, Alaska, reaching Seattle on the 15th, and Washington, D. C., on the 23d of April.

After the departure of Mr. Kjellmann from Mountain Camp, May 6, Mr. Redmeyer attempted to move the herd, but upon going 3 miles found they were too weak to travel any farther, when he again went into camp, which he named "Camp Pleasant," and where he remained until May 22. He then had 164 reindeer, which were all that had survived of the 185 that had reached Mountain Camp May 6; and of these a number were so weak that they could not digest the food, which was abundant around them. This still further reduced the number, until on September 1 there were 144 left, all of which, except three, had recovered their strength and health and were in good condition.

On May 22 Camp Pleasant, 53 miles from Haines, was left for the north. The snow was melting and was very soft, so that they could only travel at night when there was a crust. This necessitated so many delays that Mr. Redmeyer was forced to the conclusion that he would be unable to reach Circle City until late in the fall, and that the rations which he had with him would not suffice for the whole party for so long a time. He therefore again divided his men, sending eight of them, in charge of Mr. O. Paulsen, south to Seattle to join the others at Fort Townsend and be sent by steamer around by sea to St. Michael. He retained six with himself. The overland party then consisted of Hedley E. Redmeyer, Per Johannessen Hatta, Per Nilsen Siri, Klemet Persen Boini, Anders Alasken Bahr, Hans Andersen Siri, Emil Kjeldberg.

On September 27 the herd had reached the neighborhood of Hutchie Valley, at which time there was probably sufficient snow to enable them to again use sleds, after which Mr. Redmeyer expected to make more rapid progress on their way to Circle City. At Circle City Mr. P. C. Richardson, the contractor for carrying the United States mails up and down the Yukon Valley, expected to purchase the deer and employ them for carrying the mail.

On May 17 I left Washington on my return to the Pacific coast to look after the transportation of the Lapps from Fort Townsend to the reindeer headquarters near Unalaklik, Alaska, reaching Seattle, Wash., June 3.

On the 26th of May, 1898, the Secretary of War advised the commanding general of subsistence, at Vancouver Barracks, Wash., that, under instructions from the Secretary of the Interior, I would take charge of the reindeer recently bought in Lapland and turned over to the Department of the Interior by the War Department, conduct them to Alaska, and receipt for transportation and supplies for the herders, and supervise the payment of the salaries of the latter from the relief fund through the War Department. Accordingly, upon my arrival in Seattle, my first attention was given to securing transportation for the Lapps and their supplies. There was so great a demand for vessels to carry the large number of miners wishing to go to Alaska, together with the unusual quantities of freight, necessitated by the large emigration, that much difficulty was encountered in securing transportation.

However, on the 7th of June, after receiving bids as low as $9.75 per ton for freight on sailing vessels, an agreement was made with Mr. T. F. Townsley by which the rations for the Lapps were to be taken from Seattle to Unalaklik,

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Alaska, on the steamship *Del Norte*, at the rate of $16 per ton, ship measurement, the usual rate for the same on well-established lines being from $50 to $60 per ton. Previous to signing the agreement I ascertained from the marine insurance agencies that the steamer was seaworthy. The steamer was to have sailed June 17, but, owing to various complications in which the Government was not interested, did not finally get away until June 28. It being necessary to take a few of the Lapps to a part of the coast of Alaska only reached by the *Del Norte*, 12 of them, including the 8 who had arrived from Haines Mission, were taken on board the steamer with a passage rate to Alaska of $40 each.

On June 8 I received word from Mr. Dahl, in charge of the Lapps at Fort Townsend, accompanied by the certificate of the visiting physician, that the two children of Johan Olesen Pulk, who were among those who had been sick with the measles while crossing the Atlantic, had developed a scrofulous affection that would very soon necessitate their being kept separate from the rest of the party, thereby destroying the service that their parents might otherwise render the Government. Under the circumstances it seemed best to return them to Lapland, and arrangements were made by which they started on the 10th of June on their return trip.

On the 12th of June, in compliance with telegraphic instructions from Major-General Merriam, dated June 5, 1898, Lieut. Henry C. Cabell, first lieutenant, Fourteenth United States Infantry, shipped to me from Dyea, Alaska, per steamship *Utopia*, all the relief supplies remaining unsold. The larger portion of these supplies was used by Major-General Merriam in rationing the Lapps to the 31st of January, 1899, and the excess of butter and bacon from the relief supplies over and above the amount required for the rations was subsequently (July 8), by direction of the War Department, turned over to the Interior Department for the use of the Lapps. The Dalton sleds belonging to the relief expedition not being needed, were not received by me, but were retained by General Merriam.

Arrangements were made with the Seattle Hardware Company for shipping the remainder of the Lapps on the schooner *Louise J. Kenney*, at the rate of $30 each for second-cabin passage, the Lapps furnishing their own provisions.

On the 21st of June the Laplanders were loaded on the schooner, when it was found that, unknown to me, the purser had taken on board 35 miners, which overcrowded the vessel and rendered it liable to seizure by the United States authorities for disregard of the emigration laws.

Going over to Port Townsend from Seattle, I removed from the vessel 30 Lapps with 6 children, and brought them to Seattle, where I secured a $30 rate (the same as paid on the *Kenney*) for them on the steamship *Navarro*, leaving 27 Lapps and 8 children on board of the schooner *Kenney*, which sailed on the evening of June 22 for Alaska.

On the *Navarro* Dr. C. P. Dolan was engaged as physician for the Lapps for the trip, at a cost of $43, and on the steamer *Del Norte* Dr. William J. Toussant was employed as physician for the Lapps during the trip, at an expense of $5. On the schooner *Louise J. Kenney* medical attention was given the Lapps by Dr. F. H. Gambell, their regular physician.

The steamship *Navarro* reached St. Michael on July 27. A day or two afterwards the same place was reached by the steamer *Del Norte*. The Lapps on the *Navarro* were transferred to the *Del Norte*, and on July 30 were landed at Unalaklik in the immediate vicinity of the reindeer station, the schooner *Louise J. Kenney*, with the first party of Lapps, having arrived on the 29th. Arrangements are in progress with the United States mail contractor for the Yukon Valley by which it is hoped the larger number of the Lapps will be distributed along the Yukon Valley as they shall be needed, for the purpose of carrying the United States mail.

NATURALIZATION OF THE LAPPS.

As an evidence of the purpose of the Norwegians and Lapps recently brought over from Lapland to become permanent citizens, the following persons have taken out their first naturalization papers: Magnusi Kjeldsberg, Johan Eira, Wilhelm Basi, Lauritz Stephansen, Johan Hilmar Hansen, Karl Johan Sacariasen, Ole M. Rapp, Alfred Hermansen, Ole Olsen Bar, Jeremias Abrahamsen, Isak Johannesen Hatta, Isak Salamonsen Nakkila, Per Andersen, Samuel Johannesen Balto, Nils Persen Sara, Nils Klemetsen, Lauritz Larsen, Otto M. Leinan, Hans Samuelsen, Ole G. Berg, Thoralf Kjeldberg, Peder Berg, Ole Johansen Stenfjeld, Karl Ove Suhr, Japeth Lindeberg, Ole Krogh, and Johan Petter Stalogargo.

The Lapps are well satisfied with their new home, and promise to make a very valuable and important addition to the population of Alaska and the development of its resources.

In my estimation, next to the discovery of gold the most important event commercially in the history of Alaska during this year is the importation of this

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colony of Lapps. Experience is rapidly demonstrating that the only possible efficient transportation service in Alaska must be through the use of reindeer, and this necessitates the trained and expert drivers of reindeer found among the civilized Lapps and Finns. The 68 men that were brought over by this expedition are all picked men and expect to be permanent settlers of Alaska. They hope ultimately to have herds of their own and raise and train reindeer to sell to the transportation companies. Their success will naturally attract others of their people and render permanent the establishment of the reindeer industry in Alaska.

In this connection I make acknowledgments of the assistance rendered in the movement of the Lapps and reindeer by Brig. Gen. Henry C. Merriam, U. S. A., commanding the Department of the Columbia; also to Capt. W. W. Robinson, jr., U. S. A., at Seattle; Capt. B. Eldridge, U. S. A.; Capt. D. L. Brainard, U. S. A.; Capt. William R. Abercrombie, U. S. A.; Lieut. W. S. Graves, U. S. A., and especially to my associate, Capt. D. B. Devore, U. S. A., who shared with me in the perplexities, difficulties, and hardships encountered in Lapland.

TRIP TO SIBERIA.

Having landed the Laplanders with their rations on the beach a mile and a half below the village of Unalaklik, the steamer *Del Norte* raised anchor and sailed for Golovin Bay on the evening of August 1. Entering the bay on the morning of the 2d about 8 o'clock, the steamer went aground. Here we remained for twenty-four hours. Taking a small boat, a visit was made to the village and Swede mission station, and arrangements were made for landing the supplies for the mission and reindeer stations, which was successfully accomplished that afternoon.

Getting afloat about midday on the 3d, a start was made for the Teller reindeer station, which was reached on the morning of the 4th. The station was visited and inspected and we pushed on to St. Lawrence Bay, Siberia, which was reached on the morning of the 6th. Going ashore, I found that the station had been abandoned by the party in charge on the 3d of July. A conference was had with the natives and notice was sent to the owners of reindeer herds to drive their animals to the coast convenient for the ship. Then taking up anchor, we sailed out of St. Lawrence Bay around to the south side of South Cape. On Sunday, the floating ice coming in so thickly as to endanger the safety of the vessel, the captain shifted his anchorage inside of the bay. The following days were consumed in securing 100 reindeer, which had been previously purchased by the party in charge, and 61, which were purchased on the spot.

Having secured all the deer that was possible at the time and taken on board the furniture from the station and placed the houses in charge of one of the natives, the ship sailed for Cape Prince of Wales, reaching there on the night of the 10th of August. The surf being too rough for landing the deer, the vessel continued on her course into Port Clarence, where they were landed on the 11th at Teller reindeer station and placed in charge of Frederik Larsen, a Lapp herder, who was directed to drive them across the country and turn them over to Mr. W. T. Lopp, in charge of the American Missionary Association station at Cape Prince of Wales. These deer were for the purpose of returning in part those which had been previously borrowed from that station by the Government and sent overland to Point Barrow, to be slaughtered for food for the whalers that were imprisoned in the ice and out of provisions. The Rev. T. L. Brevig, who was in charge of the buildings, being desirous of spending the winter in the States, the custody of the buildings was given to Dr. Brandon, a physician and miner, who intended wintering at that place. Mr. Brevig and family coming on board of the steamer, we sailed on the night of the 12th for St. Lawrence Island, reaching there on the night of the 13th. The fog was so dense, however, that we were unable to find the village until the following morning.

On the 14th Mr. W. F. Doty, who had agreed to take for one year the school previously taught by Mr. V. C. Gambell (who was lost at sea while returning to his station in May), together with his annual supplies, was landed on the beach, and in the evening the steamer sailed for Unalaklik, which was reached on the 16th. Two days were spent in unloading supplies and arranging the affairs of the Eaton reindeer station. On the night of the 18th the *Del Norte* sailed for St. Michael, reaching there early in the morning of the 19th. On the 21st I was able to go on board the steamer *Roanoke* and start for Seattle, reaching there August 30. Leaving next day on the railway, Washington was reached on the 6th of September, 1898, thus closing a travel of 31,801 miles since the 23d of December, 1897.

Very respectfully, yours,

SHELDON JACKSON,
United States General Agent of Education in Alaska.

The COMMISSIONER OF EDUCATION.

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CHAPTER XLII.

INSTITUTIONS FOR HIGHER EDUCATION.

GENERAL STATEMENT.

The year under consideration, it is generally conceded, has been a prosperous one for the universities and colleges of the country, although the latter part of the school year was attended with considerable excitement and a loss of students caused by the war with Spain. The reports of the presidents of some of the institutions show that quite a number of students left college before the close of the year to render service in their country's behalf. Notwithstanding the general prosperity of the higher institutions as a class, it is necessary to record the suspension of the following institutions for women: Synodical Female College, Florence, Ala.; Elizabeth Aull Female Seminary, Lexington, Mo.; Evelyn College, Princeton, N. J.; Mary Sharp College, Winchester, Tenn.; and Staunton Female Seminary, Staunton, Va. Pierre University, East Pierre, S. Dak., has been moved to Huron, S. Dak., and its name changed to Huron College. Three other institutions. formerly doing college work are now classed as secondary schools.

NEW HOME OF COLUMBIA UNIVERSITY.

One of the noteworthy events of the year was the removal of Columbia University from its former home in the heart of New York City to its new home. On the 4th of October, 1897, the university formally began its work of education in the new buildings which had been in course of preparation for it since the purchase of the site on Morningside Heights in March, 1892. In order to give some idea of the cost of the material equipment of a modern institution for higher education the following statement concerning the cost of the land, buildings, equipment, etc., of Columbia University on Morningside Heights is taken from the report of President Low, made to the trustees on October 3, 1898:

Cost of land	$2,000,000.00	
Legal expenses	3,637.95	
		$2,003,637.95
Library:		
Construction	1,100,542.09	
Equipment	97,037.38	
		1,197,579.47
Schermerhorn Hall:		
Construction	457,658.17	
Equipment	35,786.35	
		493,444.52
Fayerweather Hall:		
Construction	274,113.67	
Equipment	14,645.43	
		288,759.10
Havemeyer Hall:		
Construction	516,488.62	
Equipment	53,474.86	
		569,963.48

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Engineering building:		
Construction	$284,075.50	
Equipment	20,325.47	
		$304,400.97
University building:		
Construction	842,887.85	
Equipment of power house and connections	115,578.52	
Equipment of gymnasium	39,399.24	
		997,865.61
Vaults:		
East	30,382.79	
West	37,316.40	
		67,699.19
Old buildings—repairs and equipment:		
West building	10,252.67	
College Hall	5,113.34	
		15,366.01
Insurance		3,754.40
Outside street work		133,367.81
Improvement of grounds and incidentals		403,373.75
Total		6,479,212.26

Even with this large expenditure of funds the university still needs dormitories, a chapel, a building for the college, a dining hall, an academic theater, and a building that shall be the headquarters of the social life of the students.

COLLEGE DORMITORIES.

While the larger number of institutions for higher education provide homes for their students, there are still a few of the universities that have not yet met this need. In these cases the students are compelled to seek rooms among the private homes or boarding houses of the cities in which such institutions are located. The University of Pennsylvania is one of the institutions which has but recently provided these facilities. The dormitory system, opened in 1896 and costing nearly $100,000, provides accommodations for nearly 400 students, and in 1897-98 all of the rooms were occupied. Concerning the advantages of the dormitory system, the provost, in his last report, says:

> The transformation which your board has made during the past four years has brought about an entirely new life, hitherto unknown at the university. For the first time there is a community of student life which has not become selfish or personal, and which, I believe, runs no risk of becoming either; indeed, that life is a robust one, and will more and more make itself felt. This identification of the student body with the University of Pennsylvania, of which they are more and more proud, is becoming contagious. It is observable in every throb of the great heart of the whole university. That it is due largely to the influence of Houston Hall, and to the establishment of the dormitories, with their individual "home" system and self-government, is evident to us all.

The provost pleads for the means of extending the dormitory system.

Columbia University, on moving into its magnificent new home, still finds itself without the means of offering homes to its students. President Low in his last report says:

> The time is at hand when the trustees must determine their policy in regard to dormitories upon the new site. The demand for them, as the sentiment reaches me, is almost universal, both among young and old. Some want them for the sake of what they call college life; others for the sake of securing that effect in education that is born of the community of scholars. * * * The wants of the student are few and simple. He is well content with a small room if it be clean. Neither does he need costly finish nor luxuriousness of furniture in any building which he is to occupy. What he does want is convenience to the university, a clean and well-kept room, plain but good food, and surroundings that lend themselves to study.

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President Schurman, of Cornell University, emphasizes the need of dormitories by that institution. In his report for 1897-98 he says:

No provision is made by Cornell University for the social life of the men students. The women have a beautiful home in Sage College. But for the men there is nothing. In the absence of halls of residence for students Greek letter fraternities have sprung up; but, cordially as these are to be welcomed, they can not take the place of university halls, for they rest on an entirely different, and indeed antagonistic, principle. A residential hall is open to every student; a fraternity house is closed to all except the few who are invited to become members. The one is democratic, the other selective. Hence, if one looks deep enough, it will be apparent that the more fully developed the system of Greek letter fraternities at a university, the greater is the need of residential halls. And if, in addition to such halls, there were a dining hall in which the men from the fraternity houses and men from the public halls took their meals together, the arrangement would make for democracy and fraternity and tend to eliminate cliquishness and social sectarianism. If, furthermore, there were a club or common room contiguous to the dining hall, to which students might resort after meals, and in which they might associate during the intervals of relaxation, enjoying together the amenities of social intercourse, the plan would be a well-nigh ideal one. And how much education and culture—social, intellectual, moral, and political—the students would derive from one another, created, as it were, from the mere circumstance of their coming together! This inexhaustible potency is at present entirely lost at Cornell University, though it is of the highest value in the education of young men.

The president states that while the university has many other needs, he desires at this time "to accentuate the importance, for the spirit of the university as well as for the life and culture of its students, of a great system of halls of residence, with the conjoined features of a dining hall and clubhouse." The alumni have already taken steps to raise $150,000 for an alumni hall to be used as a clubhouse.

CONTINUOUS SESSIONS.

West Virginia University, at Morgantown, W. Va., has followed the example of the University of Chicago and has abolished the three months' vacation in summer. The scholastic year is divided into four quarters of twelve weeks each, with recesses of one week between quarters.

NEW COURSES OF STUDY.

The University of Chicago and the University of California have established colleges of commerce, whose organization and courses of study are described elsewhere in this report.

The Graduate School of Railway Mechanical Engineering was authorized by the board of trustees of Cornell University, in June, 1896, and was organized in February, 1898. The courses in this school will have special relation to the design, the construction, the operation, and the test trials of locomotives and other kinds of machinery employed in railroad operation.

The New York State College of Forestry, at Cornell University, established by an act of the legislature of the State of New York, approved March 26, 1898, was opened for instruction in September, 1898. The legislative act provides for the purchase and use of 30,000 acres of land in the Adirondack forests as a demonstration area, and that the College of Forestry "shall conduct upon said land such experiments in forestry as it may deem most advantageous to the interests of the State and the advancement of scientific forestry, and may plant, raise, cut, and sell timber at such times, of such species and quantities and in such manner, as it may deem best with a view to obtaining and imparting knowledge concerning the scientific management and use of forests, their regulation and administration, the production, harvesting, and reproduction of wood crops and earning a revenue therefrom." The college was organized by the appointment of Dr. B. E. Fernow, chief of the Division of Forestry of the United States Department of Agriculture, as director and professor of forestry, and of Filibert Roth, B. S., of the same division, as assistant professor of forestry and forest manager. There have bee

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arranged a full four-year course leading to a degree of Bachelor of the Science of Forestry, a one-year special course, and a one-term synoptical course. The four-year course is planned to give a thorough knowledge of all branches of the profession and to prepare men to manage and administer forest estates for private owners, or for the State or National Government, and also to teach the profession in the colleges which are likely in the near future to establish chairs of forestry science and practice. This course comprises in its first two years the basal or preparatory studies of mathematics, natural science, engineering, political economy, etc., its last two years being devoted to the purely professional subjects. The one-year special course is planned for farmers, lumbermen, and others not desiring a general scientific training, but wishing to acquire such technical and practical knowledge of forestry as will enable them to manage more intelligently and economically their own woodlands. Finally, the one-term synoptical course will meet the requirements of students of political economy and others wishing to make a brief survey of the subject of forestry as a matter of general education.[1]

The School of Library Science, which had been conducted at Armour Institute of Technology, Chicago, Ill., since September, 1893, was transferred to the University of Illinois in September, 1897, and offers a four years' course of study leading to the degree of Bachelor of Library Science. Two years of the course are devoted to general university studies, and the last two years to technical library work.

RATIO OF STUDENTS TO POPULATION, 1872-1898.

The following tabular statement, giving the number of students in higher education to each 1,000,000 persons in the United States from 1872 to 1898, shows a very substantial increase for each class of students represented. As would naturally be expected, by far the greatest increase is shown in the column devoted to graduate students, the ratio having increased from 5 students in 1872 to 74 in 1898. The first column of students includes all undergraduate, collegiate, and technical students in universities and colleges for men and for both sexes, in colleges for women, Division A, and in schools of technology:

Number of students in higher education to each 1,000,000 persons from 1872 to 1897-98 (based on the number of students in the colleges of the United States).

Year.	Undergraduate collegiate and technical students.	Graduate students.	Law students.	Medical students.	Theological students.	Total.
1872	573	5	49	142	83	852
1873	739	5	52	176	93	1,065
1874	749	7	61	182	102	1,101
1875	736	8	61	196	120	1,121
1876	706	9	59	194	95	1,063
1877	701	8	61	209	86	1,065
1878	781	9	64	210	91	1,155
1879	775	10	62	231	97	1,175
1880	770	8	62	238	105	1,183
1881	755	9	63	242	93	1,162
1882-83	731	10	57	237	92	1,127
1883-84	741	14	49	230	96	1,130
1884-85	742	15	49	197	103	1,106
1885-86	687	16	53	221	110	1,087
1886-87	690	21	54	208	107	1,080
1887-88	688	22	61	231	109	1,111
1888-89	729	22	64	245	114	1,174
1889-90	850	27	72	266	112	1,327
1890-91	901	33	82	284	115	1,415
1891-92	980	39	94	284	115	1,512
1892-93	1,037	43	105	298	118	1,601
1893-94	1,087	51	107	320	113	1,678
1894-95	1,128	58	130	331	116	1,763
1895-96	1,158	62	139	346	114	1,819
1896-97	1,142	69	146	342	115	1,814
1897-98	1,193	74	163	328	117	1,875

[1] Report of President of Cornell University for 1897-98.

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STATISTICAL REVIEW, 1897-98.

Students.—The total number of students reported in collegiate, graduate, and professional departments of institutions for higher education and in professional schools for the year 1897-98 is 144,477, of which number 43,419 were enrolled as professional students pursuing studies in law, medicine, and theology, leaving 101,058 students reported as pursuing studies in the liberal arts and in technology. In this number are 5,514 graduate students, not including graduate students in professional departments, who remained at the various institutions for advanced study and research, an increase of almost 600 students over the number for the preceding year. The number of resident graduate students at certain institutions during the year was as follows:

Institutions.	Students in graduate departments.	Graduates in professional departments.	Total number of graduate students.
University of California	165	84	249
Leland Stanford Junior University	106	.....	106
University of Colorado	21	.....	21
Yale University	240	180	a 438
Catholic University of America	52	84	136
Columbian University	68	33	101
Georgetown University	41	58	99
University of Illinois	31	74	105
University of Chicago	875	238	1,113
Northwestern University	32	188	220
Indiana University	73	11	84
State University of Iowa	49	61	110
University of Kansas	42	.....	42
Tulane University	73	.....	73
Johns Hopkins University	215	168	383
Boston University	112	201	313
Harvard University	272	758	b 1,089
Clark University	44	.....	44
University of Michigan	71	162	c 246
University of Minnesota	184	12	196
University of Missouri	23	.....	d 25
St. Louis University	67	.....	67
University of Nebraska	140	21	161
Princeton University	123	.....	123
Cornell University	163	32	e 250
Columbia University	249	520	f 813
New York University	122	168	290
St. Xavier College (Ohio)	42	.....	42
University of Cincinnati	39	45	84
Western Reserve University	26	48	74
Ohio State University	29	.....	29
Ohio Wesleyan University	22	.....	22
Central High School (Philadelphia, Pa.)	32	.....	32
University of Pennsylvania	154	381	535
Brown University	53	.....	53
Vanderbilt University	37	49	86
University of Virginia	20	45	65
University of Wisconsin	106	.....	106
Radcliffe College	61	.....	61
Wellesley College	32	.....	32
Barnard College	61	.....	61
Bryn Mawr College	47	.....	47
Alabama Agricultural and Mechanical College	23	.....	23
Purdue University	42	.....	42
Kansas Agricultural College	52	.....	52
Massachusetts Institute of Technology	70	.....	70
Virginia Agricultural and Mechanical College	39	.....	39

a Includes 18 graduates in undergraduate departments.
b Includes 59 graduates in undergraduate departments.
c Includes 13 graduates in undergraduate departments.
d Includes 2 graduates in undergraduate departments.
e Includes 55 graduates in undergraduate departments.
f Includes 44 graduates in undergraduate departments.

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The continued increase in the number of graduate students is one of the most encouraging features in the system of higher education. An examination of the catalogues of the various universities and colleges shows that a considerable number of professors and instructors obtain leaves of absence for the purpose of pursuing advanced studies and thus become better qualified for their teaching duties. That a very large proportion of the persons who obtain advanced degrees enter the teaching profession is shown by the occupations of persons who have received their degrees from the institutions which furnish such data.

During the year 1898 there was published a catalogue of the Graduate School of Harvard University from 1873 to 1898, containing the names, addresses, and occupations of 1,011 different persons who have received degrees from the school. The information contained therein has been carefully summarized in the report of the dean of the Graduate School to the president of Harvard University for the year 1897-98, from which the following extracts are taken:

Recipients of higher nonprofessional degrees from Harvard University (on examination), 1873-1898.

Year.	Doctors of philosophy.			Doctors of science.			Masters of arts.			Masters of science.		
	Whole number.	Deceased.	Living.	Whole number.	Deceased.	Living.	Whole number.	Deceased.	Living.	Whole number.	Deceased.	Living.
1870	.....	.....	.....	.....	.....	.....	a 1	.....	1	.....	.....	.....
1873	2	1	1	1	.....	1	.....	.....	.....	.....	.....	.....
1874	.....	.....	.....	.....	.....	.....	8	1	7	.....	.....	.....
1875	3	.....	3	1	.....	1	13	2	11	.....	.....	.....
1876	5	2	3	.....	.....	.....	7	2	5	.....	.....	.....
1877	4	1	3	.....	.....	.....	9	1	8	.....	.....	.....
1878	4	.....	4	3	.....	3	13	2	11	.....	.....	.....
1879	2	.....	2	1	.....	1	9	.....	9	.....	.....	.....
1880	5	1	4	.....	.....	.....	14	.....	14	.....	.....	.....
1881	2	1	1	1	.....	1	7	.....	7	.....	.....	.....
1882	.....	.....	.....	1	.....	1	7	.....	7	.....	.....	.....
1883	5	1	4	.....	.....	.....	12	2	10	.....	.....	.....
1884	5	1	4	1	.....	1	15	3	12	.....	.....	.....
1885	4	.....	4	.....	.....	.....	12	1	11	.....	.....	.....
1886	4	.....	4	2	.....	2	17	2	15	.....	.....	.....
1887	1	.....	1	1	.....	1	18	1	17	.....	.....	.....
1888	7	.....	7	.....	.....	.....	32	.....	32	.....	.....	.....
1889	4	.....	4	2	.....	2	23	.....	23	.....	.....	.....
1890	8	.....	8	.....	.....	.....	31	3	28	.....	.....	.....
1891	7	.....	7	1	.....	1	45	2	43	.....	.....	.....
1892	5	.....	5	1	1	.....	78	2	76	.....	.....	.....
1893	12	.....	12	1	.....	1	70	1	69	.....	.....	.....
1894	16	1	15	2	.....	2	93	2	91	.....	.....	.....
1895	16	.....	16	2	.....	2	84	4	80	.....	.....	.....
1896	18	.....	18	.....	.....	.....	98	1	97	.....	.....	.....
1897	25	2	23	1	.....	1	112	1	111	.....	.....	.....
1898	26	.....	26	.....	.....	.....	102	.....	102	5	.....	5
Total b	190	11	179	22	1	21	930	33	897	5	.....	5

a Voted in 1894. b One hundred and thirty-six names duplicated.

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Doctors of philosophy and science classified according to the subjects in which the degrees have been conferred, 1873–1898.

	Ph. D.	S. D.	Total.
Philology	69		69
Classical	32		
Germanic, etc	7		
English	17		
Romance	5		
Comparative	1		
Sanskrit	1		
Semitic	6		
Philosophy	18		18
History	22		22
Political science	10		10
Mathematics	8	2	10
Physics	9	3	12
Chemistry	14	5	19
Natural history	38	12	50
American archæology and ethnology	2		2
Total	190	22	212

Of the 212 men who received the doctorate 171 are or have been teachers, chiefly in colleges. Sixteen are classified as scientists; 6 are clergymen, but 5 of them are or have been also professors in colleges or theological seminaries; 6 are lawyers or are in public life, and 7 are still continuing their studies, as a rule, in Europe.

Of the A. M.'s who are not also Ph. D.'s it is found that 72 are lawyers, 13 physicians, 61 clergymen, 12 journalists or authors, 7 librarians, 19 scientists, 28 in business, and 316 teachers.

The catalogue shows—not counting private tutors, assistants in college work, and a few doubtful cases—331 teachers in colleges (211 professors and 120 instructors) and 103 teachers in secondary schools.

The catalogue of Johns Hopkins University for 1897–98 contains the names of 439 persons who have received the Ph. D. degree. Of this number 382, or about 87 per cent, are or have been engaged in teaching, and 4 are still pursuing their studies.

The reports for 1897 and 1898 of Dr. Nicholas Murray Butler, dean of the School of Philosophy of Columbia University, contain the names of 51 recipients of higher degrees who are engaged in teaching. This list is very incomplete and does not include any of the graduates from the other graduate schools. In the report for 1897 Dr. Butler states that a majority of the candidates for higher degrees under the faculty of philosophy look forward to the teaching profession.

Residence of college students.—Tables 3 to 11 show the number of students from the several States attending the colleges of the United States, and the States and geographical divisions in which they attend college. From these tables it may be seen that of the 90,488 students included in this investigation, 33 are from Cuba, 17 from Hawaii, 5 from Porto Rico, and 751 from other foreign countries. In Table 4 are given the number and proportion of students attending college in the States and geographical divisions in which they reside. This table shows that a larger proportion of California students attend the colleges of their own State than do the students from any other State in the Union, and that the North Atlantic division leads all other divisions in holding the students from their respective sections of the country. Table 5 shows the number and proportion of students attending the colleges of the several States who are drawn from the localities in which such colleges are situated.

Degrees.—The number of degrees, excluding degrees in law, medicine, theology, dentistry, pharmacy, and veterinary medicine conferred in 1897–98 may be found in Tables 20, 21, 22, 28, 33, 39, and 40 of this chapter. There were conferred 12,150 bachelor degrees, of which number 8,256 were received by men and 3,894 by women.

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Of the total number, 6,557 were A. B. degrees. The Ph. D. degree, on examination, was conferred on 267 men and 37 women. The number of honorary degrees reported as having been conferred during the year is 632, being 159 less than the number for the preceding year. The protests against the practice of conferring the degree of Ph. D. as an honorary degree seem to be having some effect, as the number of such degrees reported in 1897-98 is but 15, which is 50 per cent less than the number granted in 1896-97.

Property.—The total amount of money invested in universities, colleges, and schools of technology, as reported by the institutions, is $311,842,428, which is about $16,000,000 more than the amount reported in 1896-97. The endowment funds amount to $133,576,967, and the remainder represents the value of grounds, buildings, machinery, apparatus, and libraries used for instruction and research.

Income.—The total income of these institutions is reported as $25,963,242. Of this amount, $9,738,718 was derived from tuition fees, $6,414,363 from endowment funds, $6,498,338 was appropriated by the General Government and the various States and municipalities, and the remainder was received from miscellaneous sources. The receipts from endowment funds amount to an income of 4.8 per cent on the amount invested.

Benefactions.—The amount of gifts and bequests reported as having been received during the year is $8,204,281.

The summarized and detailed statistics concerning the institutions for higher education are given in the following pages:

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TABLE 1.—*Whole number of students receiving higher education (including students in undergraduate and graduate departments of universities and colleges, colleges for women, schools of technology, and in professional schools and departments).*

State or Territory.	Universities and colleges for men and for both sexes.		Colleges for women—Division A.	Colleges for women—Division B.	Schools of technology.		Professional schools and departments (law, medicine, and theology).		Total number of students in higher education.	
	Male.	Female.			Male.	Female.	Male.	Female.	Male.	Female.
United States	58,407	17,769	4,416	10,570	8,611	1,289	41,677	1,742	108,695	35,782
North Atlantic Division	21,747	2,505	3,879	902	2,532	174	13,507	542	37,786	8,002
South Atlantic Division	6,537	818	472	4,396	1,611	12	5,609	90	13,757	5,788
South Central Division	6,476	2,389	.....	3,800	896	49	5,009	52	12,381	6,290
North Central Division	20,031	9,999	43	1,428	2,765	689	16,230	911	39,026	13,070
Western Division	3,616	2,054	22	44	807	365	1,322	147	5,745	2,632
North Atlantic Division:										
Maine	850	189	.....	32	.....	.....	246	7	1,096	228
New Hampshire	564	0	.....	.....	67	14	120	0	751	14
Vermont	362	99	.....	.....	.....	.....	238	0	600	99
Massachusetts	4,079	417	2,467	140	1,494	72	2,473	148	8,046	3,244
Rhode Island	634	178	.....	.....	101	50	.....	.....	735	228
Connecticut	2,332	95	.....	.....	84	24	508	9	2,924	128
New York	5,737	663	1,090	162	395	0	5,870	214	12,002	2,129
New Jersey	1,327	0	.....	2	391	14	486	0	2,204	16
Pennsylvania	5,862	864	322	566	.....	.....	3,566	164	9,428	1,916
South Atlantic Division:										
Delaware	105	5	.....	.....	.....	.....	.....	.....	105	5
Maryland	1,054	105	239	324	262	0	2,033	60	3,349	728
District of Columbia	625	139	.....	.....	.....	.....	1,412	24	2,037	163
Virginia	1,147	58	233	1,003	554	0	830	0	2,531	1,294
West Virginia	368	119	.....	2	.....	.....	236	2	604	123
North Carolina	1,353	141	.....	775	293	12	292	0	1,938	928
South Carolina	736	63	.....	997	335	0	164	1	1,235	1,061
Georgia	980	80	.....	1,295	167	0	642	3	1,789	1,378
Florida	169	108	.....	.....	.....	.....	.....	.....	169	108
South Central Division:										
Kentucky	1,202	321	.....	800	.....	.....	1,655	14	2,857	1,135
Tennessee	1,781	795	.....	959	.....	.....	1,923	22	3,704	1,774
Alabama	703	172	.....	670	292	20	262	8	1,257	865
Mississippi	419	34	.....	930	216	9	52	0	687	973
Louisiana	678	250	.....	85	.....	.....	418	2	1,096	337
Texas	1,226	530	.....	296	337	0	535	10	2,098	836
Arkansas	431	264	.....	60	.....	.....	164	1	595	325
Oklahoma	20	7	.....	.....	51	20	.....	.....	71	27
Indian Territory	16	18	.....	.....	.....	.....	.....	.....	16	18
North Central Division:										
Ohio	3,453	1,792	.....	327	240	0	2,380	114	6,073	2,233
Indiana	1,885	779	.....	.....	739	97	878	44	3,502	920
Illinois	3,811	2,057	43	231	143	1	4,844	386	8,798	2,718
Michigan	1,684	901	.....	.....	443	83	1,727	127	3,854	1,111
Wisconsin	1,688	547	.....	26	.....	.....	571	3	2,259	576
Minnesota	1,778	814	.....	10	.....	.....	1,069	31	2,847	855
Iowa	1,578	942	.....	.....	465	100	1,192	86	3,235	1,128
Missouri	1,752	729	.....	774	.....	.....	2,870	63	4,622	1,566
North Dakota	83	44	.....	.....	35	20	.....	.....	118	64
South Dakota	142	89	.....	.....	244	123	.....	.....	386	212
Nebraska	957	620	.....	.....	.....	.....	399	22	1,356	642
Kansas	1,220	685	.....	60	456	265	300	35	1,976	1,045
Western Division:										
Montana	34	49	.....	.....	13	5	.....	.....	47	54
Wyoming	37	24	.....	.....	.....	.....	.....	.....	37	24
Colorado	269	213	.....	.....	337	60	325	29	931	302
New Mexico	.....	.....	.....	.....	58	28	.....	.....	58	28
Arizona	42	16	.....	.....	.....	.....	.....	.....	42	16
Utah	52	57	.....	.....	104	64	.....	.....	156	121
Nevada	108	59	.....	.....	.....	.....	.....	.....	108	59
Idaho	56	31	.....	.....	.....	.....	.....	.....	56	31
Washington	343	142	.....	.....	111	56	.....	.....	454	198
Oregon	246	185	.....	.....	184	152	159	19	589	356
California	2,429	1,278	22	44	.....	.....	838	99	3,267	1,443

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TABLE 2.—*Number of undergraduate and graduate students in public universities, colleges, and schools of technology.*

State or Territory.	Collegiate departments.			Graduate departments.						Total number of undergraduate and graduate students.		
				Resident.			Nonresident.					
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	21,805	6,415	28,220	1,093	415	1,508	182	48	230	23,080	6,878	29,958
N. Atlantic Division	4,693	242	4,935	131	6	137	2	0	2	4,826	248	5,074
S. Atlantic Division	3,325	228	3,553	125	10	135	24	1	25	3,474	239	3,713
S. Central Division	2,204	531	2,735	68	12	80	14	4	18	2,286	547	2,833
N. Central Division	9,297	3,969	13,266	628	290	918	123	37	160	10,048	4,296	14,344
Western Division	2,286	1,445	3,731	141	97	238	19	6	25	2,446	1,548	3,994
N. Atlantic Division:												
Maine	307	10	317	7	0	7	0	0	0	314	10	324
New Hampshire	65	14	79	2	0	2	0	0	0	67	14	81
Vermont	245	51	296	1	0	1	1	0	1	247	51	298
Massachusetts	1,196	69	1,265	82	3	85	1	0	1	1,279	72	1,351
Rhode Island	96	48	144	5	2	7	0	0	0	101	50	151
Connecticut	84	24	108	0	0	0	0	0	0	84	24	108
New York	1,110	0	1,110	0	0	0	0	0	0	1,110	0	1,110
New Jersey	161	14	175	0	0	0	0	0	0	161	14	175
Pennsylvania	1,429	12	1,441	34	1	35	0	0	0	1,463	13	1,476
S. Atlantic Division:												
Delaware	102	5	107	3	0	3	0	0	0	105	5	110
Maryland	340	0	340	3	0	3	1	0	1	344	0	344
Dist. Columbia	70	33	103	3	2	5	0	0	0	73	35	108
Virginia	797	0	797	59	0	59	10	0	10	866	0	866
West Virginia	250	63	322	5	6	11	10	1	11	274	70	344
North Carolina	635	16	651	27	1	28	3	0	3	665	17	682
South Carolina	507	17	524	13	0	13	0	0	0	520	17	537
Georgia	510	14	524	8	0	8	0	0	0	518	14	532
Florida	105	80	185	4	1	5	0	0	0	109	81	190
S. Central Division:												
Kentucky	190	58	248	5	1	6	0	0	0	195	59	254
Tennessee	192	59	251	12	2	14	0	0	0	204	61	265
Alabama	438	35	473	27	0	27	0	0	0	465	35	500
Mississippi	389	160	549	4	0	4	14	4	18	407	164	571
Louisiana	158	0	158	4	0	4	0	0	0	162	0	162
Texas	613	129	742	14	7	21	0	0	0	627	136	763
Arkansas	154	63	217	1	2	3	0	0	0	155	65	220
Oklahoma	70	27	97	1	0	1	0	0	0	71	27	98
N. Central Division:												
Ohio	1,004	413	1,417	41	34	75	10	4	14	1,055	451	1,506
Indiana	1,261	376	1,637	80	35	115	15	0	15	1,356	411	1,767
Illinois	538	158	696	30	1	31	36	11	47	604	170	774
Michigan	1,407	648	2,055	52	24	76	2	1	3	1,461	673	2,134
Wisconsin	994	335	1,329	78	28	106	17	5	22	1,089	368	1,457
Minnesota	1,014	577	1,591	138	46	184	0	0	0	1,152	623	1,775
Iowa	867	278	1,145	32	22	54	29	10	39	928	310	1,238
Missouri	439	102	541	19	4	23	0	0	0	458	106	564
North Dakota	80	52	132	4	0	4	3	0	3	87	52	139
South Dakota	272	153	425	9	7	16	3	3	6	284	163	447
Nebraska	583	392	975	87	53	140	3	1	4	673	446	1,119
Kansas	838	485	1,323	58	36	94	5	2	7	901	523	1,424
Western Division:												
Montana	38	40	78	0	0	0	0	0	0	38	40	78
Wyoming	33	22	55	4	2	6	2	0	2	39	24	63
Colorado	454	171	625	21	8	29	11	1	12	486	180	666
New Mexico	57	28	85	1	0	1	0	0	0	58	28	86
Arizona	42	16	58	0	0	0	0	0	0	42	16	58
Utah	152	117	269	3	4	7	0	0	0	155	121	276
Nevada	105	58	163	3	1	4	0	0	0	108	59	167
Idaho	53	31	84	3	0	3	0	0	0	56	31	87
Washington	239	147	386	3	2	5	0	0	0	242	149	391
Oregon	244	185	429	8	10	18	0	0	0	252	195	447
California	869	630	1,499	95	70	165	6	5	11	970	705	1,675

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TABLE 3.—*Proportion of population to college students (based on the number of students from the several States in the colleges of the United States).*

State or Territory.	1896-97.			1897-98.		
	Number of students from the several States attending college.	Estimated population (1896).	Number of people to each college student.	Number of students from the several States attending college.	Estimated population (1897).	Number of people to each college student.
United States	84,955	70,595,321	831	89,679	71,374,142	796
North Atlantic Division	26,472	19,520,400	737	27,956	19,947,800	714
South Atlantic Division	9,064	9,667,000	1,069	9,451	9,732,882	1,030
South Central Division	10,232	12,747,200	1,246	10,382	12,844,600	1,237
North Central Division	32,581	24,827,541	762	34,800	24,933,500	716
Western Division	6,606	3,833,180	580	7,090	3,915,360	552
North Atlantic Division:						
Maine	1,277	655,000	513	1,275	657,300	515
New Hampshire	569	a 589,000	684	613	398,700	650
Vermont	646	332,500	515	690	333,000	483
Massachusetts	5,416	2,547,000	471	5,785	2,634,000	455
Rhode Island	777	393,400	506	759	395,700	521
Connecticut	1,399	817,900	585	1,467	840,100	573
New York	7,873	6,722,000	854	8,209	6,851,000	835
New Jersey	1,641	1,716,000	1,046	1,790	1,768,000	988
Pennsylvania	6,874	5,947,000	865	7,368	6,070,000	824
South Atlantic Division:						
Delaware	205	b 173,200	845	212	b 173,200	817
Maryland	1,257	1,159,000	922	1,243	1,179,000	949
District of Columbia	497	273,600	551	526	277,782	528
Virginia	1,641	1,697,000	1,034	1,835	1,704,000	929
West Virginia	562	849,300	1,511	624	d 849,300	1,361
North Carolina	1,838	1,763,000	959	1,826	d 1,763,000	965
South Carolina	1,251	1,250,000	1,004	1,317	1,274,000	967
Georgia	1,444	2,015,000	1,395	1,484	d 2,015,000	1,358
Florida	369	480,900	1,303	384	497,600	1,296
South Central Division:						
Kentucky	1,537	1,993,000	1,297	1,691	d 1,993,000	1,179
Tennessee	1,989	c 1,857,000	943	1,941	d 1,877,000	967
Alabama	1,207	1,709,000	1,416	1,255	1,741,000	1,387
Mississippi	1,074	c 1,431,000	1,332	894	c 1,431,000	1,601
Louisiana	1,200	1,234,000	1,028	1,107	1,253,000	1,132
Texas	2,251	2,979,000	1,323	2,446	d 2,979,000	1,218
Arkansas	828	1,270,000	1,534	848	1,290,000	1,521
Oklahoma	101	274,200	2,715	134	280,600	2,094
Indian Territory	65	.....	.....	66	.....	.....
North Central Division:						
Ohio	5,754	3,855,000	670	5,895	3,834,000	650
Indiana	2,831	2,289,000	809	3,434	2,244,000	653
Illinois	5,699	4,509,000	791	5,862	4,594,000	784
Michigan	2,829	c 2,241,641	792	2,824	2,246,000	795
Wisconsin	1,934	2,054,000	1,062	2,229	2,072,000	930
Minnesota	2,412	1,641,000	680	2,585	1,700,000	658
Iowa	3,618	2,088,000	577	3,741	2,101,000	562
Missouri	2,771	3,005,000	1,084	2,890	3,036,000	1,051
North Dakota	217	303,600	1,399	288	d 303,660	1,054
South Dakota	606	a 401,300	662	715	d 342,900	480
Nebraska	1,488	1,111,000	747	1,657	1,131,000	683
Kansas	2,422	1,329,000	549	2,680	1,329,000	492
Western Division:						
Montana	165	209,800	1,272	193	229,400	1,189
Wyoming	112	99,700	890	89	d 99,700	1,118
Colorado	784	544,200	694	904	564,800	625
New Mexico	88	177,200	2,014	113	174,900	1,548
Arizona	58	78,380	1,351	77	80,650	1,047
Utah	327	258,500	791	285	260,700	915
Nevada	155	41,500	268	155	41,610	268
Idaho	128	143,400	1,120	176	138,100	785
Washington	701	479,700	684	722	d 479,700	664
Oregon	741	378,800	511	875	d 378,800	433
California	3,347	1,422,000	425	3,501	1,467,000	419

a In 1894. b In 1892. c In 1895. d In 1896.

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TABLE 4.—*Students attending college in the State and in the geographical division in which they reside.*

State or Territory.	1896-97.					1897-98.				
	Number of students from the several States attending college in the United States.	Students attending college in the State in which they reside.		Students attending college in the geographical division in which they reside.		Number of students from the several States attending college in the United States.	Students attending college in the State in which they reside.		Students attending college in the geographical division in which they reside.	
		Number.	Proportion.	Number.	Proportion.		Number.	Proportion.	Number.	Proportion.
			Per ct.		*Per ct.*			*Per ct.*		*Per ct.*
United States	84,955	.....	.....	.....	.....	89,679	.....	.....	.....	.....
North Atlantic Division	26,472	.....	.....	25,013	94.49	27,956	.....	.....	26,393	94.41
South Atlantic Division	9,064	.....	.....	7,523	83.00	9,451	.....	.....	7,907	83.66
South Central Division	10,232	.....	.....	9,151	89.44	10,382	.....	.....	9,112	87.77
North Central Division	32,581	.....	.....	29,353	90.09	34,800	.....	.....	31,485	90.47
Western Division	6,606	.....	.....	5,912	89.49	7,090	.....	.....	6,392	90.16
North Atlantic Division:										
Maine	1,277	874	68.44	1,235	96.71	1,275	893	70.04	1,237	97.02
New Hampshire	569	234	41.12	553	97.17	613	260	42.41	592	96.57
Vermont	646	335	51.86	621	96.13	690	372	53.91	661	95.80
Massachusetts	5,416	4,463	82.40	5,283	97.18	5,785	4,744	82.01	5,628	97.29
Rhode Island	777	587	75.55	750	96.53	759	556	73.25	739	97.36
Connecticut	1,399	797	56.97	1,319	94.28	1,467	822	56.03	1,391	94.82
New York	7,873	5,235	66.49	7,380	93.74	8,209	5,589	68.08	7,689	93.67
New Jersey	1,641	747	45.52	1,560	95.06	1,790	755	42.18	1,680	93.85
Pennsylvania	6,874	5,280	76.81	6,332	92.12	7,368	5,676	77.04	6,776	91.97
South Atlantic Division:										
Delaware	205	77	37.56	100	48.83	212	90	42.45	116	54.72
Maryland	1,257	858	68.26	959	76.29	1,243	827	66.53	947	76.19
District of Columbia	497	232	46.68	274	55.13	526	243	46.20	302	57.41
Virginia	1,641	1,276	77.76	1,431	87.20	1,835	1,454	79.24	1,616	88.07
West Virginia	562	326	58.01	405	72.06	624	389	63.94	480	76.92
North Carolina	1,838	1,580	85.96	1,698	92.38	1,826	1,556	85.21	1,691	92.61
South Carolina	1,251	987	78.90	1,131	90.41	1,317	1,034	78.51	1,203	91.34
Georgia	1,444	1,165	80.68	1,244	86.15	1,484	1,157	77.96	1,247	84.03
Florida	369	232	62.87	281	76.15	384	250	65.10	305	79.43
South Central Division:										
Kentucky	1,537	1,182	76.90	1,257	81.78	1,691	1,311	77.53	1,382	81.73
Tennessee	1,969	1,701	86.39	1,783	90.55	1,941	1,660	85.52	1,730	89.13
Alabama	1,207	1,007	83.43	1,113	92.21	1,255	1,037	82.63	1,145	91.24
Mississippi	1,074	823	76.63	988	91.99	894	648	72.48	802	89.71
Louisiana	1,200	965	80.42	1,118	93.17	1,107	896	80.94	1,005	90.79
Texas	2,251	1,873	83.21	2,014	89.47	2,446	2,027	82.87	2,162	88.39
Arkansas	828	679	82.00	753	90.94	848	657	77.48	742	87.50
Oklahoma	101	71	70.30	78	77.23	134	96	71.64	99	73.88
Indian Territory	65	21	32.31	47	72.31	66	32	48.48	45	68.18
North Central Division:										
Ohio	5,754	4,513	78.43	4,910	85.33	5,895	4,625	78.46	5,061	85.85
Indiana	2,831	2,280	80.54	2,609	92.16	3,434	2,767	80.58	3,178	92.55
Illinois	5,699	4,141	72.66	4,900	85.98	5,862	4,129	70.44	5,066	86.42
Michigan	2,829	2,398	84.76	2,611	92.29	2,824	2,339	82.83	2,589	91.68
Wisconsin	1,934	1,526	78.90	1,776	91.83	2,229	1,788	80.22	2,085	93.54
Minnesota	2,412	2,072	85.90	2,269	94.07	2,585	2,228	86.19	2,432	94.08
Iowa	3,618	2,802	77.45	3,395	93.84	3,741	2,791	74.61	3,501	93.58
Missouri	2,771	1,978	71.38	2,379	85.85	2,890	2,069	71.59	2,470	85.47
North Dakota	217	122	56.22	205	94.47	288	162	56.25	274	95.14
South Dakota	606	475	78.38	587	96.86	715	554	77.48	692	96.78
Nebraska	1,488	1,269	85.28	1,417	95.23	1,657	1,394	84.13	1,581	95.41
Kansas	2,422	2,092	86.37	2,295	94.76	2,680	2,340	87.31	2,556	95.37
Western Division:										
Montana	165	86	52.12	111	67.27	193	95	49.22	125	64.77
Wyoming	112	75	66.96	84	75.00	89	48	53.93	61	68.54
Colorado	784	603	76.91	626	79.85	904	708	78.32	735	81.31
New Mexico	88	54	61.36	67	76.14	113	74	65.49	91	80.53
Arizona	58	32	55.17	41	70.69	77	49	63.64	65	84.42
Utah	327	266	81.35	281	85.93	285	211	74.00	233	81.75
Nevada	155	134	86.45	147	94.84	155	134	86.45	148	95.48
Idaho	128	57	44.53	105	82.03	176	81	46.02	162	92.05
Washington	701	588	83.88	641	91.44	722	586	81.16	656	90.86
Oregon	741	620	83.67	692	93.39	875	737	84.23	823	94.06
California	3,347	3,094	92.44	3,117	93.13	3,501	3,253	92.92	3,293	94.06

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TABLE 5.—*Number and proportion of students attending college in the several States who are drawn (1) from the State and (2) from the geographical division in which the colleges are located.*

State or Territory.	1896-97.					1897-98.				
	Number of students in the colleges of the several States.	Students drawn from the State in which the colleges are located.		Students drawn from the geographical division in which the colleges are located.		Number of students in the colleges of the several States.	Students drawn from the State in which the colleges are located.		Students drawn from the geographical division in which the colleges are located.	
		Number.	Proportion.	Number.	Proportion.		Number.	Proportion.	Number.	Proportion.
			Per ct.		*Per ct.*			*Per ct.*		*Per ct.*
United States	85,758	.....	.....	84,955	99.06	90,488	.....	.....	89,679	99.11
North Atlantic Division	29,437	.....	.....	25,013	84.97	30,837	.....	.....	26,393	85.59
South Atlantic Division	8,900	.....	.....	7,523	84.53	9,450	.....	.....	7,907	83.67
South Central Division	9,856	.....	.....	9,151	92.85	9,810	.....	.....	9,112	92.88
North Central Division	31,214	.....	.....	29,353	94.04	33,527	.....	.....	31,485	93.91
Western Division	6,351	.....	.....	5,912	93.09	6,864	.....	.....	6,392	93.12
North Atlantic Division:										
Maine	1,019	874	85.77	999	98.04	1,039	893	85.95	1,019	98.08
New Hampshire	563	234	41.56	523	92.90	645	260	40.31	599	92.87
Vermont	425	335	78.82	417	98.12	461	372	80.69	454	98.48
Massachusetts	8,225	4,463	54.26	6,755	82.13	8,529	4,744	55.62	7,111	83.37
Rhode Island	905	587	58.99	950	95.48	963	556	57.74	924	95.95
Connecticut	2,495	797	31.94	1,904	76.31	2,535	822	32.43	1,927	76.02
New York	7,355	5,235	71.18	6,244	84.89	7,885	5,589	70.88	6,724	85.28
New Jersey	1,755	747	42.56	1,389	79.15	1,732	755	43.59	1,382	79.80
Pennsylvania	6,605	5,280	79.94	5,832	88.30	7,048	5,676	80.53	6,253	88.72
South Atlantic Division:										
Delaware	94	77	81.91	87	92.55	110	90	81.82	105	95.45
Maryland	1,642	858	52.25	1,041	63.40	1,660	827	49.82	1,057	62.47
District of Columbia	635	232	36.54	333	52.44	764	243	31.81	364	47.64
Virginia	1,779	1,276	71.73	1,522	85.55	1,992	1,454	72.99	1,698	84.99
West Virginia	430	326	75.81	331	76.98	487	399	81.93	405	83.16
North Carolina	1,783	1,580	88.61	1,736	97.36	1,799	1,556	86.49	1,747	97.11
South Carolina	1,068	987	92.42	1,043	97.66	1,134	1,034	91.18	1,101	97.09
Georgia	1,216	1,165	95.81	1,194	98.19	1,227	1,157	94.30	1,200	97.80
Florida	253	232	91.70	236	93.28	277	250	90.25	255	92.06
South Central Division:										
Kentucky	1,399	1,182	84.49	1,274	91.07	1,523	1,311	86.08	1,397	91.73
Tennessee	2,569	1,701	66.21	2,149	83.65	2,574	1,660	64.49	2,148	83.45
Alabama	1,239	1,007	81.28	1,135	91.61	1,187	1,037	87.36	1,103	92.92
Mississippi	871	823	94.49	868	99.66	678	648	95.58	674	99.41
Louisiana	1,008	965	95.73	1,002	99.40	928	896	96.55	924	99.57
Texas	1,962	1,873	95.46	1,933	98.52	2,093	2,027	96.85	2,060	98.42
Arkansas	712	679	95.37	696	97.75	695	657	94.53	676	97.27
Oklahoma	71	71	100.00	71	100.00	98	96	97.96	97	98.98
Indian Territory	25	21	84.00	23	92.00	34	32	94.12	33	97.06
North Central Division:										
Ohio	5,331	4,513	84.66	4,809	90.21	5,485	4,625	84.32	4,950	90.25
Indiana	2,981	2,280	76.48	2,737	91.81	3,500	2,767	79.06	3,258	93.37
Illinois	5,757	4,141	71.93	5,269	91.52	6,055	4,129	68.19	5,473	90.39
Michigan	3,078	2,398	77.91	2,887	93.79	3,111	2,339	75.18	2,917	93.76
Wisconsin	1,823	1,526	83.71	1,774	97.31	2,235	1,788	80.00	2,167	96.96
Minnesota	2,418	2,072	85.69	2,357	97.48	2,592	2,228	85.96	2,528	97.53
Iowa	3,084	2,802	90.86	3,035	98 41	3,085	2,791	90.47	3,042	98.61
Missouri	2,291	1,978	86.34	2,158	94.19	2,481	2,069	83.39	2,294	92.46
North Dakota	144	122	84.72	135	93.75	182	162	89.01	175	96.15
South Dakota	513	475	92.59	505	98.44	598	554	92.64	584	97.66
Nebraska	1,461	1,269	86.86	1,417	96.99	1,577	1,394	88.40	1,533	97.21
Kansas	2,333	2,002	89.67	2,270	97.30	2,926	2,340	89.11	2,554	97.26
Western Division:										
Montana	93	86	92.47	89	95.70	101	95	94.06	95	94.06
Wyoming	80	75	93.75	76	95.00	61	48	78.69	51	83.61
Colorado	755	603	79.87	629	83.31	879	708	80.55	742	84.41
New Mexico	68	54	79.41	55	80.88	86	74	86.05	75	87.21
Arizona	35	32	91.43	33	94.29	58	49	84.48	51	87.93
Utah	302	266	88.08	298	98.68	277	211	76.17	275	99.28
Nevada	143	134	93.71	143	100.00	167	134	80.24	161	96.41
Idaho	64	57	89.06	61	95.31	87	81	93.10	86	98.85
Washington	623	588	94.38	614	98.56	652	586	89.88	638	97.85
Oregon	640	620	96.88	635	99.22	767	737	96.09	766	99.87
California	3,548	3,094	87.20	3,279	92.42	3,729	3,253	87.24	3,681	98.71

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TABLE 6.—*Residence of college students.*

Residence of students.	Students attending college in—					
	North Atlantic Division.	South Atlantic Division.	South Central Division.	North Central Division.	Western Division.	United States.
Cuba	24	6	2	1	.....	33
Hawaii	11	.....	.....	3	3	17
Porto Rico	4	.....	.....	1	.....	5
Other foreign countries	322	50	49	235	65	751
United States	30,476	9,394	9,759	33,257	6,793	89,679
North Atlantic Division	26,393	635	25	800	103	27,956
South Atlantic Division	894	7,907	403	227	20	9,451
South Central Division	361	406	9,112	470	34	10,382
North Central Division	2,477	389	205	31,485	244	34,800
Western Division	351	58	14	275	6,392	7,090
North Atlantic Division:						
Maine	1,237	13	1	18	6	1,275
New Hampshire	592	5	1	10	5	613
Vermont	661	5	.....	20	4	690
Massachusetts	5,628	73	5	62	17	5,785
Rhode Island	739	13	.....	5	2	759
Connecticut	1,361	31	.....	41	4	1,437
New York	7,689	161	7	328	24	8,209
New Jersey	1,080	67	4	30	9	1,790
Pennsylvania	6,776	267	7	286	22	7,368
South Atlantic Division:						
Delaware	95	116	.....	1	.....	212
Maryland	232	947	5	39	.....	1,243
District of Columbia	182	302	6	25	11	526
Virginia	93	1,616	83	42	1	1,835
West Virginia	54	480	24	62	4	624
North Carolina	81	1,691	45	9	.....	1,826
South Carolina	48	1,208	53	13	.....	1,317
Georgia	63	1,247	140	31	3	1,484
Florida	26	305	47	5	1	384
South Central Division:						
Kentucky	106	60	1,382	138	5	1,691
Tennessee	66	163	1,730	39	3	1,941
Alabama	24	66	1,145	20	.....	1,255
Mississippi	18	40	802	34	.....	894
Louisiana	38	37	1,005	24	3	1,107
Texas	82	77	2,162	104	21	2,446
Arkansas	24	17	742	64	1	848
Oklahoma	3	2	99	30	.....	134
Indian Territory	.....	3	45	17	1	66
North Central Division:						
Ohio	632	115	48	5,061	30	5,895
Indiana	174	35	24	3,178	23	3,434
Illinois	650	57	45	5,068	35	5,852
Michigan	184	23	2	2,580	26	2,824
Wisconsin	112	16	2	2,085	14	2,229
Minnesota	119	24	1	2,432	9	2,585
Iowa	166	38	2	3,501	34	3,741
Missouri	290	51	66	2,470	13	2,890
North Dakota	12	1	.....	274	1	288
South Dakota	16	3	.....	692	4	715
Nebraska	42	10	1	1,581	23	1,657
Kansas	71	16	14	2,556	23	2,680
Western Division:						
Montana	38	3	1	31	125	193
Wyoming	6	3	1	18	61	89
Colorado	82	10	3	74	735	904
New Mexico	7	.....	4	11	91	113
Arizona	7	1	1	3	65	77
Utah	28	5	.....	19	233	285
Nevada	3	3	.....	1	148	155
Idaho	3	2	.....	9	162	176
Washington	29	1	1	35	656	722
Oregon	32	4	.....	16	823	875
California	121	26	3	58	3,293	3,501
Alaska	.....	.....	.....	.....	3	3

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TABLE 7.—*Residence of students attending college in the States of the North Atlantic Division.*

Residence of students.	Students attending college in—								
	Maine.	New Hampshire.	Vermont.	Massachusetts.	Rhode Island.	Connecticut.	New York.	New Jersey.	Pennsylvania.
Cuba				2			13	1	8
Hawaii				3		6	1	1	
Porto Rico							1		3
Other foreign countries	6	3	1	101	5	27	89	24	66
United States	1,033	642	460	8,423	958	2,502	7,781	1,706	6,971
North Atlantic Division	1,019	599	454	7,111	924	1,927	6,724	1,382	6,253
South Atlantic Division	6	9	1	147	8	68	162	98	395
South Central Division	2	3		93	7	49	115	43	49
North Central Division	6	30	5	928	14	394	664	172	244
Western Division		1		144	5	64	96	11	30
North Atlantic Division:									
Maine	893	26	4	219	23	30	34	1	7
New Hampshire	38	280	14	194	34	27	20	1	4
Vermont	3	62	372	136	19	32	33	2	2
Massachusetts	68	188	33	4,744	191	145	182	11	66
Rhode Island	3	3		116	556	19	27	2	13
Connecticut	8	12	3	342	23	822	142	10	29
New York	4	32	27	903	53	559	5,589	208	214
New Jersey	1	11	1	184	16	118	352	755	242
Pennsylvania	1	5		273	9	175	345	282	5,676
South Atlantic Division:									
Delaware		2		17		10	7	9	50
Maryland	1			22	2	11	25	45	146
District of Columbia	2	5		55	2	26	35	27	39
Virginia	2			11	2	4	24	6	44
West Virginia				9		4	8	3	30
North Carolina		1		6	1	3	17	2	51
South Carolina				11		1	21	2	13
Georgia				9	1	6	19	3	25
Florida	1	1	1	7		3	6	1	6
South Central Division:									
Kentucky		1		28		17	32	16	12
Tennessee				14	1	10	23	8	11
Alabama				6	1	1	9	4	3
Mississippi				5	3		5	4	1
Louisiana	2			13	1	9	9	1	3
Texas		1		22		9	31	9	10
Arkansas		1		4	1	3	6	1	8
Oklahoma				1			1		1
North Central Division:									
Ohio	2	5		208	3	101	152	38	123
Indiana				79	1	22	40	15	17
Illinois	2	20	2	285	7	114	166	43	40
Michigan	2	1		43		30	82	11	15
Wisconsin				44		16	38	3	11
Minnesota		1		56	1	17	35	6	3
Iowa		2	1	63		14	61	15	10
Missouri				120		57	69	32	12
North Dakota				2	1	2	5		2
South Dakota			1	8		3	3	1	
Nebraska				16		7	13	4	2
Kansas		1	1	24	1	11	20	4	9
Western Division:									
Montana				15		3	11	1	3
Wyoming				1		3	2		
Colorado		1		31		23	23		4
New Mexico				2		2	1		2
Arizona				2			4		1
Utah				8		5	8	1	6
Nevada				2			1		
Idaho				2			1		
Washington				12		2	10	2	3
Oregon				15	2	6	4	2	3
California				54	3	20	31	5	8

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TABLE 8.—*Residence of students attending college in the States of the South Atlantic Division.*

Residence of students.	Students attending college in—								
	Delaware.	Maryland.	District of Columbia.	Virginia.	West Virginia.	North Carolina.	South Carolina.	Georgia.	Florida.
Cuba			1						5
Hawaii									
Porto Rico									
Other foreign countries		17	13	10	3	3	2	1	1
United States	110	1,643	750	1,982	484	1,796	1,132	1,226	271
North Atlantic Division	5	351	173	27	49	25	1		4
South Atlantic Division	105	1,037	364	1,693	405	1,747	1,101	1,200	255
South Central Division		65	50	207	4	21	30	26	2
North Central Division		168	139	44	26	2			10
Western Division		22	24	11		1			
North Atlantic Division:									
Maine		5	8						
New Hampshire		1	3	1					
Vermont		2	3						
Massachusetts		42	26	3		1			1
Rhode Island		10	2			1			
Connecticut		19	9	1	1		1		
New York		91	51	10	5	3			1
New Jersey		48	13	6					
Pennsylvania	5	133	58	6	43	20			2
South Atlantic Division:									
Delaware	90	21	2	3					
Maryland	15	827	45	54	3	1		2	
District of Columbia		41	243	14		2	1	1	
Virginia		66	45	1,454	3	46	2		
West Virginia		16	4	60	399	1			
North Carolina		34	10	44		1,556	40	7	
South Carolina		15	8	29		106	1,034	11	
Georgia		15	3	24		24	19	1,157	5
Florida		2	4	11		11	5	22	250
South Central Division:									
Kentucky		14	2	37	3	1	1	2	
Tennessee		11	11	56		9	8	8	
Alabama		8	8	17	1	5	13	12	2
Mississippi		9	3	23		1	2	2	
Louisiana		9	7	19		2			
Texas		10	14	46		2	4	1	
Arkansas		4	4	6		1	2		
Oklahoma				1				1	
Indian Territory			1	2					
North Central Division.									
Ohio		55	25	16	18				1
Indiana		12	14	6	3				
Illinois		27	20	4	1				5
Michigan		8	10		2				3
Wisconsin		7	9						
Minnesota		15	9						
Iowa		11	25		1				1
Missouri		12	20	17	1	1			
North Dakota		1							
South Dakota		2				1			
Nebraska		7	3						
Kansas		11	4	1					
Western Division:									
Montana		1		2					
Wyoming		1	2						
Colorado		2	5	3					
Arizona				1					
Utah		2	1	2					
Nevada		1	2						
Idaho		1	1						
Washington		1							
Oregon		3	1						
California		10	12	3		1			

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TABLE 9.—*Residence of students attending college in the States of the South Central Division.*

Residence of students.	Students attending college in—								
	Kentucky.	Tennessee.	Alabama.	Mississippi.	Louisiana.	Texas.	Arkansas.	Oklahoma.	Indian Territory.
Cuba			2						
Hawaii									
Porto Rico									
Other foreign countries	9	13	9		2	15	1		
United States	1,514	2,561	1,176	678	926	2,078	694	93	34
North Atlantic Division	8	12	2			2	1		
South Atlantic Division	18	310	64	4	1	4	2		
South Central Division	1,397	2,148	1,103	674	924	2,060	676	97	33
North Central Division	89	85	7		1	8	13	1	1
Western Division	2	6				4	2		
North Atlantic Division:									
Maine		1							
New Hampshire	1								
Massachusetts	2	1				1	1		
New York	3	3	1						
New Jersey	1	2				1			
Pennsylvania	1	5	1						
South Atlantic Division:									
Maryland	2	2	1						
District of Columbia		5	1						
Virginia	3	77		1	1	1			
West Virginia	6	16	2						
North Carolina		44	1						
South Carolina		47	3	1		1	1		
Georgia	2	90	45	1		1	1		
Florida	5	29	11	1		1			
South Central Division:									
Kentucky	1,311	66	5						
Tennessee	34	1,660	18	9	2	4	3		
Alabama	8	90	1,037	2	4	4			
Mississippi	21	101	15	648	13	3	1		
Louisiana	3	58	21	10	896	11	6		
Texas	10	103	5	1	8	2,027	8		
Arkansas	9	64	2	4	1	4	657	1	
Oklahoma		1				1		96	1
Indian Territory	1	5				6	1		32
North Central Division:									
Ohio	33	10	5						
Indiana	11	13							
Illinois	23	17				3	2		
Michigan		2							
Wisconsin	1	1							
Minnesota		1							
Iowa		1					1		
Missouri	18	33	2			3	10		
Nebraska	1								
Kansas	2	7			1	2		1	1
Western Division:									
Montana		1							
Wyoming	1								
Colorado		1				1	1		
New Mexico		1				3			
Arizona							1		
Washington		1							
California	1	2							

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TABLE 10.—*Residence of students attending college in the States of the North Central Division.*

Residence of students.	Students attending college in—											
	Ohio.	Indiana.	Illinois.	Michigan.	Wisconsin.	Minnesota.	Iowa.	Missouri.	North Dakota.	South Dakota.	Nebraska.	Kansas.
Cuba	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Hawaii	1	.....	1	.....	.....	.....	.....	.....	.....	.....	1	.....
Porto Rico	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Other foreign countries	72	26	48	27	11	14	10	38	4	1	4	10
United States	5,411	3,473	6,006	3,084	2,224	2,578	3,075	2,443	178	597	1,572	2,616
North Atlantic Division	287	100	197	95	30	25	2	33	3	5	10	12
South Atlantic Division	90	20	69	9	12	5	5	10	.....	2	5	.....
South Central Division	60	63	185	18	6	1	14	81	.....	1	3	38
North Central Division	4,950	3,288	5,473	2,917	2,167	2,528	3,042	2,294	175	584	1,533	2,554
Western Division	24	22	82	45	9	19	11	25	.....	5	21	12
North Atlantic Division:												
Maine	8	.....	3	1	2	1	.....	1	.....	.....	1	1
New Hampshire	1	.....	5	3	.....	.....	.....	.....	.....	.....	.....	1
Vermont	5	2	3	3	2	3	.....	.....	1	.....	1	.....
Massachusetts	13	8	21	9	3	3	1	1	1	.....	.....	2
Rhode Island	.....	1	3	.....	.....	1	.....	.....	.....	.....	.....	.....
Connecticut	16	6	11	1	3	.....	.....	.....	.....	1	2	1
New York	91	47	88	49	15	13	1	12	.....	4	4	4
New Jersey	9	7	6	3	1	.....	1	.....	1	.....	.....	2
Pennsylvania	144	29	57	26	4	4	.....	19	.....	.....	2	1
South Atlantic Division:												
Delaware	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	8	5	11	3	4	3	.....	2	.....	1	2	.....
District of Columbia	6	3	6	3	4	.....	1	.....	.....	.....	2	.....
Virginia	16	4	15	.....	.....	1	1	5	.....	.....	.....	.....
West Virginia	52	2	4	2	.....	.....	1	.....	.....	1	.....	.....
North Carolina	2	3	2	.....	.....	1	.....	1	.....	.....	.....	.....
South Carolina	2	.....	8	.....	2	.....	.....	.....	.....	.....	1	.....
Georgia	2	3	22	1	.....	.....	1	2	.....	.....	.....	.....
Florida	1	.....	1	.....	2	.....	1	.....	.....	.....	.....	.....
South Central Division:												
Kentucky	27	43	47	8	.....	.....	.....	7	.....	.....	2	4
Tennessee	5	3	20	3	1	.....	1	6	.....	.....	.....	.....
Alabama	6	.....	10	1	1	1	1	.....	.....	.....	.....	.....
Mississippi	6	.....	21	1	1	.....	1	3	.....	.....	.....	1
Louisiana	4	.....	14	.....	.....	.....	1	3	.....	.....	.....	3
Texas	7	9	47	2	3	.....	4	24	.....	1	1	6
Arkansas	3	8	24	1	.....	.....	1	21	.....	.....	.....	6
Oklahoma	2	.....	2	2	.....	.....	4	5	.....	.....	.....	15
Indian Territory	.....	.....	.....	.....	.....	.....	1	12	.....	.....	.....	4
North Central Division:												
Ohio	4,625	124	155	102	17	2	2	15	1	.....	9	9
Indiana	76	2,767	245	49	8	2	7	14	.....	1	5	4
Illinois	90	205	4,129	277	180	23	50	73	.....	3	14	22
Michigan	40	45	109	2,339	25	10	1	5	1	3	2	9
Wisconsin	12	13	147	23	1,788	64	23	1	.....	6	2	6
Minnesota	4	8	71	20	28	2,228	46	5	10	6	5	1
Iowa	51	36	305	56	55	73	2,791	42	.....	5	54	33
Missouri	29	36	142	31	19	1	24	2,059	.....	1	15	103
North Dakota	2	4	10	.....	3	78	11	.....	162	1	1	2
South Dakota	4	11	19	2	20	42	20	.....	1	554	18	1
Nebraska	8	5	55	8	17	2	49	24	.....	4	1,394	24
Kansas	9	14	86	10	7	3	27	46	.....	.....	14	2,340
Western Division:												
Montana	3	3	6	8	.....	3	.....	3	.....	2	3	.....
Wyoming	1	.....	6	4	.....	.....	2	.....	.....	1	4	.....
Colorado	3	4	19	13	.....	2	4	13	.....	.....	8	8
New Mexico	2	2	.....	1	1	1	.....	2	.....	.....	1	1
Arizona	.....	.....	.....	2	.....	.....	1	.....	.....	.....	.....	.....
Utah	1	2	4	6	1	1	.....	3	.....	.....	1	.....
Nevada	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	3	2	2	.....	.....	.....	.....	1	.....	.....	1	.....
Washington	4	.....	15	3	3	8	2	.....	.....	.....	.....	.....
Oregon	1	3	7	2	1	2	.....	.....	.....	.....	.....	.....
California	6	6	22	6	3	2	2	3	.....	2	3	3

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TABLE 11.—*Residence of students attending college in the States of the Western Division.*

Residence of students.	Students attending college in—										
	Montana.	Wyoming.	Colorado.	New Mexico.	Arizona.	Utah.	Nevada.	Idaho.	Washington.	Oregon.	California.
Cuba											
Hawaii											3
Porto Rico											
Other foreign countries	2		3		1	1		1	11	1	45
United States	99	61	876	86	57	276	167	86	638	766	3,681
North Atlantic Division			27		3		1		1		71
South Atlantic Division			6				1			1	12
South Central Division	1		8	9	1	1	1		1		12
North Central Division	3	10	98	2	2		3		4	2	125
Western Division	95	51	742	75	51	275	161	86	632	763	3,461
North Atlantic Division:											
Maine			3						1		2
New Hampshire			1								4
Vermont			3								1
Massachusetts			3								14
Rhode Island			1								1
Connecticut			1								3
New York			8		3		1				12
New Jersey			1								8
Pennsylvania			6								26
South Atlantic Division:											
District of Columbia			3								8
Virginia			1								
West Virginia										1	3
Georgia			2								1
Florida							1				
South Central Division:											
Kentucky									1		4
Tennessee	1		2								
Louisiana			1			1					1
Texas			5	8	1		1				6
Arkansas				1							
Indian Territory											1
North Central Division:											
Ohio			13				2		1		23
Indiana			3	2						1	17
Illinois		1	10				1				23
Michigan		3	15						1		7
Wisconsin	2		5		1						6
Minnesota			1								8
Iowa	1		17						1	1	14
Missouri			4								9
North Dakota			1								
South Dakota		1	2								1
Nebraska		4	10						1		8
Kansas		1	12		1						9
Western Division:											
Montana	95		3			1			10	3	13
Wyoming		48	5			4		1		1	2
Colorado		2	708			1			1		23
New Mexico			6	74							11
Arizona			1		49	1					14
Utah			2			211			1		19
Nevada							134			1	13
Idaho		1	2			55	1	81	15	1	6
Washington			2	1	1			4	588	17	45
Oregon			4				1		19	737	62
California			9		1	2	25			3	3,253
Alaska									3		

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TABLE 12.—*Number of universities and colleges for men and for both sexes, con students in undergraduate collegiate departments,*

State or Territory.	Nonsectarian.				Roman Catholic.				Methodist Episcopal.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	116	3,431	34,223	$70,058,659	60	668	5,243	$996,000	85	873	8,816	$10,743,139
North Atlantic Division	25	1,240	11,467	40,347,389	17	187	1,833	0	5	117	1,680	3,698,597
South Atlantic Division	24	354	2,728	6,123,350	9	115	573	843,000	16	113	1,161	627,500
South Central Division	19	293	3,423	4,218,597	9	71	611	0	18	133	1,356	1,376,448
North Central Division	34	1,121	12,722	12,231,077	19	219	1,584	150,000	38	437	4,275	4,667,509
Western Division	14	423	3,883	7,138,246	6	76	642	3,000	8	73	344	373,085
North Atlantic Division:												
Maine	1	34	317	219,912								
New Hampshire					1	11	53	0				
Vermont	3	52	460	755,000								
Massachusetts	3	275	2,509	12,079,277	2	26	385	0	1	23	417	642,000
Rhode Island												
Connecticut									1	28	315	1,240,009
New York	8	498	3,764	19,252,135	8	94	835	0	1	35	542	1,311,588
New Jersey	1	84	940	a3,000,000	2	18	112	0				
Pennsylvania	9	297	3,387	5,041,065	4	38	448	0	2	81	406	505,000
South Atlantic Division:												
Delaware	2	20	107	83,000								
Maryland	4	114	405	3,385,500	4	47	333	0	1	4	10	22,000
District of Columbia	2	17	103	180,000	3	55	147	843,000				
Virginia	4	55	498	1,323,000					2	17	216	135,000
West Virginia	1	32	322	114,750					1	7	60	0
North Carolina	2	36	459	100,000	1	10	68	0	3	23	271	227,500
South Carolina	2	17	199	295,300					3	21	182	63,000
Georgia	4	37	430	417,000					5	36	403	180,000
Florida	3	26	205	224,800	1	3	25	0	1	5	19	0
South Central Division:												
Kentucky	3	28	332	396,568	1	5	40	0	2	12	150	42,448
Tennessee	5	86	1,018	430,000	1	6	51	0	3	45	317	1,110,000
Alabama	4	28	502	300,000	2	20	103	0	1	7	149	65,000
Mississippi	1	14	204	540,000					2	13	160	100,000
Louisiana	2	57	450	1,795,313	2	19	270	0	2	12	47	50,000
Texas	2	50	673	626,716	3	21	167	0	5	29	355	0
Arkansas	1	23	217	130,000					3	15	178	0
Oklahoma	1	7	27	(b)								
Indian Territory												
North Central Division:												
Ohio	11	246	2,399	5,013,932	3	19	187	0	6	79	1,029	954,768
Indiana	2	72	1,068	1,050,412	2	49	295	0	3	36	518	216,871
Illinois	6	146	1,375	815,991	5	66	490	0	5	91	748	2,372,682
Michigan	1	106	1,534	545,964	1	6	73	0	1	28	200	208,000
Wisconsin	2	125	1,396	740,000	1	5	55	0	1	17	117	215,000
Minnesota	1	112	1,501	1,248,939	1	18	200	0	1	19	176	109,110
Iowa	2	57	620	261,000					7	60	696	316,078
Missouri	4	99	815	2,259,839	3	28	185	0	6	39	342	205,000
North Dakota	1	13	80	0					1	5	21	0
South Dakota	1	10	71	0					2	13	68	30,000
Nebraska	1	76	975	160,000	1	6	50	150,000	1	17	92	0
Kansas	2	59	798	135,000	2	22	130	0	4	33	238	40,000
Western Division:												
Montana	1	11	60	(c)					1	6	1	0
Wyoming	1	14	55	0								
Colorado	2	55	367	438,825	1	10	28	3,000	1	14	65	175,085
Arizona	1	10	58	0								
Utah	1	16	105	100,000								
Nevada	1	16	163	95,000								
Idaho	1	16	84	7,472								
Washington	2	28	255	0	2	17	123	0	1	9	25	0
Oregon	1	19	108	150,000					2	17	63	40,000
California	3	238	2,628	6,346,949	3	49	491	0	3	27	190	158,000

a Estimated. *b* Unsold land. *c* Seventy-two sections of land.

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trolled by the several religious denominations, with the number of professors and and the total amount of endowment funds.

Baptist.				Presbyterian.				Congregational.				Christian			
Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students	Endowment.
54	805	7,223	$14,590,308	53	457	4,352	$5,085,053	28	492	4,472	$9,640,291	17	147	1,492	$818,309
7	176	1,885	4,797,380	5	63	882	1,375,641	5	255	2,857	7,508,762	....	....	.....	.....
9	145	1,212	1,300,135	6	43	524	221,500	....	....	.....	.....	2	19	131	0
17	129	1,390	558,700	15	115	1,119	1,089,500	2	16	61	48,000	5	38	579	203,479
18	335	2,672	7,859,113	24	220	1,789	2,398,412	16	194	1,377	1,733,529	10	90	782	614,830
3	20	64	75,000	3	16	38	0	3	27	177	350,000	....	....	.....	.....
2	34	472	812,600	....	....	.....	.....	1	21	243	629,000	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	1	36	511	1,500,000	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	2	43	379	1,400,000	....	....	.....	.....
1	72	759	807,481	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	1	155	1,724	3,979,762	....	....	.....	.....
3	54	399	2,777,279	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
1	16	255	400,000	5	63	882	1,375,641	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	1	6	31	0	....	....	.....	.....	....	....	.....	.....
1	74	348	256,075	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
2	18	240	281,000	1	8	79	0	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	1	13	94	0
2	18	248	236,442	2	17	249	129,000	....	....	.....	.....	1	6	37	0
1	12	138	68,000	2	12	165	92,500	....	....	.....	.....	....	....	.....	.....
2	14	217	258,618	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
1	9	21	200,000	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
3	29	335	320,000	2	25	327	410,000	....	....	.....	.....	2	18	326	203,479
3	23	248	101,200	8	56	566	565,000	1	11	54	40,000	2	8	123	0
2	13	117	0	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
1	8	85	43,500	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
2	14	97	94,000	....	....	.....	.....	1	5	7	8,000	....	....	.....	.....
3	23	276	0	2	13	127	94,000	....	....	.....	.....	1	12	130	0
2	13	226	0	2	12	71	20,500	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
1	6	6	0	1	9	28	0	....	....	.....	.....	....	....	.....	.....
2	21	235	489,000	2	17	332	337,000	....	....	.....	.....	1	13	165	100,000
1	9	128	207,000	1	12	88	175,000	1	6	3	0	2	19	220	290,000
3	203	1,413	6,157,000	4	45	311	706,000	1	14	66	52,000	1	9	68	45,000
2	20	211	441,408	1	16	63	80,000	2	32	111	78,281	....	....	.....	.....
1	9	53	83,743	1	10	27	1,000	1	16	206	418,736	....	....	.....	.....
1	4	11	60,000	1	10	75	8,000	1	15	162	200,000	....	....	.....	.....
2	21	106	80,862	4	29	241	211,412	2	36	340	489,060	1	14	140	159,830
4	30	377	232,000	4	37	395	805,000	1	12	92	250,000	3	20	142	20,000
....	....	.....	.....	....	....	.....	.....	1	10	25	34,000	....	....	.....	.....
....	....	.....	.....	1	5	14	0	2	17	73	52,500	....	....	.....	.....
1	6	28	35,000	2	14	88	15,000	2	15	106	93,952	2	15	47	0
1	12	110	73,100	3	25	155	60,000	2	21	193	65,000	....	....	.....	.....
....	....	.....	.....	1	4	22	0	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
....	....	.....	.....	....	....	.....	.....	....	....	.....	.....	....	....	.....	.....
1	4	5	0	1	5	11	0	1	11	34	150,000	....	....	.....	.....
1	10	44	40,000	....	....	.....	.....	1	6	37	100,000	....	....	.....	.....
1	6	15	35,000	1	7	5	0	1	10	106	100,000	....	....	.....	.....

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TABLE 12.—*Number of universities and colleges for men and for both*

State or Territory.	United Brethren.				Protestant Episcopal.				Lutheran.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	8	65	420	$139,000	5	60	503	$1,645,467	24	189	1,864	$917,168
North Atlantic Division	1	16	94	60,000	3	41	287	1,214,967	4	37	405	467,000
South Atlantic Division									4	23	305	87,000
South Central Division					1	10	127	160,000				
North Central Division	6	41	241	74,000	1	9	89	270,500	16	129	1,154	363,168
Western Division	1	8	91	5,000								
North Atlantic Division:												
Massachusetts												
Connecticut					1	23	134	700,000				
New York					2	18	153	514,967				
Pennsylvania	1	16	94	60,000					4	37	405	467,000
South Atlantic Division:												
Maryland												
Virginia									1	10	137	40,000
North Carolina									2	6	57	15,000
South Carolina									1	7	111	32,000
South Central Division:												
Tennessee					1	10	127	160,000				
North Central Division:												
Ohio	1	11	88	73,000	1	9	89	270,500	3	22	217	200,000
Indiana									1	7	105	0
Illinois	1	6	23	1,000					2	18	165	94,544
Michigan												
Wisconsin									2	14	210	0
Minnesota									3	24	190	33,042
Iowa	1	5	55	0					2	21	134	8,527
Missouri	1	4	40	0								
Nebraska	1	10	10	0								
Kansas	1	5	25	0					3	23	133	24,055
Western Division:												
Oregon	1	8	91	5,000								

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sexes, controlled by the several religious denominations, etc.—Continued.

Friends.				Universalist.				German and United Evangelical.				Methodist Protestant.			
Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
7	90	732	$1,177,000	4	67	540	$1,994,000	3	19	177	$24,000	3	38	257	$50,000
2	41	272	950,000	2	47	378	1,644,000	1	5	54	24,000	...	...	...	...
1	10	67	48,000	...	...	...	...	...	...	...	...	1	15	163	0
3	31	395	172,000	2	20	162	350,000	1	6	86	0	2	23	94	50,000
1	8	48	7,000	...	...	...	...	1	8	37	0	...	...	...	...
...	...	...	...	1	34	274	1,300,000	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	13	104	344,000	...	...	...	...	...	...	...	...
2	41	272	950,000	...	...	...	...	1	5	54	24,000	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1	15	163	0
1	10	67	48,000	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	7	57	40,000	1	11	91	200,000	...	...	...	...	...	...	...	...
1	14	215	102,000	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	1	9	71	150,000	1	6	86	0	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1	12	61	50,000
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	10	123	30,000	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
...	...	...	...	...	...	...	...	...	...	...	...	1	11	33	0
1	8	48	7,000	...	...	...	...	1	8	37	0	...	...	...	...

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TABLE 12.—*Number of universities and colleges for men and for both sexes, controlled by the several religious denominations, etc.*—Continued.

State or Territory.	Seventh-Day Adventist.				Reformed.				Other.			
	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.	Institutions.	Professors.	Students.	Endowment.
United States	3	31	223	0	8	98	706	$1,407,830	4	22	147	$346,427
North Atlantic Division	....	....	.....	.....	3	57	424	1,027,500	1	4	28	115,000
South Atlantic Division	....	....	.....	.....	1	9	24	15,000	....	....	.....	.....
North Central Division	2	21	193	0	4	32	258	365,330	2	11	118	135,000
Western Division	1	10	25	0	....	....	.....	.....	1	7	1	96,427
North Atlantic Division:												
New Jersey	....	....	.....	.....	1	27	150	a 500,000	....	....	.....	.....
Pennsylvania	....	....	.....	.....	2	30	274	527,500	b 1	4	28	115,000
South Atlantic Division:												
North Carolina	....	....	.....	.....	1	9	24	15,000	....	....	.....	.....
North Central Division:												
Ohio	....	....	.....	.....	2	11	114	135,000	c 1	3	46	30,000
Illinois	....	....	.....	.....	....	....	.....	.....	d 1	8	72	105,000
Michigan	1	12	163	0	1	13	91	296,330	....	....	.....	.....
Wisconsin	....	....	.....	.....	1	8	53	24,000	....	....	.....	.....
Nebraska	1	9	35	0	....	....	.....	.....	....	....	.....	.....
Western Division:												
Utah	....	....	.....	.....	....	....	.....	.....	e 1	7	1	96,427
Washington	1	10	25	0	....	....	.....	.....	....	....	.....	.....

a Estimated.
b Moravian.
c Church of God.
d Evangelical Association.
e Latter-Day Saints.

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TABLE 13.—*Classification of universities and colleges for men and for both sexes according to the number of undergraduate students.*

State or Territory.	Institutions having—																		
	Less than 10 students.	10 to 24.	25 to 49.	50 to 74.	75 to 99.	100 to 149.	150 to 199.	200 to 249.	250 to 299.	300 to 399.	400 to 499.	500 to 599.	600 to 699.	700 to 799.	800 to 899.	900 to 999.	1,000 to 1,199.	1,200 to 1,499.	Over 1,500.
United States	17	45	87	72	71	70	34	30	12	11	4	6	3	2	1	5	2	4	4
North Atlantic Division	1	1	3	10	12	9	13	10	5	5	1	2	...	2	1	2	1	1	2
South Atlantic Division	3	13	13	7	10	12	6	5	1	3	...	...	...	...	...	...	...	...	...
South Central Division	5	9	18	11	11	14	6	6	4	...	1	1	...	...	...	...	...	...	...
North Central Division	4	17	41	39	34	30	7	6	2	3	2	3	3	...	...	3	...	2	2
Western Division	4	5	12	5	4	5	2	3	...	...	...	...	...	...	...	...	1	1	...
North Atlantic Division:																			
Maine	...	...	...	...	...	...	...	2	1	1	...	...	...	...	...	...	...	...	...
New Hampshire	...	...	...	1	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Vermont	...	...	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...
Massachusetts	1	1	...	...	...	...	1	1	1	2	1	...	...	...	...	...	...	...	1
Rhode Island	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...
Connecticut	...	...	...	...	...	1	...	...	...	1	...	...	...	...	...	...	...	...	1
New York	...	...	2	2	6	3	4	2	...	...	...	1	...	1	1	...	...	1	...
New Jersey	...	...	...	2	...	...	1	...	...	...	...	...	...	...	...	1	...	...	...
Pennsylvania	...	...	1	4	6	4	7	5	2	1	...	...	...	...	...	1	1	...	...
South Atlantic Division:																			
Delaware	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	...	1	3	1	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...
District of Columbia	1	1	1	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
Virginia	...	1	1	...	2	4	...	2	...	...	...	...	...	...	...	...	...	...	...
West Virginia	...	...	...	1	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...
North Carolina	...	3	3	3	1	1	2	1	...	1	...	...	...	...	...	...	...	...	...
South Carolina	1	1	1	1	...	3	2	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	1	2	3	...	1	1	...	2	1	...	...	...	...	...	...	...	...	...	...
Florida	...	3	1	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																			
Kentucky	...	1	3	1	1	3	1	3	...	...	...	...	...	...	...	...	...	...	...
Tennessee	...	3	5	4	4	5	...	...	2	...	...	1	...	...	...	...	...	...	...
Alabama	1	...	1	1	2	3	1	...	...	...	...	...	...	...	...	...	...	...	...
Mississippi	...	1	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Louisiana	1	1	2	1	1	...	2	...	1	...	...	...	...	...	...	...	...	...	...
Texas	1	2	5	2	...	2	1	1	1	...	1	...	...	...	...	...	...	...	...
Arkansas	1	1	...	2	2	...	1	1	...	...	...	...	...	...	...	...	...	...	...
Oklahoma	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																			
Ohio	2	2	7	3	8	5	1	2	1	1	1	...	1	...	...	1	...	...	...
Indiana	1	...	2	1	2	4	1	1	...	...	1	...	...	...	...	1	...	...	...
Illinois	...	1	7	8	5	6	...	...	...	1	...	1	1	...	...	...	...	1	...
Michigan	...	1	...	3	3	1	1	1	...	...	...	...	...	...	...	...	...	...	1
Wisconsin	...	...	1	5	...	2	...	1	...	...	...	...	...	...	...	...	...	1	...
Minnesota	...	1	1	1	2	...	2	1	...	...	...	...	...	...	...	...	...	...	1
Iowa	1	2	4	3	5	4	...	...	1	1	...	1	...	...	...	...	...	...	...
Missouri	...	3	4	8	4	5	1	...	...	...	...	1	...	...	...	...	...	...	...
North Dakota	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota	...	3	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska	...	2	5	2	2	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Kansas	...	1	8	3	2	3	1	...	...	...	...	...	1	...	...	...	...	...	...
Western Division:																			
Montana	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado	...	...	1	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Arizona	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	1	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Idaho	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	1	2	4	...	...	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Oregon	...	...	6	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
California	1	2	1	1	2	1	1	1	...	...	...	...	...	...	...	...	1	1	...

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TABLE 14.—*Classification of universities and colleges for men and for both sexes according to the amount of endowment funds.*

State or Territory.	Institutions having—																			
	No endowment funds.	$100 to $4,999.	$5,000 to $9,999.	$10,000 to $14,999.	$15,000 to $24,999.	$25,000 to $49,999.	$50,000 to $99,999.	$100,000 to $199,999.	$200,000 to $299,999.	$300,000 to $399,999.	$400,000 to $499,999.	$500,000 to $599,999.	$600,000 to $699,999.	$700,000 to $799,999.	$800,000 to $899,999.	$900,000 to $999,999.	$1,000,000 to $1,499,999.	$1,500,000 to $1,999,999.	$2,000,000 to $2,999,999.	$3,000,000 to $4,999,999.	Over $5,000,000.
United States	189	7	16	5	15	39	49	51	35	13	12	8	6	3	3	2	12	3	4	4	4
North Atlantic Division	24	1	...	...	1	2	2	6	8	8	4	2	2	3	2	...	6	3	2	2	3
South Atlantic Division	28	2	3	2	4	7	5	10	7	1	1	...	1	...	1	...	...	...	...	1	...
South Central Division	46	1	5	1	2	5	7	8	4	2	1	1	1	...	...	...	2	...	...	...	...
North Central Division	71	2	5	2	8	21	30	21	16	1	6	5	2	...	...	2	4	...	1	...	1
Western Division	20	1	3	...	...	4	5	6	...	1	...	...	...	...	...	...	...	...	1	1	...
North Atlantic Division:																					
Maine	...	...	...	...	...	...	...	...	1	1	1	...	1	...	...	...	...	...	...	...	...
New Hampshire	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...
Vermont	...	1	...	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	...	...
Massachusetts	3	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	3	...	...	...	1
Rhode Island	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...
Connecticut	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	1	...	...	1	...
New York	9	...	...	...	...	1	...	2	1	2	1	...	...	1	...	...	2	2	...	...	2
New Jersey	2	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	1	...
Pennsylvania	9	...	...	...	1	1	2	4	6	3	2	1	...	1	...	...	...	...	2	...	...
South Atlantic Division:																					
Delaware	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Maryland	6	1	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...
District of Columbia	2	...	...	...	...	1	...	1	1	...	...	...	...	...	1	...	...	...	...	...	...
Virginia	1	...	...	2	...	1	...	3	1	...	1	...	1	...	...	...	...	...	...	...	...
West Virginia	2	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
North Carolina	5	1	1	...	2	2	...	2	2	...	...	...	...	...	...	...	...	...	...	...	...
South Carolina	3	...	1	...	...	1	3	...	1	...	...	...	...	...	...	...	...	...	...	...	...
Georgia	6	...	...	...	1	1	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...
Florida	2	...	1	...	...	...	1	1	1	...	...	...	...	...	...	...	...	...	...	...	...
South Central Division:																					
Kentucky	3	...	1	...	...	1	1	4	3	...	...	...	...	...	...	...	...	...	...	...	...
Tennessee	10	1	2	1	1	2	2	2	1	...	1	...	...	...	...	...	1	...	...	...	...
Alabama	7	...	...	...	...	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...
Mississippi	1	...	...	...	...	1	...	1	...	...	...	1	...	...	...	...	...	...	...	...	...
Louisiana	4	...	1	...	...	...	2	...	...	1	...	...	...	...	...	...	1	...	...	...	...
Texas	13	...	...	...	...	1	1	...	...	...	...	...	1	...	...	...	...	...	...	...	...
Arkansas	5	...	1	...	1	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Oklahoma	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Indian Territory	2	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
North Central Division:																					
Ohio	9	...	...	...	...	5	7	3	3	1	1	2	1	...	...	1	2	...	...	...	...
Indiana	5	...	...	...	1	1	...	2	3	...	1	...	1	...	...	...	...	...	...	...	...
Illinois	10	1	...	...	1	3	6	6	...	...	1	1	...	...	...	...	...	...	1	...	1
Michigan	3	...	...	...	...	...	3	1	3	...	...	1	...	...	...	...	...	...	...	...	...
Wisconsin	3	1	...	...	1	...	1	...	2	...	1	1	...	...	...	...	...	...	...	...	...
Minnesota	2	...	2	...	...	1	1	1	1	...	...	...	...	...	...	...	1	...	...	...	...
Iowa	4	...	2	...	1	5	5	3	1	...	1	...	...	...	...	...	...	...	...	...	...
Missouri	11	...	1	2	1	...	3	2	3	...	1	...	...	...	...	1	1	...	...	...	...
North Dakota	2	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
South Dakota	4	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Nebraska	6	...	...	...	1	2	1	2	...	...	...	...	...	...	...	...	...	...	...	...	...
Kansas	12	...	...	...	2	2	2	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Western Division:																					
Montana	3	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Wyoming	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Colorado	...	1	...	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...
Arizona	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Utah	...	...	...	...	...	...	1	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Nevada	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Idaho	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Washington	8	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...
Oregon	2	...	2	...	...	2	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...
California	5	...	...	...	...	2	2	1	...	...	...	...	...	...	...	...	...	...	1	1	...

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TABLE 15.—*Undergraduate students in colleges for men and in coeducational colleges.*

State or Territory.	Colleges for men.		Coeducational colleges.		
	Institutions.	Undergraduate students.	Institutions.	Undergraduate students.	
				Male.	Female.
United States	136	22,226	344	32,512	16,708
North Atlantic Division	47	13,846	34	6,389	2,311
South Atlantic Division	30	3,221	43	2,872	795
South Central Division	20	1,700	66	4,669	2,297
North Central Division	33	2,817	165	15,805	9,374
Western Division	6	642	36	2,777	1,931
North Atlantic Division:					
Maine	1	243	3	600	189
New Hampshire	2	564			
Vermont	1	56	2	305	99
Massachusetts	6	3,353	3	321	380
Rhode Island			1	610	149
Connecticut	2	1,858	1	257	58
New York	17	3,409	6	1,781	607
New Jersey	4	1,262			
Pennsylvania	14	3,161	18	2,515	829
South Atlantic Division:					
Delaware	1	88	1	14	5
Maryland	7	689	4	148	105
District of Columbia	3	147	3	325	128
Virginia	7	933	3	179	58
West Virginia			3	353	113
North Carolina	5	570	10	770	140
South Carolina	1	36	8	697	62
Georgia	5	733	6	237	80
Florida	1	25	5	139	100
South Central Division:					
Kentucky	4	345	9	845	320
Tennessee	4	363	20	1,358	783
Alabama	2	103	7	596	172
Mississippi	2	225	2	190	34
Louisiana	4	441	5	228	182
Texas	4	223	12	986	519
Arkansas			8	430	362
Oklahoma			1	20	7
Indian Territory			2	16	18
North Central Division:					
Ohio	5	329	30	2,995	1,725
Indiana	5	437	9	1,362	751
Illinois	7	689	24	2,465	1,734
Michigan	1	73	10	1,558	876
Wisconsin	3	254	7	1,346	517
Minnesota	2	291	7	1,349	765
Iowa	2	134	20	1,406	915
Missouri	5	421	21	1,244	723
North Dakota			3	82	44
South Dakota			6	139	87
Nebraska	1	50	11	814	567
Kansas	2	139	17	1,045	670
Western Division:					
Montana			3	34	49
Wyoming			1	38	22
Colorado	1	28	3	227	205
Arizona			1	42	16
Utah			2	50	56
Nevada			1	105	58
Idaho			1	53	31
Washington	2	123	7	214	141
Oregon			8	245	183
California	3	491	9	1,774	1,170

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TABLE 16.—*Professors and instructors in universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions.	Preparatory departments.		Collegiate departments.		Professional departments.		Total number (excluding duplicates).	
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	480	2,094	831	6,750	802	3,783	53	11,571	1,577
North Atlantic Division	81	331	51	2,227	59	1,151	6	3,619	122
South Atlantic Division	73	217	78	782	64	384	0	1,252	133
South Central Division	86	254	179	666	139	426	2	1,241	298
North Central Division	198	1,080	439	2,487	452	1,397	42	4,337	863
Western Division	42	212	84	588	88	425	3	1,122	161
North Atlantic Division:									
Maine	4	0	0	88	1	21	0	107	1
New Hampshire	2	3	0	47	0	14	0	64	0
Vermont	3	0	0	52	0	26	0	81	0
Massachusetts	9	33	3	396	5	315	5	743	10
Rhode Island	1	0	0	71	1	0	0	71	1
Connecticut	3	0	0	200	0	94	0	301	0
New York	23	181	20	687	25	390	1	1,290	58
New Jersey	4	14	4	129	0	0	0	141	4
Pennsylvania	32	100	24	551	27	291	0	881	48
South Atlantic Division:									
Delaware	2	6	1	19	1	0	0	19	1
Maryland	11	66	8	173	13	54	0	254	16
District of Columbia	6	22	1	144	2	238	0	406	10
Virginia	10	12	3	108	0	31	0	128	3
West Virginia	3	6	1	41	11	4	0	51	12
North Carolina	15	28	19	124	11	29	0	153	28
South Carolina	9	20	6	67	2	4	0	84	8
Georgia	11	28	17	71	16	29	0	109	26
Florida	6	29	22	35	8	0	0	51	29
South Central Division:									
Kentucky	13	44	35	100	17	56	0	190	51
Tennessee	24	77	54	199	46	219	1	452	97
Alabama	9	19	6	63	5	25	0	102	12
Mississippi	4	5	3	32	3	9	0	46	6
Louisiana	9	22	17	85	22	41	0	138	28
Texas	16	59	35	127	21	57	1	220	59
Arkansas	8	24	20	47	16	19	0	78	30
Oklahoma	1	1	2	7	0			8	2
Indian Territory	2	3	7	6	9	0	0	7	13
North Central Division:									
Ohio	35	202	69	413	56	229	2	787	139
Indiana	14	83	17	263	21	84	1	289	29
Illinois	31	187	76	550	71	389	27	1,035	171
Michigan	11	49	32	197	48	109	2	299	68
Wisconsin	10	48	11	181	23	47	0	225	29
Minnesota	9	33	10	170	32	103	0	341	40
Iowa	22	107	51	200	53	113	2	332	99
Missouri	26	122	76	222	47	88	2	402	114
North Dakota	3	16	7	21	7	0	0	22	9
South Dakota	6	26	19	32	13	0	0	46	30
Nebraska	12	81	33	123	45	116	1	273	65
Kansas	19	126	38	175	36	79	5	306	70
Western Division:									
Montana	3	13	10	14	7	0	0	19	12
Wyoming	1	11	3	11	3	0	0	11	3
Colorado	4	38	6	71	8	113	1	204	21
Arizona	1	5	3	10	0	0	0	11	3
Utah	2	26	5	21	2	0	0	32	5
Nevada	1	6	3	14	2	0	0	16	3
Idaho	1	4	4	12	4	0	0	15	6
Washington	9	21	11	73	11	0	0	84	22
Oregon	8	32	14	56	20	48	0	125	30
California	12	56	25	306	31	264	2	605	56

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TABLE 17.—*Students in universities and colleges for men and for both sexes.*

State or Territory.	Preparatory departments.		Collegiate departments.		Graduate departments.				Professional departments.		Total number (excluding duplicates).	
					Resident.		Non-resident.					
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	31,647	14,292	54,738	16,708	3,669	1,057	749	116	26,378	983	118,820	35,236
North Atlantic Division	5,714	687	20,235	2,311	1,512	194	204	24	8,476	168	36,427	3,590
South Atlantic Division	2,756	858	6,093	795	444	23	39	2	2,697	63	12,236	2,265
South Central Division	5,844	3,440	6,369	2,297	107	92	48	7	4,050	80	16,443	5,991
North Central Division	14,946	7,781	18,622	9,374	1,409	625	430	73	10,191	571	46,425	19,238
Western Division	2,387	1,526	3,419	1,931	197	123	28	10	964	101	7,289	4,152
North Atlantic Division:												
Maine	0	0	843	189	7	0	0	0	183	5	1,033	194
New Hampshire	12	0	564	0	0	0	0	0	115	0	691	0
Vermont	0	0	361	99	1	0	1	0	283	0	646	99
Massachusetts	477	19	3,674	380	405	37	34	0	2,246	123	6,969	558
Rhode Island	0	0	610	149	24	29	37	11	0	0	671	189
Connecticut	0	0	2,115	58	217	37	21	1	428	0	2,798	165
New York	3,486	217	5,190	607	547	56	30	8	2,682	34	11,984	1,023
New Jersey	203	39	1,202	0	125	0	2	0	30	0	1,562	39
Pennsylvania	1,536	412	5,676	829	186	35	79	4	2,509	6	10,073	1,323
South Atlantic Division:												
Delaware	19	9	102	5	3	0	0	0	0	0	124	14
Maryland	475	73	837	105	217	0	1	0	241	41	1,771	219
District of Columbia	385	27	472	126	153	13	0	0	1,374	18	2,443	280
Virginia	279	85	1,112	58	35	0	1	0	350	0	1,760	149
West Virginia	163	21	363	113	5	6	10	1	123	3	664	144
North Carolina	559	262	1,340	140	13	1	18	0	298	0	2,289	588
South Carolina	180	51	733	62	3	1	8	0	30	1	954	115
Georgia	442	169	970	80	10	0	1	0	281	0	1,732	445
Florida	254	161	164	106	5	2	0	1	0	0	499	311
South Central Division:												
Kentucky	1,213	709	1,190	320	12	1	2	0	588	0	2,993	1,079
Tennessee	1,546	959	1,721	783	60	10	26	2	1,971	24	5,326	1,813
Alabama	468	292	699	172	4	0	0	0	159	0	1,359	464
Mississippi	155	85	415	34	4	0	20	4	72	0	646	123
Louisiana	320	126	669	182	9	68	0	0	454	6	1,535	382
Texas	1,428	787	1,209	519	17	11	0	1	630	47	3,231	1,346
Arkansas	475	290	430	262	1	2	0	0	170	0	1,072	564
Oklahoma	186	145	20	7	0	0	0	0	6	3	212	155
Indian Territory	53	47	16	18	0	0	0	0	0	0	69	65
North Central Division:												
Ohio	2,748	1,271	3,324	1,725	129	67	226	13	1,232	70	7,785	3,454
Indiana	1,068	358	1,799	751	86	28	5	5	319	12	3,190	1,154
Illinois	2,705	1,352	3,154	1,734	657	323	83	15	3,593	201	10,300	3,487
Michigan	798	399	1,631	876	53	25	10	10	1,496	112	3,968	1,426
Wisconsin	641	97	1,600	517	88	30	24	5	259	6	2,649	655
Minnesota	436	175	1,640	765	138	49	5	5	961	32	3,335	1,222
Iowa	1,678	1,017	1,540	915	38	27	44	17	916	82	4,267	2,160
Missouri	2,059	1,047	1,665	723	87	6	11	0	637	7	4,714	1,799
North Dakota	236	245	82	44	1	0	3	0	0	0	322	289
South Dakota	271	274	139	87	3	2	2	0	0	0	493	454
Nebraska	850	650	864	567	93	53	8	3	423	22	2,241	1,349
Kansas	1,456	896	1,184	670	36	15	9	0	355	27	3,161	1,789
Western Division:												
Montana	78	92	34	49	0	0	0	0	0	0	112	141
Wyoming	50	56	33	22	4	2	2	0	0	0	88	80
Colorado	382	252	255	205	11	8	19	5	256	21	926	491
Arizona	58	41	42	16	0	0	0	0	0	0	100	57
Utah	252	169	50	56	2	1	0	0	0	0	449	456
Nevada	58	34	105	58	3	1	0	0	0	0	166	161
Idaho	92	69	53	31	3	0	0	0	0	0	148	100
Washington	402	214	337	141	6	1	1	0	0	0	746	356
Oregon	384	338	245	183	1	2	0	0	150	12	780	537
California	631	261	2,265	1,170	164	108	6	5	558	68	3,774	1,773

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TABLE 18.—*Students pursuing various courses of study in universities and colleges for men and for both sexes.*

State or Territory.	Undergraduate students.	Students reported as pursuing courses leading to—									Students in pedagogy.		Students in commercial courses.		Students in military drill.
		A. B. degree.	Ph. B. degree.	B. L. degree.	B. S. degree.	B. C. E. degree.	B. M. E. degree.	B. E. E. degree.	B. Agr. degree.	Other first degrees.	Male.	Female.	Male.	Female.	
United States	71,446	33,245	5,764	4,378	12,144	1,196	1,148	747	228	810	3,361	4,267	4,621	1,009	13,136
N. Atlantic Division	22,546	12,401	1,731	350	3,853	786	893	314	95	128	575	867	396	23	3,227
S. Atlantic Division	6,888	4,351	281	224	646	65	22	11	4	15	424	554	403	71	1,136
S. Central Division	8,666	3,608	318	489	1,736	44	73	14	8	121	336	403	781	134	1,900
N. Central Division	27,906	10,864	3,202	2,464	4,725	286	187	386	178	444	1,482	1,745	2,821	789	5,493
Western Division	5,350	2,221	232	851	1,184	21	20	22	3	102	544	1,178	219	52	1,380
N. Atlantic Division:															
Maine	1,032	698	26	4	62	59	121	...	...	...	...	...	...	...	275
New Hampshire	564	292	...	106	158	...	...	...	...	...	...	...	...	...	...
Vermont	460	155	76	...	111	65	17	25	...	1	...	...	...	...	156
Massachusetts	4,054	3,377	30	...	529	12	...	28	11	...	62	...	...	...	167
Rhode Island	759	335	291	...	7	28	23	...	...	...	28	27	...	...	170
Connecticut	2,173	1,499	560	1	70	...	...	...	...	...	...	...	...	...	220
New York	5,797	2,885	381	75	954	316	524	146	84	93	358	230	233	...	1,330
New Jersey	1,202	662	...	...	380	74	...	6	...	2	...	...	10	...	194
Pennsylvania	6,505	2,498	867	164	1,681	232	151	109	...	32	132	121	153	23	715
S. Atlantic Division:															
Delaware	107	60	...	...	3	16	5	11	...	...	...	...	...	...	78
Maryland	942	810	...	6	66	...	...	...	...	...	2	30	30	2	201
Dist. of Columbia	598	185	8	...	...	...	...	...	...	...	3	16	20	0	160
Virginia	1,170	998	...	21	32	16	...	...	...	12	128	7	26	12	...
West Virginia	476	172	13	24	27	27	17	...	4	...	17	21	37	7	113
North Carolina	1,480	981	160	4	152	...	...	...	...	...	117	148	128	20	138
South Carolina	795	561	2	50	121	...	...	...	...	3	49	42	4	...	...
Georgia	1,050	473	95	44	203	12	...	...	...	...	90	265	31	0	237
Florida	270	111	3	75	42	...	...	...	...	...	13	25	108	30	209
S. Central Division:															
Kentucky	1,510	349	25	141	273	29	68	...	5	6	79	89	118	14	561
Tennessee	2,504	1,211	58	82	468	3	...	...	...	23	115	130	106	15	251
Alabama	871	321	49	...	274	...	...	...	...	35	18	11	123	30	226
Mississippi	449	241	54	7	128	...	...	...	...	...	35	15	20	2	40
Louisiana	851	471	...	...	174	...	...	...	...	57	6	27	60	34	186
Texas	1,728	791	59	259	342	13	...	...	...	...	66	88	335	35	280
Arkansas	662	300	73	...	40	8	5	14	3	...	27	43	15	3	347
Oklahoma	27	14	...	...	13	...	...	...	...	...	...	...	...	...	...
Indian Territory	34	10	...	...	24	...	...	...	...	...	...	...	4	3	...
N. Central Division:															
Ohio	5,049	2,042	841	604	569	55	56	91	49	304	255	259	344	129	667
Indiana	2,550	1,549	100	107	283	18	25	20	...	...	170	108	91	17	448
Illinois	4,888	1,518	538	223	1,018	...	...	...	...	46	157	159	576	138	745
Michigan	2,507	708	472	312	442	...	...	...	...	8	77	92	49	20	125
Wisconsin	2,117	620	162	493	265	76	65	62	8	5	54	25	147	35	562
Minnesota	2,405	442	142	348	445	19	29	90	14	54	50	113	123	6	650
Iowa	2,455	677	685	5	592	17	...	...	...	...	273	361	287	57	799
Missouri	2,388	1,004	98	244	403	49	12	27	101	14	131	124	440	95	582
North Dakota	126	90	...	3	14	...	...	...	...	...	19	61	48	20	114
South Dakota	226	93	11	24	50	...	...	6	...	10	33	70	95	38	144
Nebraska	1,431	741	43	31	429	21	...	48	6	3	88	164	62	17	509
Kansas	1,854	1,180	110	60	234	34	...	72	...	...	175	209	559	187	147
Western Division:															
Montana	83	43	11	...	2	...	18	...	...	...	...	...	1	1	21
Wyoming	55	47	...	...	12	...	...	...	...	5	3	26	0	0	77
Colorado	460	157	108	9	57	13	...	22	...	44	17	40	...	...	...
Arizona	56	...	...	...	58	...	...	...	...	...	2	2	11	9	99
Utah	106	38	...	...	68	...	...	...	...	...	165	273	...	...	...
Nevada	163	70	...	...	93	...	...	...	...	...	5	43	16	11	162
Idaho	84	9	23	...	19	5	12	...	3	...	...	...	...	...	148
Washington	478	165	57	33	88	3	...	...	...	...	16	19	81	20	201
Oregon	428	124	30	44	129	...	...	...	...	53	44	126	17	3	...
California	3,435	1,568	3	765	658	...	...	...	...	...	292	649	93	8	681

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TABLE 19.—*Preparation of freshmen of universities and colleges for men and for both sexes.*

State or Territory.	Number of institutions reporting.	Number of freshmen included.	Freshmen prepared by—							
			Preparatory departments of colleges.		Private preparatory schools.		Public high schools.		Private study.	
			Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	288	14,184	4,657	32.83	2,843	20.04	6,295	44.38	389	2.81
North Atlantic Division	56	4,110	1,091	26.55	1,255	30.53	1,638	39.85	126	3.07
South Atlantic Division	41	1,913	492	25.72	761	39.78	579	30.27	81	4.23
South Central Division	41	1,552	514	33.55	404	26.37	492	32.12	122	7.96
North Central Division	125	5,686	2,275	40.01	336	5.91	3,018	52.99	62	1.09
Western Division	25	943	285	30.22	87	9.23	568	59.70	8	0.85
North Atlantic Division:										
Maine	4	291	43	14.78	86	29.55	156	53.61	6	2.06
New Hampshire	1	9	9	100.00	0	0	0	0	0	0
Vermont	3	187	0	0	44	23.53	135	72.19	8	4.28
Massachusetts	4	634	28	4.42	309	48.74	269	42.43	28	4.41
Connecticut	1	102	0	0	60	58.82	40	39.22	2	1.96
New York	20	1,172	627	53.50	258	22.01	260	22.19	27	2.30
New Jersey	3	340	26	7.65	195	57.35	119	35.00	0	0
Pennsylvania	20	1,375	356	26.03	303	22.04	659	47.93	55	4.00
South Atlantic Division:										
Delaware	2	37	3	8.11	8	21.62	25	67.57	1	2.70
Maryland	7	247	37	14.98	26	10.53	172	69.63	12	4.86
District of Columbia	2	26	24	92.31	0	0	2	7.69	0	0
Virginia	5	363	57	15.70	205	56.47	76	20.94	25	6.89
North Carolina	10	556	150	26.98	317	57.01	76	13.67	13	2.34
South Carolina	7	180	75	41.67	66	36.67	33	18.33	6	3.33
Georgia	7	481	126	26.19	139	28.90	192	39.92	24	4.99
Florida	1	23	20	86.96	0	0	3	13.04	0	0
South Central Division:										
Kentucky	6	327	87	26.61	78	23.85	142	43.42	20	6.12
Tennessee	12	356	77	21.63	172	48.32	93	26.12	14	3.93
Alabama	4	211	80	37.91	63	29.86	64	30.33	4	1.90
Mississippi	2	66	46	69.70	0	0	20	30.30	0	0
Louisiana	3	93	36	38.71	32	34.41	23	24.73	2	2.15
Texas	9	347	109	31.41	51	14.70	108	31.12	79	22.77
Arkansas	3	116	63	54.31	8	6.90	42	36.21	3	2.58
Indian Territory	2	16	16	100.00	0	0	0	0	0	0
North Central Division:										
Ohio	22	808	470	58.17	24	2.97	307	37.99	7	0.87
Indiana	11	698	150	21.49	20	2.87	503	72.06	25	3.58
Illinois	14	649	252	38.83	39	6.01	352	54.24	6	0.92
Michigan	7	239	126	52.72	9	3.77	101	42.26	3	1.25
Wisconsin	8	512	140	27.34	35	6.84	336	65.62	1	0.20
Minnesota	6	516	93	18.02	27	5.23	396	76.75	0	0
Iowa	13	558	201	36.02	72	12.90	283	50.72	2	0.36
Missouri	14	723	355	49.10	65	8.99	291	40.25	12	1.66
North Dakota	3	81	52	64.20	0	0	29	35.80	0	0
South Dakota	5	74	57	77.03	3	4.05	14	18.92	0	0
Nebraska	8	199	108	54.27	2	1.01	87	43.71	2	1.01
Kansas	14	629	271	43.08	40	6.36	314	49.92	4	0.64
Western Division:										
Montana	1	7	7	100.00	0	0	0	0	0	0
Wyoming	1	20	11	55.00	1	5.00	8	40.00	0	0
Colorado	2	98	38	38.78	1	1.02	59	60.20	0	0
Arizona	1	13	7	53.85	0	0	6	46.15	0	0
Utah	1	1	1	100.00	0	0	0	0	0	0
Nevada	1	21	5	23.81	0	0	16	76.19	0	0
Idaho	1	35	21	60.00	2	5.71	12	34.29	0	0
Washington	6	97	58	59.79	17	17.53	17	17.53	5	5.15
Oregon	5	100	65	65.00	0	0	35	35.00	0	0
California	6	551	72	13.07	66	11.98	410	74.41	3	0.54

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TABLE 20.—*Degrees conferred on men by universities and colleges for men and for both sexes.*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	B. C. E.	B. M. E.	B. E. E.	B. E.	B. Arch.	B. Agr.	Mus. B.	B. Ped.	B. O.	B. F. A.	B. L. S.	B. Paint.
United States	4,677	1,631	723	274	24	28	19	13	11	19	10	31	1	4	2	1
North Atlantic Division	2,118	578	295	27	21	22	16	....	11	9	3	....	....	4	....	....
South Atlantic Division	583	92	26	17	1	....	3	2	....	6	1	13	....	....	....	....
South Central Division	418	180	24	32	1	6	....	11	....	1	....	2	....	....	....	....
North Central Division	1,354	658	332	161	....	....	....	....	....	3	4	15	....	....	2	1
Western Division	204	123	46	34	1	....	....	....	....	....	2	1	1	....	....	....
North Atlantic Division:																
Maine	104	11	1	....	8	20	....	....	....	....	....	....	....	....	....	....
New Hampshire	43	13	....	13	....	....	....	....	....	....	....	....	....	....	....	....
Vermont	30	31	6	....	....	....	....	....	....	....	....	....	....	....	....	....
Massachusetts	614	47	....	....	7	....	8	....	....	....	....	....	....	....	....	....
Rhode Island	62	....	38	....	....	....	....	....	....	....	....	....	....	....	....	....
Connecticut	348	15	123	1	....	....	....	....	....	....	....	....	....	4	....	....
New York	330	156	67	9	....	....	....	....	11	9	1	....	....	....	....	....
New Jersey	157	57	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pennsylvania	430	248	60	4	6	2	8	....	....	....	2	....	....	....	....	....
South Atlantic Division:																
Delaware	8	....	....	....	1	....	3	....	....	....	....	....	....	....	....	....
Maryland	140	8	1	....	....	....	....	....	....	....	....	....	....	....	....	....
District of Columbia	48	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Virginia	100	3	....	2	....	....	....	....	....	....	....	11	....	....	....	....
West Virginia	14	6	1	6	....	....	....	....	....	5	1	2	....	....	....	....
North Carolina	125	19	15	2	....	....	....	....	....	....	....	....	....	....	....	....
South Carolina	67	12	1	7	....	....	....	....	....	....	....	....	....	....	....	....
Georgia	73	24	8	....	....	....	....	2	....	1	....	....	....	....	....	....
Florida	8	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Central Division:																
Kentucky	80	31	2	15	....	6	....	....	....	1	....	....	....	....	....	....
Tennessee	136	49	7	8	....	....	....	1	....	....	....	2	....	....	....	....
Alabama	41	41	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Mississippi	43	9	9	1	....	....	....	....	....	....	....	....	....	....	....	....
Louisiana	31	18	....	....	....	....	....	10	....	....	....	....	....	....	....	....
Texas	55	27	1	7	....	....	....	....	....	....	....	....	....	....	....	....
Arkansas	30	1	5	1	1	....	....	....	....	....	....	....	....	....	....	....
Oklahoma	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Indian Territory	....	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....
North Central Division:																
Ohio	291	85	77	24	....	....	....	....	....	....	3	3	....	....	....	....
Indiana	163	28	63	12	....	....	....	....	....	....	....	....	....	....	....	....
Illinois	213	138	52	20	....	....	....	....	....	....	....	....	....	....	2	....
Michigan	100	99	46	30	....	....	....	....	....	....	1	6	....	....	....	....
Wisconsin	92	68	8	47	....	....	....	....	....	....	....	....	....	....	....	....
Minnesota	64	48	14	7	....	....	....	....	....	1	....	....	....	....	....	....
Iowa	109	51	61	4	....	....	....	....	....	....	....	5	....	....	....	....
Missouri	124	45	4	20	....	....	....	....	....	2	....	....	....	....	....	1
North Dakota	7	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Dakota	9	3	1	....	....	....	....	....	....	....	....	1	....	....	....	....
Nebraska	66	50	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kansas	116	42	6	....	....	....	....	....	....	....	....	....	....	....	....	....
Western Division:																
Montana	....	....	....	....	....	....	....	....	....	....	....	1	....	....	....	....
Wyoming	3	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Colorado	17	9	4	....	....	....	....	....	....	....	....	....	1	....	....	....
Arizona	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Utah	....	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Nevada	5	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Idaho	1	1	1	....	1	....	....	....	....	....	....	....	....	....	....	....
Washington	13	11	2	....	....	....	....	....	....	....	....	....	....	....	....	....
Oregon	22	15	3	2	....	....	....	....	....	....	....	....	....	....	....	....
California	143	73	36	32	....	....	....	....	....	....	2	....	....	....	....	....

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TABLE 20.—*Degrees conferred on men by universities and colleges for men and for both sexes*—Continued.

State or Territory.	A. M.	M. S.	C. E.	M. E.	E. E.	M. L.	Min. E.	Ped. M.	Ph. M.	M. Arch.	Met. E.	M. C. E.	M. M. E.	A. C.	Ped. D.	Ph. D.
United States	965	134	150	136	63	11	30	15	7	1	2	3	2	2	5	267
North Atlantic Division	524	53	119	114	49	2	21	15	1	....	2	3	2	2	5	145
South Atlantic Division	107	6	8	1	1	....	....	....	....	....	....	....	....	....	....	40
South Central Division	57	4	3	....	....	4	....	....	....	....	....	....	....	....	....	2
North Central Division	280	61	20	21	12	5	8	....	6	1	....	....	....	....	....	76
Western Division	17	10	....	....	1	....	1	....	....	....	....	....	....	....	....	4
North Atlantic Division:																
Maine	17	2	3	1	....	....	....	....	....	....	....	....	....	....	....	....
New Hampshire	2	....	5	....	....	....	....	....	....	....	....	....	....	....	....	1
Vermont	9	8	4	....	....	....	....	....	....	....	....	....	....	....	....	....
Massachusetts	124	6	3	....	....	....	....	....	....	....	....	....	....	....	....	42
Rhode Island	12	....	....	6	....	....	....	....	....	....	....	....	....	....	....	1
Connecticut	27	1	2	1	....	....	....	....	....	....	....	....	....	....	....	25
New York	100	12	50	87	25	2	19	15	....	....	2	3	2	....	5	45
New Jersey	60	3	25	....	6	....	....	....	....	....	....	....	....	....	....	....
Pennsylvania	113	21	28	19	18	....	2	....	1	....	....	....	....	2	....	31
South Atlantic Division:																
Delaware	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Maryland	22	1	....	....	....	....	....	....	....	....	....	....	....	....	....	37
District of Columbia	34	3	1	....	1	....	....	....	....	....	....	....	....	....	....	2
Virginia	27	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....
West Virginia	1	1	5	1	....	....	....	....	....	....	....	....	....	....	....	....
North Carolina	19	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1
South Carolina	3	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Georgia	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Florida	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Central Division:																
Kentucky	8	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Tennessee	17	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Alabama	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Mississippi	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Louisiana	7	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Texas	9	1	2	....	....	4	....	....	....	....	....	....	....	....	....	2
Arkansas	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Oklahoma	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Indian Territory	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
North Central Division:																
Ohio	45	4	8	15	....	....	2	....	1	....	....	....	....	....	....	12
Indiana	27	1	....	....	....	....	....	....	....	....	....	....	....	....	....	5
Illinois	51	18	1	1	....	....	....	....	2	1	....	....	....	....	....	30
Michigan	16	10	2	....	....	1	....	....	3	....	....	....	....	....	....	4
Wisconsin	11	6	....	4	2	....	....	....	....	....	....	....	....	....	....	9
Minnesota	8	5	7	5	8	2	6	....	....	....	....	....	....	....	....	1
Iowa	23	11	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Missouri	32	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....
North Dakota	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Dakota	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	1
Nebraska	30	....	....	....	....	....	....	....	....	....	....	....	....	....	....	3
Kansas	17	3	1	....	....	....	....	....	....	....	....	....	....	....	....	2
Western Division:																
Montana	....	....	....	....	....	....	1	....	....	....	....	....	....	....	....	....
Wyoming	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Colorado	5	1	....	....	....	....	....	....	....	....	....	....	....	....	....	1
Arizona	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Utah	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Nevada	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Idaho	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Washington	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Oregon	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
California	8	7	....	....	1	....	....	....	....	....	....	....	....	....	....	3

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TABLE 21.—*Degrees conferred on women by coeducational colleges.*

State or Territory.	A. B.	B. S.	Ph. B.	B. L.	M. E. L.	Mus. B.	B. Paint.	B. Ped.	B. L. S.	A. M.	M. S.	Ph. M.	M. L.	Mus. M.	Ped. M.	Ped. D.	Ph. D.
United States	882	297	421	331	11	50	7	23	1	129	19	8	15	1	6	1	22
North Atlantic Division	173	53	66	23	....	4	5	....	....	27	3	....	....	....	6	1	16
South Atlantic Division	50	9	1	3	....	....	....	2	....	10	1	....	....	....	....	....	....
South Central Division	70	42	12	26	11	....	....	1	....	12	1	2	3	....	....	....	....
North Central Division	446	160	293	253	....	38	2	15	1	69	12	6	10	1	....	....	16
Western Division	123	33	49	26	....	8	....	5	....	11	2	....	2	....	....	....	....
North Atlantic Division:																	
Maine	22	3	....	....	....	....	....	....	....	5	....	....	....	....	....	....	....
Vermont	8	4	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Massachusetts	41	....	10	1	....	....	....	....	....	1	....	....	....	....	....	....	....
Rhode Island	8	....	12	....	....	....	....	....	....	7	....	....	....	....	....	....	....
Connecticut	7	1	5	....	....	....	....	....	....	....	....	....	....	....	....	....	9
New York	40	27	32	9	....	4	5	....	....	6	1	....	....	....	6	1	3
Pennsylvania	37	18	2	13	....	....	....	....	....	8	2	....	....	....	....	....	4
South Atlantic Division:																	
Maryland	11	....	....	....	....	....	....	....	....	5	....	....	....	....	....	....	....
District of Columbia	10	3	....	....	....	....	....	....	....	2	1	....	....	....	....	....	....
Virginia	....	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....
West Virginia	3	....	....	....	....	....	....	2	....	1	....	....	....	....	....	....	....
North Carolina	6	3	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Carolina	4	2	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....
Georgia	7	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Florida	9	....	....	1	....	....	....	....	....	1	....	....	....	....	....	....	....
South Central Division:																	
Kentucky	9	4	....	5	....	....	....	....	....	1	1	....	....	....	....	....	....
Tennessee	22	17	3	11	....	....	....	1	....	3	....	....	....	....	....	....	....
Alabama	4	2	....	....	2	....	....	....	....	....	....	....	....	....	....	....	....
Mississippi	2	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Louisiana	11	7	....	1	....	....	....	....	....	5	....	2	....	....	....	....	....
Texas	17	9	....	9	4	....	....	....	....	1	....	....	3	....	....	....	....
Arkansas	4	1	8	....	5	....	....	....	....	2	....	....	....	....	....	....	....
Indian Territory	1	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
North Central Division:																	
Ohio	87	18	71	69	....	9	....	3	....	10	1	....	....	....	....	....	....
Indiana	65	9	29	4	....	4	....	....	....	3	....	1	....	....	....	....	....
Illinois	63	35	54	33	....	4	....	1	1	15	3	3	1	....	....	....	13
Michigan	50	8	38	36	....	1	....	3	....	7	2	2	2	....	....	....	2
Wisconsin	18	11	9	45	....	....	....	....	....	1	....	....	3	....	....	....	1
Minnesota	13	13	7	44	....	5	....	....	....	2	4	....	4	....	....	....	....
Iowa	24	33	68	3	....	4	....	8	....	6	1	....	....	....	....	....	....
Missouri	19	18	4	12	....	2	....	....	....	6	1	....	....	....	....	....	....
North Dakota	6	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Dakota	1	....	1	5	....	2	....	....	....	....	....	....	....	....	....	....	....
Nebraska	52	7	1	....	....	....	....	....	....	12	....	....	....	....	....	....	....
Kansas	38	8	11	2	....	7	2	....	....	5	....	....	....	1	....	....	....
Western Division:																	
Montana	1	....	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Wyoming	3	....	....	....	....	....	....	3	....	....	....	....	....	....	....	....	....
Colorado	10	4	6	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Arizona	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Utah	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Nevada	8	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Idaho	1	2	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Washington	4	2	5	1	....	....	....	....	....	....	....	....	....	....	....	....	....
Oregon	15	9	1	5	....	4	....	2	....	....	....	....	....	....	....	....	....
California	79	14	33	19	....	4	....	....	....	11	2	....	2	....	....	....	....

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TABLE 22.—*Honorary degrees conferred by universities and colleges for men and for both sexes.*

State or Territory.	D. D.	LL. D.	Ph. D.	S. T. D.	D. C. L.	L. H. D.	Litt. D.	Sc. D.	Mus. D.	A. M.	M. S.	M. L.	LL. M.	Phar. M.	A. B.	B. S.	Ph. B.
United States	270	141	15	3	3	6	9	6	3	152	6	1	2	3	2	1	3
North Atlantic Division	74	63	8	2	1	2	6	6	1	72	2	....	2	....	1	....	4
South Atlantic Division	36	13	....	....	....	....	....	....	....	19	....	....	....	....	....	....	....
South Central Division	21	12	....	....	....	....	....	....	....	7	....	....	....	....	....	1	....
North Central Division	128	50	6	1	2	4	2	....	1	48	3	1	....	3	1	....	4
Western Division	11	3	1	....	....	....	1	....	1	6	1	....	....	....	....	....	....
North Atlantic Division:																	
Maine	5	4	....	....	....	....	2	....	....	4	....	....	....	....	....	....	....
New Hampshire	2	2	....	....	....	....	....	....	....	4	....	....	....	....	....	....	....
Vermont	....	3	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....
Massachusetts	6	8	2	....	....	....	....	....	....	7	....	....	....	....	....	....	....
Rhode Island	....	2	1	....	....	....	....	2	....	6	....	....	....	....	....	....	....
Connecticut	10	5	....	....	....	1	1	....	....	8	....	....	....	....	....	....	4
New York	19	19	....	2	1	1	....	2	1	17	....	....	2	....	....	....	....
New Jersey	3	8	....	....	....	....	....	....	....	4	1	....	....	....	....	....	....
Pennsylvania	29	12	5	....	....	....	3	2	....	20	1	....	....	....	....	....	....
South Atlantic Division:																	
Maryland	3	1	....	....	....	....	....	....	....	4	....	....	....	....	....	....	....
District of Columbia	2	3	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....
Virginia	6	4	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....
West Virginia	....	2	....	....	....	....	....	....	....	7	....	....	....	....	....	....	....
North Carolina	10	....	....	....	....	....	....	....	....	4	....	....	....	....	1	....	....
South Carolina	9	2	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Georgia	6	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
South Central Division:																	
Kentucky	3	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Tennessee	5	3	....	....	....	....	....	....	....	7	....	....	....	....	....	1	....
Alabama	2	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Mississippi	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Louisiana	1	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Texas	5	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
North Central Division:																	
Ohio	47	8	2	1	....	3	....	....	....	10	....	1	....	....	....	....	....
Indiana	19	7	....	....	....	1	1	....	....	10	....	....	....	....	....	....	....
Illinois	21	9	1	....	....	....	....	....	....	10	1	....	....	3	....	....	4
Michigan	7	3	....	....	....	....	....	....	1	2	....	....	....	....	1	....	....
Wisconsin	7	4	1	....	....	....	....	....	....	3	1	....	....	....	....	....	....
Iowa	16	7	1	....	2	....	1	....	....	6	1	....	....	....	....	....	....
Missouri	4	9	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....
South Dakota	....	....	....	....	....	....	....	....	....	2	....	....	....	....	....	....	....
Nebraska	3	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kansas	4	3	1	....	....	....	....	....	....	3	....	....	....	....	....	....	....
Western Division:																	
Colorado	1	....	....	....	....	....	....	....	....	1	....	....	....	....	....	....	....
Idaho	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Washington	2	1	1	....	....	....	....	....	....	2	....	....	....	....	....	....	....
Oregon	5	1	....	....	....	....	1	....	1	....	1	....	....	....	....	....	....
California	2	1	....	....	....	....	....	....	....	3	....	....	....	....	....	....	....

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TABLE 23.—*Property of universities and colleges for men and for both sexes.*

State or Territory.	Number of fellowships.	Number of scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Bound volumes.	Pamphlets.	Value.			
United States.	417	7,077	7,096,325	1,854,966	$9,098,502	$11,004,532	$126,211,099	$119,632,651
N. Atlantic Division.	177	4,041	3,215,855	972,618	4,131,527	5,472,755	54,209,825	63,230,216
S. Atlantic Division.	39	824	797,215	200,925	967,040	598,377	13,552,126	9,265,485
S. Central Division.	31	722	516,211	128,024	626,575	713,540	10,404,700	7,651,724
N. Central Division.	158	1,179	2,226,133	435,930	2,815,206	3,359,122	38,807,653	31,434,468
Western Division.	12	311	340,911	117,469	558,064	860,738	9,176,795	8,047,758
N. Atlantic Division:								
Maine	8	218	129,682	27,000	162,550	143,625	1,091,566	1,661,512
New Hampshire	0	200	80,000	22,000	80,000	102,000	650,000	1,500,000
Vermont	0	188	88,288	11,400	112,500	105,000	725,000	755,000
Massachusetts	51	862	719,959	525,310	686,000	1,313,450	8,142,425	15,421,277
Rhode Island	1	100	100,000	20,000	220,000	340,000	1,177,967	807,481
Connecticut	14	434	323,000	6,000	270,000	400,755	6,743,030	5,919,771
New York	55	1,522	949,342	182,283	1,802,397	1,413,727	20,891,155	24,199,969
New Jersey	12	105	186,762	1,000	176,200	570,000	2,525,000	3,500,000
Pennsylvania	36	412	638,842	177,625	621,880	1,084,198	12,263,682	9,465,206
S. Atlantic Division:								
Delaware	0	0	10,500	8,700	21,500	23,000	101,500	83,000
Maryland	24	259	185,310	66,230	239,840	182,377	2,017,626	3,407,500
Dist. Columbia	3	169	138,700	53,500	120,000	96,500	4,377,500	1,279,075
Virginia	9	107	160,425	14,800	173,700	95,200	2,159,000	1,779,000
West Virginia	2	0	18,600	3,200	18,500	51,000	520,000	114,750
North Carolina	0	198	110,100	30,150	204,000	33,550	1,523,500	770,942
South Carolina	0	77	71,300	7,000	93,000	22,300	845,000	550,800
Georgia	1	8	83,410	10,545	72,500	75,450	1,569,000	855,618
Florida	0	6	18,870	6,800	24,000	19,000	439,000	424,800
S. Central Division:								
Kentucky	2	136	82,187	23,180	86,000	68,040	1,265,500	1,372,495
Tennessee	18	333	169,997	56,770	242,100	276,025	3,414,700	2,406,200
Alabama	0	38	61,250	2,875	78,525	70,350	865,000	365,000
Mississippi	4	10	30,000	5,500	34,000	38,800	440,000	692,500
Louisiana	0	194	71,700	10,500	69,500	126,250	1,845,000	1,947,313
Texas	7	3	74,560	14,900	88,750	93,075	1,959,500	720,716
Arkansas	0	8	22,768	13,699	23,100	33,500	495,000	150,500
Oklahoma	0	0	2,200	600	3,000	6,000	60,000	----------
Indian Territory	0	0	1,600	----------	1,600	600	60,000	0
N. Central Division:								
Ohio	13	346	434,641	109,650	589,248	442,800	8,072,956	7,843,200
Indiana	1	0	200,905	10,700	293,300	185,750	3,710,000	2,041,293
Illinois	81	295	601,049	57,965	533,720	565,580	8,073,235	10,499,217
Michigan	3	51	226,661	70,613	290,662	612,212	2,333,704	1,609,983
Wisconsin	18	58	131,142	35,710	151,500	382,500	2,596,000	1,482,479
Minnesota	2	12	92,000	3,300	119,241	132,900	2,747,560	1,662,091
Iowa	8	177	130,506	15,650	145,600	287,850	2,173,798	1,556,769
Missouri	7	174	195,495	75,182	378,425	319,105	4,884,000	3,771,839
North Dakota	0	0	10,500	6,000	25,500	12,850	230,000	34,000
South Dakota	0	40	17,857	5,100	21,700	6,750	390,500	82,500
Nebraska	25	19	77,520	9,060	135,800	225,650	1,844,400	453,952
Kansas	0	7	107,857	37,000	130,600	185,175	1,811,500	397,155
Western Division:								
Montana	1	1	6,700	4,100	9,700	8,800	225,000	----------
Wyoming	0	0	5,750	4,000	8,000	60,000	111,540	0
Colorado	0	55	55,257	27,750	77,000	69,100	1,406,400	616,910
Arizona	0	0	3,400	----------	3,500	40,000	85,000	0
Utah	0	100	19,000	10,600	42,000	20,500	325,000	196,427
Nevada	0	3	6,457	4,430	10,649	17,030	156,184	95,000
Idaho	0	0	6,100	9,500	5,000	35,000	130,000	7,472
Washington	0	8	27,146	14,841	45,600	23,958	644,000	150,000
Oregon	0	27	27,413	13,112	59,415	23,650	832,000	342,000
California	11	117	183,688	29,136	297,200	562,700	5,261,671	6,639,949

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TABLE 24.—*Income of universities and colleges for men and for both sexes.*

State or Territory.	Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States	$7,139,952	$5,653,083	$3,238,907	$954,001	$2,176,828	$19,213,371	$7,532,239
North Atlantic Division	3,259,410	2,802,886	642,959	173,743	1,047,198	7,926,196	3,859,243
South Atlantic Division	628,003	391,174	219,390	246,961	206,276	1,691,804	728,213
South Central Division	628,631	492,583	193,376	130,530	154,032	1,599,152	320,372
North Central Division	2,366,093	1,580,198	1,535,565	212,767	672,514	6,367,137	2,309,916
Western Division	257,815	386,842	697,617	190,000	96,808	1,629,082	314,495
North Atlantic Division:							
Maine	67,030	71,978	20,000	38,000	16,188	213,196	114,500
New Hampshire	37,000	65,000	5,000	0	0	107,000	156,200
Vermont	15,992	34,619	11,383	23,000	19,495	104,489	34,640
Massachusetts	824,365	695,747	0	0	192,204	1,712,316	1,559,355
Rhode Island	101,721	28,061	0	0	1,370	131,752	13,800
Connecticut	521,293	293,263	0	0	32,864	847,420	127,500
New York	813,046	1,082,580	236,361	36,743	576,114	2,744,844	1,190,861
New Jersey	158,499	171,000	0	38,000	122,000	489,499	4,000
Pennsylvania	720,464	380,038	370,215	38,000	86,963	1,575,680	658,387
South Atlantic Division:							
Delaware	300	4,980	0	38,000	1,589	44,869	200
Maryland	199,045	80,395	41,100	38,000	34,759	393,299	72,958
District of Columbia	161,835	64,949	0	111,128	54,698	392,610	43,073
Virginia	102,808	93,405	62,500	0	15,056	273,769	155,381
West Virginia	7,836	6,408	36,550	33,000	7,042	90,836	.....
North Carolina	80,693	45,218	25,000	0	26,293	177,204	151,573
South Carolina	25,000	27,572	27,000	0	20,300	99,872	31,514
Georgia	86,636	47,970	22,740	15,333	26,246	148,925	59,749
Florida	13,850	20,277	4,500	11,500	20,293	70,420	213,765
South Central Division:							
Kentucky	78,689	96,537	31,676	34,665	12,956	254,523	36,881
Tennessee	178,286	129,019	23,200	38,000	87,118	455,623	180,461
Alabama	81,632	29,200	350	0	3,933	115,115	300
Mississippi	14,200	42,043	5,000	0	6,000	67,243	7,000
Louisiana	55,914	100,556	14,000	26,138	18,366	214,974	7,800
Texas	178,587	76,022	72,500	0	17,074	344,183	83,500
Arkansas	30,451	11,206	34,650	31,727	4,557	112,591	4,430
Oklahoma	0	8,000	12,000	0	1,100	21,100	.....
Indian Territory	10,872	0	0	0	2,928	13,800	.....
North Central Division:							
Ohio	329,671	375,500	311,924	23,000	81,732	1,121,827	508,314
Indiana	270,506	115,977	80,000	0	24,590	491,073	171,550
Illinois	672,940	486,706	210,000	38,000	205,539	1,613,185	553,204
Michigan	252,993	97,042	213,000	0	86,026	649,061	252,851
Wisconsin	51,140	80,887	255,000	38,000	72,876	497,903	80,129
Minnesota	133,049	82,942	88,905	39,000	56,618	400,514	36,421
Iowa	201,526	98,671	72,979	0	18,219	391,395	153,356
Missouri	250,339	191,390	35,017	36,767	67,457	580,970	360,207
North Dakota	3,099	4,059	30,000	0	7,142	44,300	14,203
South Dakota	21,575	3,300	23,950	0	13,390	62,215	22,800
Nebraska	58,564	17,497	126,250	38,000	4,750	245,061	33,007
Kansas	120,691	26,227	88,540	0	34,175	269,633	123,874
Western Division:							
Montana	10,500	11,000	19,000	0	1,000	41,500	2,000
Wyoming	610	0	8,076	38,000	557	47,243	0
Colorado	37,040	32,548	126,000	0	40,479	236,067	67,075
Arizona	0	0	10,700	38,000	0	48,700	0
Utah	8,180	7,193	60,000	0	7,575	82,948	300
Nevada	0	3,800	12,450	38,000	628	54,878	.....
Idaho	518	412	6,000	38,000	750	45,680	500
Washington	40,208	8,000	40,250	0	23,230	111,688	32,250
Oregon	23,580	20,992	30,000	0	4,160	78,732	11,600
California	137,179	302,897	385,141	38,000	18,429	881,646	200,770

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TABLE 25.—*Professors and students in colleges for women, Division A.*

State.	Institutions.	Professors and instructors.						Students.			
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).
		Male.	Female.	Male.	Female.	Male.	Female.				
United States	13	2	29	235	291	235	308	190	4,191	225	4,606
North Atlantic Division	9	0	0	212	236	212	236	0	3,657	222	3,879
South Atlantic Division	2	0	0	21	31	21	31	0	470	2	472
North Central Division	1	0	5	0	12	0	17	70	42	1	113
Western Division	1	2	24	2	12	2	24	120	22	0	142
North Atlantic Division:											
Massachusetts	4	0	0	127	150	127	150	0	2,367	100	2,467
New York	4	0	0	61	69	61	69	0	1,015	75	1,090
Pennsylvania	4	0	0	24	17	24	17	0	275	47	322
South Atlantic Division:											
Maryland	1	0	0	11	16	11	16	0	237	2	239
Virginia	1	0	0	10	15	10	15	0	233	0	233
North Central Division:											
Illinois	1	0	5	0	12	0	17	70	42	1	113
Western Division:											
California	1	2	24	2	12	2	24	120	22	0	142

TABLE 26.—*Students pursuing various courses of study in colleges for women, Division A.*

State.	Number of undergraduate students.	Students pursuing courses leading to—			Students in pedagogy.
		A. B. degree.	B. L. degree.	B. S. degree.	
United States	4,191	2,607	739	70	111
North Atlantic Division	3,657	2,415	725	70	91
South Atlantic Division	470	233	.....	.....	20
North Central Division	42	41	.....	.....	.....
Western Division	22	8	14	.....	.....
North Atlantic Division:					
Massachusetts	2,367	1,366	724	55	91
New York	1,015	785	1	15	.....
Pennsylvania	275	264	.....	.....	.....
South Atlantic Division:					
Maryland	237	233	.....	.....	.....
Virginia	233	.....	.....	.....	20
North Central Division:					
Illinois	42	41	.....	.....	.....
Western Division:					
California	22	8	14	.....	.....

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TABLE 27.—*Preparation of freshmen of colleges for women, Division A.*

State.	Institutions reporting.	Freshmen included.	Freshmen prepared by—							
			Preparatory departments of colleges.		Private preparatory schools.		Public high schools.		Private study.	
			Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	10	850	75	8.82	334	39.29	409	48.12	32	3.77
North Atlantic Division	7	729	15	2.06	312	42.80	374	51.30	28	3.84
South Atlantic Division	1	88	47	53.41	22	25.00	18	20.45	1	1 14
North Central Division	1	11	4	36.36	0	0	7	63.64	0	0
Western Division	1	22	9	40.91	0	0	10	45.45	3	13.64
North Atlantic Division:										
Massachusetts	2	286	4	1.55	96	37.50	150	58.60	6	2.34
New York	4	265	11	2.86	156	40.52	206	53.51	12	3.11
Pennsylvania	1	88	0	0	60	68.18	18	20.45	10	11.37
South Atlantic Division:										
Maryland	1	88	47	53.41	22	25.00	18	20.45	1	1.14
North Central Division:										
Illinois	1	11	4	36.33	0	0	7	63.64	0	0
Western Division:										
California	1	22	9	40.91	0	0	10	45.45	3	13.64

TABLE 28.—*Degrees conferred by colleges for women, Division A.*

State.	A. B.	B. S.	B. L.	A. M.	Mus. B.	Ph. D.
United States	358	13	102	42	2	5
North Atlantic Division	514	13	99	41	2	5
South Atlantic Division	39	.....	.....	1	.....	.....
North Central Division	5	.....	.....	.....	.....	.....
Western Division	.....	.....	3	.....	.....	.....
North Atlantic Division:						
Massachusetts	335	10	98	23	2	.....
New York	131	3	1	13	.....	2
Pennsylvania	48	.....	.....	5	.....	3
South Atlantic Division:						
Maryland	35	.....	.....	1	.....	.....
Virginia	4	.....	.....	.....	.....	.....
North Central Division:						
Illinois	5	.....	.....	.....	.....	.....
Western Division:						
California	.....	.....	3	.....	.....	.....

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TABLE 29.—*Property of colleges for women, Division A.*

State.	Fellowships.	Scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	17	254	177,129	14,238	$286,025	$329,294	$6,390,398	$4,122,473
North Atlantic Division	15	204	156,379	11,918	249,825	278,794	5,178,398	3,561,593
South Atlantic Division	1	33	8,600	1,600	11,200	47,500	812,000	439,000
North Central Division	1	2	6,150	220	15,000	1,000	150,000	46,880
Western Division	0	15	6,000	500	10,000	2,000	250,000	75,000
North Atlantic Division:								
Massachusetts	0	135	85,919	2,868	123,300	134,000	2,407,533	1,329,389
New York	1	35	42,500	2,050	76,525	94,794	1,970,865	1,232,204
Pennsylvania	14	34	27,960	7,000	50,000	50,000	800,000	1,000,000
South Atlantic Division:								
Maryland	1	21	7,400	1,600	10,000	45,000	680,000	337,000
Virginia	0	12	1,200	.....	1,200	2,500	132,000	102,000
North Central Division:								
Illinois	1	2	6,150	220	15,000	1,000	150,000	46,880
Western Division								
California	0	15	6,000	500	10,000	2,000	250,000	75,000

TABLE 30.—*Income of colleges for women, Division A.*

State.	Tuition fees.	From productive funds.	From other sources.	Total income.	Benefactions.
United States	$736,122	$220,448	$287,780	$1,244,350	$480,481
North Atlantic Division	599,730	190,593	277,039	1,067,368	460,081
South Atlantic Division	59,587	24,684	10,000	94,271	10,250
North Central Division	22,499	2,066	741	25,306	10,150
Western Division	54,300	3,105	0	57,405	.....
North Atlantic Division:					
Massachusetts	467,036	74,855	38,253	580,144	248,582
New York	105,700	65,738	238,786	410,224	211,499
Pennsylvania	27,000	50,000	0	77,000	.....
South Atlantic Division:					
Maryland	24,587	19,284	10,000	53,871	10,000
Virginia	35,000	5,400	0	40,400	250
North Central Division:					
Illinois	22,499	2,066	741	25,306	10,150
Western Division:					
California	54,300	3,105	0	57,405	.....

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TABLE 31.—*Professors and students in colleges for women, Division B.*

State.	Number of institutions.	Professors and instructors.		Students.					
		Male.	Female.	Elementary.	Secondary.	Collegiate.	Graduate.	Total number (excluding duplicates).	Graduated in 1898.
United States	135	407	1,526	2,069	4,814	10,365	205	18,417	1,483
North Atlantic Division	12	64	185	84	1,132	880	22	2,216	217
South Atlantic Division	46	170	488	647	1,212	4,319	77	6,478	502
South Central Division	51	105	518	1,089	1,390	3,720	80	6,841	455
North Central Division	25	67	305	264	1,043	1,404	24	2,796	306
Western Division	1	1	30	5	37	42	2	86	3
North Atlantic Division:									
Maine	2	10	6	7	287	27	5	326	11
Massachusetts	1	11	20	0	14	139	1	154	26
New York	1	5	48	35	511	153	9	708	53
New Jersey	1	8	8	16	50	2	0	68	7
Pennsylvania	7	30	103	26	270	559	7	969	120
South Atlantic Division:									
Maryland	4	18	42	37	144	320	4	505	51
Virginia	12	47	120	108	282	996	7	1,481	96
West Virginia	1	1	3	30	10	2	0	42	0
North Carolina	9	29	98	114	322	764	11	1,224	80
South Carolina	9	38	81	110	194	980	17	1,423	88
Georgia	11	37	144	248	260	1,257	38	1,803	187
South Central Division:									
Kentucky	11	24	108	271	244	789	11	1,315	82
Tennessee	12	28	152	273	382	937	22	1,732	133
Alabama	9	14	87	118	141	655	15	1,057	120
Mississippi	13	28	121	266	457	911	19	1,969	88
Louisiana	2	4	17	55	46	85	0	186	1
Texas	3	6	23	86	70	283	13	452	30
Arkansas	1	1	10	20	50	60	0	130	1
North Central Division:									
Ohio	6	9	96	28	220	317	10	575	61
Illinois	3	7	34	42	147	222	9	420	36
Wisconsin	1	0	17	0	144	26	0	170	2
Minnesota	1	0	7	0	22	10	0	47	4
Missouri	12	46	133	149	399	769	5	1,368	182
Kansas	2	5	18	45	111	60	0	216	21
Western Division:									
California	1	1	30	5	37	42	2	86	3

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TABLE 32.—*Students in various courses of study in colleges for women, Division B.*

State.	Students reported in collegiate departments.	Students pursuing courses leading to—				Students in—		
		A. B. degree.	M.E.L. or B. L. degree.	B. S. degree.	Other first degrees.	Pedagogy.	Music.	Art.
United States	10,365	3,529	1,384	907	105	532	8,320	1,808
North Atlantic Division	880	306	65	76	14	65	763	198
South Atlantic Division	4,319	1,861	250	348	33	121	3,121	799
South Central Division	3,730	1,081	855	401	19	306	2,948	531
North Central Division	1,404	269	194	73	39	20	1,400	247
Western Division	42	12	20	9	.....	20	97	33
North Atlantic Division:								
Maine	27	13	.....	.....	14	25	92	56
Massachusetts	139	.....	.....	.....	.....	.....	95	14
New York	153	.....	.....	.....	.....	.....	.....	.....
New Jersey	2	2	.....	.....	.....	40	20	8
Pennsylvania	559	291	65	76	.....	.....	556	120
South Atlantic Division:								
Maryland	320	51	57	81	.....	16	249	59
Virginia	996	340	17	.....	.....	2	477	146
West Virginia	2	.....	.....	.....	.....	.....	40	5
North Carolina	704	376	34	35	23	81	684	148
South Carolina	980	642	45	60	10	57	644	139
Georgia	1,257	452	99	172	.....	15	1,027	302
South Central Division:								
Kentucky	789	137	165	86	1	6	643	108
Tennessee	937	204	212	71	13	117	540	75
Alabama	655	356	165	21	5	15	480	135
Mississippi	911	284	246	123	.....	163	824	125
Louisiana	85	15	18	30	.....	.....	68	22
Texas	283	85	49	80	.....	5	313	53
Arkansas	60	.....	.....	.....	.....	.....	100	13
North Central Division:								
Ohio	317	107	34	13	.....	.....	174	22
Illinois	222	51	.....	.....	.....	15	148	39
Wisconsin	26	2	18	.....	.....	.....	40	12
Minnesota	10	7	2	1	.....	.....	14	1
Missouri	769	72	140	59	39	5	999	137
Kansas	60	30	.....	.....	.....	.....	125	36
Western Division:								
California	42	12	20	9	.....	20	97	33

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TABLE 33.—*Degrees conferred by colleges for women, Division B.*

State.	A. B.	M. L. or B. L.	B. S.	A. M.	Mus. B.	B. Paint.	L. A.	L. S.	M. L.	Honorary A. M.
United States	460	337	127	31	155	28	4	1	1	1
North Atlantic Division	34	30	11	1	11	.....	4	1	.....	.....
South Atlantic Division	212	80	53	6	48	10	.....	.....	1	.....
South Central Division	144	158	44	17	45	5	.....	.....	.....	1
North Central Division	70	79	16	7	51	8	.....	.....	.....	.....
Western Division	.....	.....	3	.....	.....	.....	.....	.....	.....	.....
North Atlantic Division:										
Maine	6	.....	.....	.....	.....	.....	4	1	.....	.....
New Jersey	.....	4	.....	.....	3	.....	.....	.....	.....	.....
Pennsylvania	28	16	11	1	8	.....	.....	.....	.....	.....
South Atlantic Division:										
Maryland	3	7	8	.....	6	.....	.....	.....	.....	.....
Virginia	17	25	10	.....	12	.....	.....	.....	1	.....
North Carolina	54	1	5	.....	10	.....	.....	.....	.....	.....
South Carolina	64	11	3	5	7	.....	.....	.....	.....	.....
Georgia	74	36	27	1	13	10	.....	.....	.....	.....
South Central Division:										
Kentucky	37	11	19	.....	4	.....	.....	.....	.....	.....
Tennessee	35	57	4	7	10	.....	.....	.....	.....	.....
Alabama	34	40	3	10	11	2	.....	.....	.....	1
Mississippi	29	35	11	.....	8	1	.....	.....	.....	.....
Louisiana	1	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas	8	15	7	.....	12	2	.....	.....	.....	.....
North Central Division:										
Ohio	15	10	5	.....	.....	.....	.....	.....	.....	.....
Illinois	12	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wisconsin	2	.....	.....	.....	.....	.....	.....	.....	.....	.....
Minnesota	1	2	1	.....	.....	.....	.....	.....	.....	.....
Missouri	30	67	10	7	51	8	.....	.....	.....	.....
Kansas	10	.....	.....	.....	.....	.....	.....	.....	.....	.....
Western Division:										
California	.....	.....	3	.....	.....	.....	.....	.....	.....	.....

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TABLE 34.—*Property of colleges for women, Division B.*

State.	Libraries.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
	Volumes.	Value.			
United States	251,215	$292,442	$144,414	$8,494,071	$743,700
North Atlantic Division	55,363	74,082	29,564	1,226,647	182,000
South Atlantic Division	73,709	86,015	41,750	3,076,500	142,500
South Central Division	63,213	63,445	22,350	2,028,500	66,100
North Central Division	52,930	58,900	35,750	1,924,424	353,100
Western Division	6,000	10,000	15,000	238,000	0
North Atlantic Division:					
Maine	10,892	13,200	1,800	220,000	142,000
Massachusetts	2,284	2,500	2,500	140,000	0
New York	7,407	12,282	12,064	220,647	40,000
New Jersey	3,000	5,000	100	26,000	0
Pennsylvania	31,800	41,100	12,500	620,000	0
South Atlantic Division:					
Maryland	12,500	17,500	9,550	590,000	26,500
Virginia	9,995	9,125	5,575	770,000	0
West Virginia	350	350	.....	6,500	.....
North Carolina	16,400	20,800	3,100	591,000	16,000
South Carolina	10,600	10,750	6,050	404,000	0
Georgia	23,864	27,490	17,475	715,000	100,000
South Central Division:					
Kentucky	12,300	12,800	5,800	447,000	100
Tennessee	24,878	24,450	6,450	625,500	35,000
Alabama	9,700	9,900	3,725	321,000	0
Mississippi	11,300	10,425	4,100	410,000	0
Louisiana	1,600	1,350	1,200	75,000	31,000
Texas	2,435	3,920	1,000	120,000	0
Arkansas	1,000	600	75	30,000	0
North Central Division:					
Ohio	23,009	25,700	21,500	664,424	75,500
Illinois	5,700	6,000	5,500	210,000	11,000
Wisconsin	4,121	4,100	2,000	40,000	150,000
Minnesota	2,000	3,000	200	25,000	25,000
Missouri	13,800	15,800	6,400	715,000	84,600
Kansas	4,300	4,300	150	270,000	7,000
Western Division:					
California	6,000	10,000	15,000	238,000	0

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TABLE 35.—*Income of colleges for women, Division B.*

State.	From productive funds.	Tuition fees.	State or municipal appropriations.	From other sources.	Total income.	Benefactions.
United States	$39,540	$1,429,986	$21,490	$589,895	$2,080,911	$100,675
North Atlantic Division	9,179	283,655	100	159,983	452,917	26,600
South Atlantic Division	7,535	433,867	900	183,159	625,461	20,500
South Central Division	5,106	360,075	20,490	139,690	525,361	4,700
North Central Division	17,720	328,389	0	81,063	427,172	45,875
Western Division	0	24,000	0	26,000	50,000	3,000
North Atlantic Division:						
Maine	7,150	10,375	0	800	18,325	5,600
Massachusetts	0	15,000	0	60,000	75,000	0
New York	2,029	74,986	100	1,883	78,998	0
New Jersey	0	12,000	0	0	12,000	.....
Pennsylvania	0	171,294	0	97,300	268,594	21,000
South Atlantic Division:						
Maryland	1,175	38,000	0	9,000	48,175	3,000
Virginia	0	103,792	0	32,894	136,686	2,000
West Virginia	0	4,500	0	0	4,500	.....
North Carolina	860	93,775	0	20,465	115,100	1,500
South Carolina	0	67,200	0	56,000	123,200	0
Georgia	5,500	126,600	900	64,800	197,800	14,000
South Central Division:						
Kentucky	6	82,000	0	5,400	87,406	0
Tennessee	2,100	104,200	0	49,000	155,300	0
Alabama	0	56,500	0	27,000	83,500	2,000
Mississippi	0	78,147	20,490	18,790	117,427	200
Louisiana	3,000	10,450	0	1,500	14,950	2,000
Texas	0	22,778	0	30,000	52,778	0
Arkansas	0	6,000	0	8,000	14,000	500
North Central Division:						
Ohio	5,000	100,210	0	35,313	140,523	9,000
Illinois	550	63,000	0	2,000	65,550	4,200
Wisconsin	6,000	28,500	0	0	34,500	18,500
Minnesota	1,470	4,500	0	0	5,970	6,000
Missouri	4,400	110,179	0	43,000	157,579	175
Kansas	300	22,000	0	750	23,050	8,000
Western Division:						
California	0	24,000	0	26,000	50,000	3,000

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TABLE 36.—*Professors and students in schools of technology.*

State or Territory.	Institutions.	Professors and instructors.						Students.									
		Preparatory departments.		Collegiate departments.		Total number (excluding duplicates).		Preparatory departments.		Collegiate departments.		Graduate departments.				Total number (excluding duplicates).	
												Resident.		Non-resident.			
		Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
United States	43	61	15	1,902	68	1,068	103	1,999	532	8,321	1,221	290	68	31	6	10,848	2,597
N. Atlantic Div.	11	19	0	332	11	343	12	201	2	2,443	169	89	5	1	0	2,788	284
S. Atlantic Div.	8	13	1	192	1	199	1	376	31	1,543	12	68	0	1	0	1,988	43
S. Central Div.	5	11	1	90	0	100	1	403	41	867	49	29	0	2	0	1,301	90
N. Central Div.	11	28	6	272	36	300	65	453	176	2,679	638	86	51	24	5	3,337	1,490
Western Div	8	10	7	116	20	126	24	506	282	789	353	18	12	3	1	1,434	690
N. Atlantic Div.:																	
New Hampshire	1	8	0	17	0	17	0	7	0	65	14	2	0	0	0	96	14
Massachusetts	3	0	0	180	1	180	1	0	0	1,412	69	82	3	1	0	1,518	72
Rhode Island	1	0	0	18	7	18	7	0	0	96	48	5	2	0	0	101	50
Connecticut	1	0	0	12	3	12	3	0	0	84	24	0	0	0	0	84	24
New York	3	0	0	76	0	76	1	4	2	395	0	0	0	0	0	408	110
New Jersey	2	11	0	29	0	40	0	190	0	391	14	0	0	0	0	581	14
S. Atlantic Div.:																	
Maryland	1	0	0	70	0	70	0	0	0	259	0	3	0	0	0	262	0
Virginia	2	0	0	45	0	45	0	0	0	515	0	39	0	1	0	555	0
North Carolina	2	6	1	31	1	31	1	36	31	277	12	16	0	0	0	329	43
South Carolina	2	5	0	33	0	38	0	240	0	325	0	10	0	0	0	575	0
Georgia	1	2	0	13	0	15	0	100	0	167	0	0	0	0	0	267	0
S. Central Div.:																	
Alabama	1	1	0	33	0	33	0	29	0	269	20	23	0	0	0	321	20
Mississippi	2	9	0	26	0	35	0	315	2	214	9	2	0	2	0	533	11
Texas	1	0	0	22	0	22	0	0	0	334	0	3	0	0	0	337	0
Oklahoma	1	1	1	9	0	10	1	59	39	50	20	1	0	0	0	110	59
N. Central Div.:																	
Ohio	1	0	0	20	0	20	0	0	0	224	0	16	0	0	0	240	0
Indiana	2	0	0	78	6	78	6	0	0	717	76	22	21	18	0	757	97
Illinois	1	14	2	28	3	42	28	176	82	143	1	0	0	0	0	349	703
Michigan	2	0	0	54	5	54	5	0	0	441	80	2	3	0	0	508	83
Iowa	1			49	10	49	10	45	26	460	100	5	0	0	0	510	126
North Dakota	1	3	2	10	2	13	4	134	41	32	20	3	0	0	0	169	61
South Dakota	2	5	0	15	4	20	4	36	12	236	118	8	5	3	3	283	138
Kansas	1	6	2	18	6	24	8	62	15	426	243	30	22	3	2	521	282
Western Div.:																	
Montana	1	1	2	12	4	13	6	98	85	13	5	0	0	0	0	111	90
Colorado	2	0	1	31	2	34	3	28	17	329	60	8	0	3	1	425	100
New Mexico	2	2	3	15	3	16	3	112	37	57	28	1	0	0	0	170	65
Utah	1	3	0	17	4	20	4	209	70	103	61	1	3	0	0	313	134
Washington	1	4	1	20	1	22	2	119	73	110	55	1	1	0	0	231	149
Oregon	1	0	0	21	6	21	6	0	0	177	144	7	8	0	0	184	152

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TABLE 37.—*Students pursuing various courses of study in schools of technology.*

State or Territory.	Undergraduate students.	Students pursuing courses leading to—								Students in—				
		B. S. degree.	B. C. E. degree.	B. M. E. degree.	B. E. E. degree.	B. Agr. degree.	E. M. degree.	B. L. degree.	Other first degrees.	Pedagogy.		Commercial courses.		Military drill.
										Male.	Female.	Male.	Female.	
United States	9,542	5,900	213	462	254	226	297	70	347	4	9	124	55	5,954
North Atlantic Division	2,612	1,403	134	230	.....	108	.....	.....	9	.....	.....	.....	.....	895
South Atlantic Division	1,555	668	32	48	87	.....	.....	.....	39	.....	.....	.....	.....	1,511
South Central Division	916	892	.....	.....	.....	.....	.....	.....	.....	4	5	.....	.....	1,015
North Central Division	3,317	2,576	45	75	161	57	122	70	151	.....	.....	26	18	1,521
Western Division	1,142	361	2	109	6	61	175	.....	148	0	4	98	37	1,012
North Atlantic Division:														
New Hampshire	79	73	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	82
Massachusetts	1,481	1,215	.....	.....	.....	.....	.....	.....	9	.....	.....	.....	.....	406
Rhode Island	144	87	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	90
Connecticut	108	.....	.....	.....	.....	108	.....	.....	.....	.....	.....	.....	.....	84
New York	395	28	134	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	233
New Jersey	405	.....	.....	230	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Atlantic Division:														
Maryland	259	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	259
Virginia	515	238	.....	.....	.....	.....	.....	.....	39	.....	.....	.....	.....	496
North Carolina	289	230	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	306
South Carolina	325	200	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	450
Georgia	167	.....	32	48	87	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:														
Alabama	289	289	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	294
Mississippi	223	199	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	285
Texas	334	334	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	334
Oklahoma	70	70	.....	.....	.....	.....	.....	.....	.....	4	5	.....	.....	102
North Central Division:														
Ohio	224	224	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	793	662	.....	.....	.....	.....	.....	.....	130	.....	.....	.....	.....	270
Illinois	144	.....	.....	27	78	.....	.....	.....	9	.....	.....	.....	.....	.....
Michigan	521	399	.....	.....	.....	.....	122	.....	.....	.....	.....	.....	.....	321
Iowa	560	240	45	48	83	57	.....	70	12	.....	.....	.....	.....	195
North Dakota	52	52	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	135
South Dakota	354	330	.....	.....	.....	.....	.....	.....	.....	.....	.....	26	18	200
Kansas	669	669	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	400
Western Division:														
Montana	18	8	.....	3	2	.....	.....	.....	4	0	4	17	11	85
Colorado	389	213	2	.....	4	.....	170	.....	.....	.....	.....	57	22	240
New Mexico	85	80	.....	.....	.....	.....	5	.....	.....	.....	.....	24	4	.....
Utah	164	110	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300
Washington	165	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	210
Oregon	321	.....	.....	106	.....	61	.....	.....	144	.....	.....	.....	.....	177

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TABLE 38.—*Preparation of freshmen of schools of technology.*

State or Territory.	Institutions reporting.	Freshmen included.	Freshmen prepared by—							
			Preparatory departments of colleges.		Private preparatory schools.		Public high schools.		Private study.	
			Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	16	1,282	159	12.40	92	7.17	929	72.47	102	7.96
North Atlantic Division	5	164	2	1.22	16	9.76	146	89.02	0	0
South Atlantic Division	1	48	36	75.00	12	25.00	0	0	0	0
North Central Division	6	898	70	7.79	48	5.35	713	79.40	67	7.46
Western Division	4	172	51	29.65	16	9.30	70	40.70	35	20.35
North Atlantic Division:										
New Hampshire	1	18	0	0	0	0	18	100.00	0	0
Massachusetts	1	80	0	0	15	18.75	65	81.25	0	0
Connecticut	1	23	0	0	0	0	23	100.00	0	0
New York	1	18	2	11.11	1	5.56	15	83.33	0	0
New Jersey	1	25	0	0	0	0	25	100.00	0	0
South Atlantic Division:										
Georgia	1	48	36	75.00	12	25.00	0	0	0	0
North Central Division:										
Indiana	1	167	5	2.99	13	7.79	133	79.64	16	9.58
Michigan	2	250	33	13.20	12	4.80	170	68.00	35	14.00
Iowa	1	153	20	13.07	23	15.03	94	61.44	16	10.46
North Dakota	1	12	12	100.00	0	0	0	0	0	0
Kansas	1	316	0	0	0	0	316	100.00	0	0
Western Division:										
Montana	1	11	7	63.64	2	18.18	2	18.18	0	0
Colorado	2	147	36	24.49	14	9.52	62	42.18	35	23.81
New Mexico	1	14	8	57.14	0	0	6	42.86	0	0

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TABLE 39.—*Degrees conferred on men by schools of technology.*

State or Territory.	B. S.	M. E.	C. E.	M. S.	E. M.	B. C. E.	B. E. E.	B. Agr.	B. M. E.	E. E.	B. Min. E.
United States	723	73	28	44	36	7	17	28	12	7	1
North Atlantic Division	289	63	26	15	.....	.....	.....	14	.....	.....	.....
South Atlantic Division	56	.....	1	3	.....	.....	6	.....	5	.....	.....
South Central Division	82	4	1	9	.....	.....	.....	.....	.....	.....	.....
North Central Division	248	6	.....	17	16	6	9	14	7	7	1
Western Division	48	.....	.....	.....	20	1	2	.....	.....	.....	.....
North Atlantic Division:											
New Hampshire	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	270	1	.....	15	.....	.....	.....	.....	.....	.....	.....
Rhode Island	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....	.....	14	.....	.....	.....
New York	1	.....	26	.....	.....	.....	.....	.....	.....	.....	.....
New Jersey	.....	62	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Atlantic Division:											
Virginia	19	.....	1	2	.....	.....	.....	.....	.....	.....	.....
North Carolina	12	.....	.....	1	.....	.....	.....	.....	.....	.....	.....
South Carolina	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	6	.....	5	.....	.....
South Central Division:											
Alabama	38	4	1	9	.....	.....	.....	.....	.....	.....	.....
Mississippi	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Texas	23	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:											
Ohio	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indiana	93	6	.....	5	.....	.....	.....	.....	.....	7	.....
Illinois	15	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Michigan	33	.....	.....	.....	16	.....	.....	.....	.....	.....	.....
Iowa	32	.....	.....	.....	.....	6	9	14	7	.....	1
North Dakota	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	11	.....	.....	3	.....	.....	.....	.....	.....	.....	.....
Kansas	35	.....	.....	9	.....	.....	.....	.....	.....	.....	.....
Western Division:											
Montana	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	12	.....	.....	.....	20	1	2	.....	.....	.....	.....
New Mexico	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 40.—*Degrees conferred on women by schools of technology.*

State or Territory.	B. S.	B. C. E.	B. Agr.	M. S.	B. L.	B. H. S.
United States	87	1	1	6	13	12
North Atlantic Division	14	.....	1	.....	.....	.....
South Central Division	7	.....	.....	.....	.....	.....
North Central Division	59	.....	.....	6	13	.....
Western Division	7	1	.....	.....	.....	12
North Atlantic Division:						
New Hampshire	4	.....	.....	.....	.....	.....
Massachusetts	5	.....	.....	.....	.....	.....
Rhode Island	5	.....	.....	.....	.....	.....
Connecticut	.....	.....	1	.....	.....	.....
South Central Division:						
Alabama	5	.....	.....	.....	.....	.....
Oklahoma	2	.....	.....	.....	.....	.....
North Central Division:						
Indiana	6	.....	.....	4	.....	.....
Michigan	5	.....	.....	.....	.....	.....
Iowa	7	.....	.....	.....	13	.....
South Dakota	8	.....	.....	.....	.....	.....
Kansas	33	.....	.....	2	.....	.....
Western Division:						
Colorado	1	1	.....	.....	.....	.....
New Mexico	2	.....	.....	.....	.....	.....
Utah	2	.....	.....	.....	.....	.....
Washington	2	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	12

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TABLE 41.—*Property of schools of technology.*

State or Territory.	Fellowships.	Scholarships.	Libraries.			Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.
			Volumes.	Pamphlets.	Value.			
United States	2	567	374,836	122,142	$596,419	$2,632,656	$12,785,609	$9,078,143
North Atlantic Division	2	208	139,449	38,593	282,901	970,173	4,793,862	2,838,340
South Atlantic Division	0	322	62,488	9,983	80,500	300,000	1,796,450	644,751
South Central Division	0	13	29,057	27,405	40,020	211,550	751,813	659,650
North Central Division	0	24	109,171	35,654	137,984	944,433	4,545,435	4,749,513
Western Division	0	0	34,671	10,507	55,014	206,500	898,029	185,889
North Atlantic Division:								
New Hampshire	0	54	5,000	3,700	6,600	42,000	183,881	116,000
Massachusetts	2	135	63,515	17,148	128,600	298,750	1,682,775	1,020,575
Rhode Island	0	0	6,750	7,500	11,625	79,506	170,950	50,000
Connecticut	0	0	5,000	1,600	5,500	5,389	100,000	135,000
New York	0	0	48,584	8,645	61,776	489,468	2,249,276	441,765
New Jersey	0	19	10,000	.....	18,800	55,000	407,000	475,000
South Atlantic Division:								
Maryland	0	0	38,000	.....	38,000	100,000	795,896	0
Virginia	0	254	12,500	5,583	27,000	77,000	420,000	365,312
North Carolina	0	0	1,988	2,000	2,500	18,000	125,554	125,000
South Carolina	0	68	10,000	2,400	13,000	55,000	305,000	154,439
Georgia	0	0	.....	.....	.....	50,000	150,000	0
South Central Division:								
Alabama	0	13	9,850	8,415	14,000	69,300	136,418	253,500
Mississippi	0	0	10,007	12,490	12,520	97,250	244,010	197,150
Texas	0	0	5,000	3,500	6,000	25,000	346,385	209,000
Oklahoma	0	0	4,200	3,000	7,500	20,000	25,000	0
North Central Division:								
Ohio	0	20	2,000	.....	5,000	75,000	500,000	2,000,000
Indiana	0	0	16,598	3,354	32,000	335,000	605,000	940,000
Illinois	.....	.....	15,000	300	15,000	.....	2,000,000	.....
Michigan	0	4	34,600	5,700	71,965	225,775	486,210	625,000
Iowa	0	0	11,000	2,000	11,000	22,000	425,000	681,034
North Dakota	0	0	4,075	600	5,000	18,000	120,000	0
South Dakota	0	0	6,400	9,700	10,800	40,000	110,000	0
Kansas	0	0	19,040	14,009	33,219	60,658	254,225	503,479
Western Division:								
Montana	0	0	3,300	2,000	6,000	10,000	120,000	0
Colorado	0	0	13,725	1,621	22,030	67,500	332,229	48,583
New Mexico	0	0	3,516	1,300	7,975	21,000	106,000	0
Utah	0	0	5,100	3,750	8,000	50,000	171,800	0
Washington	0	0	3,330	1,836	5,000	50,000	115,000	0
Oregon	0	0	5,700	.....	6,000	8,000	53,000	137,306

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TABLE 42.—*Income of schools of technology.*

State or Territory.	Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.	Benefactions.
United States	$432,658	$500,692	$724,041	$1,509,899	$257,320	$3,424,610	$90,886
North Atlantic Division	304,030	179,103	115,150	631,573	13,480	1,243,336	84,486
South Atlantic Division	47,126	38,625	166,000	283,552	110	535,413	0
South Central Division	660	47,290	121,117	138,774	19,790	327,631	100
North Central Division	77,732	219,592	192,375	228,000	210,734	928,433	5,550
Western Division	3,110	16,082	129,399	228,000	13,206	389,797	750
North Atlantic Division:							
New Hampshire	0	6,800	5,000	38,000	0	49,800	10,000
Massachusetts	241,545	117,150	53,000	38,000	2,753	452,448	70,231
Rhode Island	0	2,942	32,150	38,000	6,000	79,092	.....
Connecticut	0	6,750	15,000	38,000	0	59,750	0
New York	28,398	25,511	0	479,573	1,341	534,823	755
New Jersey	34,087	19,950	10,000	0	3,386	67,423	3,500
South Atlantic Division:							
Maryland	0	0	0	203,719	0	203,719	0
Virginia	21,593	21,859	45,000	30,333	0	118,785	.....
North Carolina	4,083	7,500	20,000	23,000	110	54,693	.....
South Carolina	18,450	9,266	76,000	26,500	0	130,216	.....
Georgia	3,000	0	25,000	0	0	28,000	0
South Central Division:							
Alabama	480	20,280	9,988	27,524	3,902	62,174	0
Mississippi	180	12,730	55,129	38,000	14,721	120,760	0
Texas	0	14,280	55,500	35,250	0	105,030	0
Oklahoma	0	0	500	38,000	1,167	39,667	100
North Central Division:							
Ohio	18,000	45,000	0	0	0	63,000	.....
Indiana	25,087	50,000	65,375	38,000	36,544	215,006	5,500
Illinois	30,000	0	0	0	70,000	100,000	.....
Michigan	1,280	46,843	51,000	38,000	24,258	161,381	.....
Iowa	0	47,730	37,232	38,000	2,287	125,249	.....
North Dakota	0	0	16,000	38,000	2,500	56,500	.....
South Dakota	3,365	0	26,100	38,000	1,968	69,433	.....
Kansas	0	27,700	5,000	38,000	11,966	82,666	50
Western Division:							
Montana	2,010	0	12,000	38,000	0	52,010	.....
Colorado	0	3,504	79,827	38,000	1,561	122,892	750
New Mexico	1,100	0	8,727	38,000	425	48,252	0
Utah	0	0	12,250	38,000	6,333	56,583	.....
Washington	0	0	11,595	38,000	3,726	53,321	.....
Oregon	0	12,578	5,000	38,000	1,161	56,739	.....

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TABLE 43.—*Statistics of universities and*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	ALABAMA.							
1	Blountsville	Blount College*	None	1890	1	1	4	2
2	East Lake	Howard College	Bapt	1841	3	0	9	0
3	Greensboro	Southern University*	M. E. So	1859	1	0	7	0
4	Lafayette	Lafayette College*	None	1885	0	3	2	0
5	Lineville	Lineville College	None	1890	0	1	4	1
6	St. Bernard	St. Bernard College	R. C	1892	4	0	10	0
7	Selma	Alabama Baptist Col'd University*	Bapt	1878	2	1	2	2
8	Spring Hill	Spring Hill College	R. C	1830	8	0	10	0
9	University	University of Alabama	None	1831	0	0	15	0
	ARIZONA.							
10	Tucson	University of Arizona	None	1891	5	3	10	0
	ARKANSAS.							
11	Arkadelphia	Arkadelphia Methodist College	M. E	1890	0	1	3	2
12	do	Ouachita Baptist College	Bapt	1886	3	2	5	1
13	Batesville	Arkansas College	Presb	1872	4	1	5	0
14	Clarksville	Arkansas Cumberland College	Cumb. Pres	1891	4	3	4	3
15	Conway	Hendrix College	M. E. So	1884	3	0	6	0
16	Fayetteville	Arkansas Industrial University	None	1872	8	9	18	5
17	Little Rock	Philander Smith College	M. E	1877	2	3	3	1
18	Mountain Home	Mountain Home Baptist College*	Bapt	1893	0	1	3	4
	CALIFORNIA.							
19	Berkeley	University of California	None	1869	0	0	143	5
20	Claremont	Pomona College	Cong	1888	6	3	8	2
21	College Park	University of the Pacific	M. E	1851	4	2	6	2
22	Los Angeles	Occidental College	Presb	1887	6	4	5	2
23	do	St. Vincent's College	R. C	1865	5	0	11	0
24	Oakland	California College	Bapt	1870	3	3	3	3
25	Pasadena	Throop Polytechnic Institute	None	1891	10	5	5	0
26	San Francisco	St. Ignatius College	R. C	1855	4	0	19	0
27	Santa Clara	Santa Clara College	R. C	1851	4	0	19	0
28	Santa Rosa	Pacific Methodist College	M. E. So	1861	1	1	4	4
29	Stanford University.	Leland Stanford Junior University	None	1891	0	0	75	10
30	University	University of Southern California	M. E	1880	13	7	8	3
	COLORADO.							
31	Boulder	University of Colorado	None	1877	11	3	31	2
32	Colorado Springs	Colorado College	None	1874	16	1	19	3
33	Denver	College of the Sacred Heart	R. C	1876	5	0	10	0
34	University Park	University of Denver	M. E	1864	6	2	11	3
	CONNECTICUT.							
35	Hartford	Trinity College	P. E	1824	0	0	23	0
36	Middletown	Wesleyan University	M. E	1831	0	0	28	0
37	New Haven	Yale University	Cong	1701	0	0	155	0
	DELAWARE.							
38	Dover	State College for Colored Students	None	1892	6	1	6	1
39	Newark	Delaware College	None	1834	0	0	13	0
	DIST. OF COLUMBIA.							
40	Washington	Catholic University of America	R. C	1889	0	0	16	0
41	do	Columbian University	Bapt	1821	0	0	74	0
42	do	Gallaudet College	None	1864	5	1	9	1
43	do	Georgetown University	R. C	1791	11	0	29	0
44	do	Gonzaga College	R. C	1821	3	0	10	0
45	do	Howard University	None	1867	3	0	6	1

*Statistics of 1896-97.

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colleges for men and for both sexes.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	5	3	168	98	48	37	0	0	0	0	0	0	216	135	1
0	0	12	0	31	0	112	1	0	0	0	0	0	0	143	1	2
0	0	8	0	30	0	145	4	0	0	0	0	0	0	175	4	3
0	0	2	3	50	60	40	45	0	0	0	0	0	0	90	105	4
0	0	4	2	35	30	81	67	0	0	0	0	0	0	116	97	5
4	0	16	0	20	0	71	0	0	0	0	0	21	0	112	0	6
0	0	5	4	95	104	1	3	0	0	0	0	0	0	96	107	7
0	0	18	0	39	0	32	0	0	0	0	0	0	0	108	0	8
21	0	32	0	0	0	169	15	4	0	0	0	138	0	303	15	9
0	0	11	3	58	41	42	16	0	0	0	0	0	0	100	57	10
0	0	3	3	31	7	35	55	0	0	0	0	0	0	66	72	11
-----	-----	8	3	75	75	75	75	0	0	0	0	24	0	170	150	12
0	0	5	1	17	28	48	15	0	0	0	0	0	0	65	43	13
0	0	4	3	37	43	7	1	0	0	0	0	0	0	44	44	14
0	0	9	0	80	10	61	9	0	0	0	0	0	0	141	19	15
19	0	41	11	175	83	154	63	1	2	0	0	128	0	458	148	16
-----	-----	5	4	35	24	16	2	0	0	0	0	18	0	69	28	17
0	0	3	5	25	20	34	42	0	0	0	0	0	0	59	62	18
239	0	382	5	0	0	869	630	95	70	6	5	470	39	1,531	860	19
0	0	10	5	59	41	65	41	0	0	0	0	0	0	124	82	20
0	0	10	4	62	66	44	18	0	0	0	0	0	0	105	82	21
0	0	6	4	29	19	3	2	0	0	0	0	0	0	32	21	22
0	0	16	0	80	0	80	0	0	0	0	0	0	0	160	0	23
0	0	3	3	27	24	8	7	0	0	0	0	0	0	35	31	24
0	0	11	9	74	23	8	3	0	1	0	0	0	0	142	74	25
0	0	23	0	125	0	230	0	0	0	0	0	0	0	355	0	26
0	0	23	0	33	0	181	0	0	0	0	0	0	0	214	0	27
0	0	4	4	9	12	26	18	0	0	0	0	0	0	35	30	28
0	0	75	10	0	0	697	421	69	37	0	0	0	0	766	458	29
25	2	42	12	133	76	54	30	0	0	0	0	88	29	275	135	30
45	1	80	6	120	153	125	111	13	8	8	0	67	5	333	277	31
0	0	29	6	73	50	70	61	1	0	0	0	0	0	144	111	32
0	0	15	0	110	0	28	0	0	0	0	0	0	0	138	0	33
68	0	80	9	79	49	32	33	0	0	11	5	189	16	311	103	34
0	0	23	0	0	0	134	0	2	0	0	0	0	0	136	0	35
0	0	28	0	0	0	257	58	10	2	0	0	0	0	267	60	36
94	0	250	0	0	0	1,724	0	205	35	21	1	428	0	2,395	105	37
0	0	6	1	19	9	14	5	0	0	0	0	0	0	33	14	38
0	0	13	0	0	0	88	0	3	0	0	0	0	0	91	0	39
14	0	30	0	0	0	0	0	52	0	0	0	99	0	151	0	40
94	0	161	0	0	0	255	93	57	11	0	0	605	0	917	104	41
0	0	9	1	16	15	34	23	3	2	0	0	0	0	53	40	42
80	0	124	0	147	0	123	0	41	0	0	0	402	0	684	0	43
0	0	13	0	136	0	24	0	0	0	0	0	0	0	160	0	44
45	0	66	9	86	12	36	10	0	0	0	0	268	18	478	136	45

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	FLORIDA.							
46	De Land	John B. Stetson University	Bapt	1887	10	7	8	1
47	Lake City	Florida Agricultural College	None	1884	2	0	11	2
48	Leesburg	Florida Conference College*	M. E. So	1886	3	2	4	1
49	St Leo	St. Leo Military College	R. C	1890	2	0	3	0
50	Tallahassee	Seminary West of the Suwanee River.	None	1857	4	2	4	2
51	Winter Park	Rollins College	None	1886	8	11	5	2
	GEORGIA.							
52	Athens	University of Georgia	None	1801	0	0	19	0
53	Atlanta	Atlanta Baptist College	Bapt	1897	4	0	4	0
54	do	Atlanta University	None	1869	7	3	4	3
55	do	Morris Brown College	A. M. E	1885	4	1	5	1
56	Bowdon	Bowdon College	None	1857	2	3	2	3
57	Dahlonega	North Georgia Agricultural College.	None	1873	1	1	5	1
58	Macon	Mercer University	Bapt	1837	1	0	10	0
59	Oxford	Emory College	M. E. So	1837	3	0	11	0
60	South Atlanta	Clark University	M. E	1868	5	2	6	2
61	Wrightsville	Nannie Lou Warthen College	M. E. So	1888	1	5	1	2
62	Young Harris	Young Harris College	M. E. So	1885	0	2	4	4
	IDAHO.							
63	Moscow	University of Idaho	None	1892	4	4	12	4
	ILLINOIS.							
64	Abingdon	Hedding College*	M. E	1853	5	7	7	1
65	Bloomington	Illinois Wesleyan University	M. E	1850	1	2	21	1
66	Bourbonnais	St. Viateur's College	R. C	1868	6	0	30	0
67	Carlinville	Blackburn University	Presb	1859	5	3	5	3
68	Carthage	Carthage College	Luth	1872	2	3	7	0
69	Champaign	University of Illinois	None	1868	6	1	83	9
70	Chicago	St. Ignatius College	R. C	1869	22	0	10	0
71	do	University of Chicago	Bapt	1892	10	2	167	15
72	Effingham	Austin College	None	1891	5	1	6	0
73	Elmhurst	Evangelical Proseminary	Ger. Ev	1871	2	0	6	0
74	Eureka	Eureka College	Christian	1855	8	2	8	1
75	Evanston	Northwestern University	M. E	1855	12	5	45	2
76	Ewing	Ewing College	Bapt	1867	4	2	4	6
77	Fulton	Northern Illinois College	None	1865	6	4	6	4
78	Galesburg	Knox College	None	1837	6	4	14	5
79	do	Lombard University	Univ	1852	4	1	8	1
80	Hoopeston	Greer College	None	1891	6	3	4	4
81	Jacksonville	Illinois College	None	1829	8	0	11	0
82	Lake Forest	Lake Forest University	Presb	1876	10	15	17	0
83	Lebanon	McKendree College	M. E	1828	8	1	8	0
84	Lincoln	Lincoln University	Cumb. Pres	1866	1	1	5	1
85	Monmouth	Monmouth College	U. Presb	1856	9	5	9	5
86	Naperville	Northwestern College	Ev. Assn	1861	7	1	7	1
87	Peru	St Bede College	R. C	1891	2	0	7	0
88	Quincy	Chaddock College	M. E	1876	1	4	2	4
89	do	St Francis Solanus College	R. C	1860	3	0	12	0
90	Rock Island	Augustana College	Luth	1860	11	1	11	0
91	Teutopolis	St. Joseph's Diocesan College	R. C	1862	3	0	7	0
92	Upper Alton	Shurtleff College	Bapt	1827	3	4	11	0
93	Westfield	Westfield College	U. B	1865	5	1	5	1
94	Wheaton	Wheaton College	Cong	1860	6	3	7	7
	INDIANA.							
95	Bloomington	Indiana University	None	1820	0	0	57	0
96	Crawfordsville	Wabash College	None	1832	5	0	15	0

* Statistics of 1896-97.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	14	11	78	61	12	9	1	0	0	0	0	0	115	76	46
0	0	13	2	46	7	56	21	4	1	0	0	0	0	150	53	47
0	0	7	3	50	40	12	7	0	0	0	0	0	0	62	47	48
0	0	5	0	10	0	25	0	0	0	0	0	0	0	35	0	49
0	0	4	2	19	21	49	59	0	0	0	0	0	0	68	80	50
0	0	8	11	51	32	10	10	0	1	0	1	0	0	69	55	51
21	0	40	0	0	0	247	0	8	0	0	0	215	0	470	0	52
------	------	4	0	28	0	7	0	1	0	0	0	17	0	56	0	53
0	0	8	7	73	2	19	12	0	0	0	0	0	0	102	153	54
2	0	7	1	24	42	10	0	0	0	0	0	29	0	63	42	55
0	0	2	3	30	30	28	14	0	0	0	0	0	0	58	44	56
0	0	6	2	40	20	96	14	0	0	0	0	0	0	136	34	57
4	0	15	0	38	0	210	0	1	0	0	0	12	0	260	0	58
2	0	16	0	61	0	259	0	0	0	0	0	8	0	325	0	59
0	0	6	2	31	10	11	3	0	0	1	0	0	0	46	57	60
0	0	1	5	35	32	20	11	0	0	0	0	0	0	55	43	61
0	0	4	6	82	33	63	26	0	0	0	0	0	0	161	72	62
0	0	15	6	92	69	53	31	3	0	0	0	0	0	148	100	63
0	0	12	8	110	85	32	13	0	0	0	0	0	0	142	98	64
9	0	31	3	83	68	62	32	0	0	------	------	58	1	203	101	65
4	0	40	0	50	0	134	0	0	0	0	0	16	0	200	0	66
0	0	5	4	35	22	12	13	0	0	0	0	0	0	47	35	67
0	0	9	3	38	71	33	18	0	0	0	0	0	0	71	89	68
84	2	171	12	145	54	538	158	30	1	36	11	566	21	1,337	245	69
0	0	26	0	244	0	143	0	0	0	0	0	0	0	477	0	70
16	0	193	17	126	70	588	705	575	300	0	0	339	32	1,554	949	71
0	0	10	3	100	80	70	60	0	0	0	0	0	0	170	140	72
0	0	8	0	6	0	86	0	0	0	0	0	0	0	112	0	73
3	0	11	5	51	30	44	24	1	2	1	0	37	11	122	66	74
173	24	218	33	367	164	318	233	24	8	3	1	1,372	132	2,082	538	75
1	0	6	7	57	14	37	5	1	0	0	0	14	0	111	19	76
0	0	6	4	50	90	25	40	8	0	16	1	12	0	111	141	77
0	0	15	8	126	77	185	136	0	4	0	0	0	0	311	217	78
5	1	9	4	18	9	32	39	0	0	0	0	9	2	59	50	79
0	0	10	7	100	75	32	18	0	0	0	0	0	0	132	93	80
0	0	15	0	116	0	113	0	6	0	0	0	0	0	235	0	81
81	0	108	15	95	138	59	37	4	3	0	0	1,064	0	1,222	178	82
2	0	9	1	71	29	27	6	3	2	12	1	8	0	121	38	83
0	0	11	3	37	33	22	25	0	0	1	0	0	0	60	58	84
0	0	9	5	63	50	80	63	0	2	0	0	0	0	143	115	85
3	0	14	5	109	40	50	22	0	0	0	0	33	1	192	63	86
0	0	9	0	21	0	46	0	0	0	0	0	0	0	67	0	87
4	0	8	6	25	18	15	10	0	0	0	0	4	1	49	33	88
0	0	14	0	81	0	72	0	0	0	0	0	0	0	198	0	89
4	0	17	1	56	25	103	11	1	1	14	1	61	0	235	38	90
0	0	10	0	100	0	95	0	0	0	0	0	0	0	195	0	91
0	0	18	6	76	28	49	29	4	0	0	0	0	0	129	57	92
0	0	5	1	60	25	13	10	0	0	0	0	0	0	73	35	93
0	0	8	10	89	57	39	27	0	0	0	0	0	0	140	91	94
3	0	60	0	0	0	644	300	59	14	0	0	92	0	735	314	95
0	0	21	0	76	0	124	0	2	0	0	0	0	0	202	0	96

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	INDIANA—cont'd.							
97	Fort Wayne	Concordia College	Luth	1839	6	0	7	0
98	Franklin	Franklin College	Bapt	1834	5	2	7	2
99	Greencastle	De Pauw University	M. E	1837	10	2	16	2
100	Hanover	Hanover College	Presb	1832	5	2	10	2
101	Irvington	Butler College	Christian	1855	2	2	10	3
102	Merom	Union Christian College	Christian	1859	5	3	4	2
103	Moores Hill	Moores Hill College	M. E	1856	7	1	5	0
104	Notre Dame	University of Notre Dame	R. C	1842	25	0	41	0
105	Richmond	Earlham College	Friends	1847	4	1	11	3
106	Ridgeville	Ridgeville College	Cong	1867	3	3	3	3
107	St. Meinrad	St. Meinrad College	R. C	1857	3	0	8	0
108	Upland	Taylor University	M. E	1847	3	1	9	4
	INDIAN TERRITORY.							
109	Bacone	Indian University	Bapt	1880	3	4	3	3
110	Muscogee	Henry Kendall College	Presb	1894	0	3	3	6
	IOWA.							
111	Cedar Rapids	Coe College	Presb	1881	4	3	6	4
112	Charles City	Charles City College	M. E	1891	3	0	4	0
113	Clinton	Wartburg College	Luth	1868	6	0	7	0
114	College Springs	Amity College	None	1855	3	0	4	2
115	Decorah	Luther College	Luth	1861	14	0	14	0
116	Des Moines	Des Moines College	Bapt	1865	2	2	5	3
117	do	Drake University	Christian	1880	14	5	12	2
118	Fairfield	Parsons College	Presb	1876	5	2	8	1
119	Fayette	Upper Iowa University	M. E	1857	8	6	5	3
120	Grinnell	Iowa College	Cong	1848	6	5	10	4
121	Hopkinton	Lenox College	Presb	1859	3	3	3	4
122	Indianola	Simpson College	M. E	1867	5	6	6	3
123	Iowa City	State University of Iowa	None	1856	0	0	45	6
124	Mount Pleasant	German College	M. E	1873	3	1	3	1
125	do	Iowa Wesleyan University	M. E	1844	6	2	9	2
126	Mount Vernon	Cornell College	M. E	1857	5	10	15	1
127	Oskaloosa	Penn College	Friends	1873	0	2	8	2
128	Pella	Central University of Iowa	Bapt	1853	1	0	8	5
129	Sioux City	Morningside College	M. E	1890	9	4	5	3
130	Storm Lake	Buena Vista College	Presb	1891	4	0	3	0
131	Tabor	Tabor College	Cong	1866	4	0	7	6
132	Toledo	Western College	U. B	1855	2	0	4	1
	KANSAS.							
133	Atchison	Midland College	Luth	1887	1	2	6	0
134	do	St. Benedict's College	R. C	1858	15	0	11	0
135	Baldwin	Baker University	M. E	1858	6	4	8	4
136	Dodge City	Soule College*	M. E	1893	2	1	6	1
137	Emporia	College of Emporia	Presb	1883	8	2	9	0
138	Highland	Highland University	Presb	1857	4	6	4	6
139	Holton	Campbell University	None	1882	12	3	12	3
140	Kansas City	Kansas City University	M. P	1896	4	1	10	1
141	Lawrence	University of Kansas	None	1866	0	0	40	4
142	Lecompton	Lane University	U. B	1865	2	0	4	1
143	Lindsborg	Bethany College	Luth	1881	9	1	9	1
144	Ottawa	Ottawa University	Bapt	1865	12	4	8	4
145	St. Marys	St. Mary's College	R. C	1869	22	0	11	0
146	Salina	Kansas Wesleyan University	M. E	1886	5	2	4	1
147	Sterling	Cooper Memorial College	U. Presb	1887	2	1	5	1
148	Topeka	Washburn College	Cong	1865	6	3	8	5
149	Wichita	Fairmount College	Cong	1892	4	3	7	1
150	Winfield	St. John's Lutheran College	Luth	1893	5	2	5	2
151	do	Southwest Kansas College	M. E	1886	7	3	8	1

*Statistics of 1896-97.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	7	0	70	0	105	0	0	0	0	0	0	0	175	0	97
0	0	8	4	46	34	60	59	4	3	0	0	0	0	119	96	98
9	0	31	3	150	141	304	125	4	3	1	1	38	1	497	271	99
0	0	11	2	31	16	65	23	0	3	0	0	0	0	96	42	100
5	0	15	4	50	14	75	58	4	3	0	0	12	0	129	75	101
2	1	9	4	65	43	42	45	4	2	2	0	23	7	131	97	102
0	0	8	1	43	25	35	23	0	0	0	0	0	0	78	48	103
5	0	53	0	407	0	163	0	8	0	0	0	71	0	650	0	104
0	0	11	3	11	2	103	112	1	0	2	4	0	0	117	118	105
0	0	3	3	40	45	3	0	0	0	0	0	0	0	43	45	106
8	0	16	0	23	0	42	0	0	0	0	0	45	0	110	0	107
2	0	16	5	56	38	25	6	0	0	0	0	33	4	108	48	108
0	0	4	6	29	24	4	2	0	0	0	0	0	0	33	26	109
0	0	3	7	24	23	12	16	0	0	0	0	0	0	36	39	110
0	0	6	4	21	17	26	42	0	0	0	0	0	0	47	59	111
1	0	6	0	35	29	11	8	0	0	0	0	9	0	99	44	112
0	0	7	0	40	0	33	0	0	0	0	0	0	0	71	0	113
0	0	7	4	32	33	16	19	0	0	0	0	0	0	72	86	114
0	0	14	0	91	0	101	0	0	0	0	0	0	0	192	0	115
0	0	7	5	35	20	48	35	0	0	0	0	0	0	83	55	116
30	0	44	9	161	122	98	42	4	0	0	0	257	45	499	211	117
0	0	9	3	29	13	58	39	1	1	0	0	0	0	88	53	118
0	0	13	9	185	102	73	48	1	0	3	0	0	0	262	150	119
0	0	20	6	94	79	145	116	4	0	9	6	0	0	252	201	120
0	0	5	5	29	18	33	38	0	0	0	0	0	0	62	56	121
0	0	9	8	202	141	63	36	0	0	0	0	0	0	265	177	122
81	2	97	8	0	0	407	178	27	22	29	10	640	37	1,066	247	123
1	0	4	1	20	11	29	8	0	0	0	0	10	0	40	18	124
0	0	14	4	165	105	59	32	0	0	2	1	0	0	226	138	125
0	0	20	11	159	100	176	135	0	0	1	0	0	0	336	235	126
0	0	8	4	75	51	64	59	1	2	0	0	0	0	140	112	127
0	0	9	5	60	17	15	8	0	2	0	0	0	0	75	27	128
0	0	9	4	112	76	15	12	0	0	0	0	0	0	127	88	129
0	0	5	2	17	3	3	2	0	0	0	0	0	0	54	42	130
0	0	11	6	50	47	36	43	0	0	0	0	0	0	86	90	131
0	0	8	1	66	33	40	15	0	0	0	0	0	0	125	71	132
0	0	8	4	32	36	24	17	2	1	0	0	0	0	58	54	133
0	0	24	0	89	0	66	0	0	0	0	0	0	0	155	0	134
0	0	14	8	224	112	118	58	0	0	0	0	0	0	342	170	135
0	0	8	2	62	49	18	14	2	0	2	0	0	0	84	63	136
0	0	9	2	27	12	52	28	0	0	1	0	0	0	80	40	137
0	0	4	6	9	15	10	21	0	0	0	0	0	0	19	26	138
2	1	14	4	131	156	70	74	0	0	0	0	9	0	210	230	139
52	4	67	7	45	25	19	14	2	0	4	0	97	12	167	51	140
21	0	54	4	0	0	412	242	28	14	2	0	219	14	653	409	141
4	0	7	2	70	58	17	8	0	0	0	0	30	1	108	67	142
0	0	11	3	31	32	42	11	0	0	0	0	0	0	133	75	143
0	0	13	5	185	206	62	48	0	0	0	0	0	0	247	254	144
0	0	25	0	212	0	73	0	0	0	0	0	0	0	285	0	145
0	0	5	2	44	13	23	16	2	0	0	0	0	0	69	29	146
0	0	7	2	38	22	24	20	0	0	0	0	0	0	62	42	147
0	0	9	8	80	39	71	44	0	0	0	0	0	0	151	83	148
0	0	11	4	37	42	36	42	0	0	0	0	0	0	73	84	149
0	0	5	2	35	16	32	7	0	0	0	0	0	0	103	23	150
0	0	11	5	105	63	15	6	0	0	0	0	0	0	162	89	151

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	KENTUCKY.							
152	Barbourville	Union College	M. E	1886	0	2	3	1
153	Berea	Berea College	None	1855	13	10	8	2
154	Bowling Green	Ogden College	None	1877	1	0	4	0
155	Danville	Centre College	Presb	1819	2	0	12	0
156	Georgetown	Georgetown College	Bapt	1829	1	4	11	7
157	Glasgow	Liberty College	Bapt	1875	2	3	2	1
158	Hopkinsville	South Kentucky College	Christian	1849	0	1	5	4
159	Lexington	Agricultural and Mechanical College.	None	1866	4	0	14	0
160	do	Kentucky University	Christian	1836	2	0	8	1
161	Richmond	Central University	Presb	1874	11	9	12	1
162	Russellville	Bethel College	Bapt	1854	0	0	8	0
163	St. Marys	St. Mary's College	R. C	1820	5	0	5	0
164	Winchester	Kentucky Wesleyan College	M. E. So	1890	3	6	8	0
	LOUISIANA.							
165	Baton Rouge	Louisiana State University	None	1860	2	0	18	0
166	Convent	Jefferson College	R. C	1865	2	0	10	0
167	Jackson	Centenary College of Louisiana	M. E. So	1841	1	0	5	0
168	Keatchie	Keatchie College	Bapt	1856	2	3	3	4
169	New Orleans	College of the Immaculate Conception.	R. C	1847	4	0	9	0
170	do	Leland University	Bapt	1870	3	4	3	4
171	do	New Orleans University	M. E	1873	5	2	5	2
172	do	Straight University	Cong	1869	3	2	3	2
173	do	Tulane University	None	1834	0	6	29	10
	MAINE.							
174	Brunswick	Bowdoin College	Cong	1802	0	0	21	0
175	Lewiston	Bates College	Free Bapt	1863	0	0	18	0
176	Orono	University of Maine	None	1868	0	0	34	0
177	Waterville	Colby University *a*	Bapt	1818	0	0	15	1
	MARYLAND.							
178	Annapolis	St. John's College	None	1789	4	0	9	0
179	Baltimore	Johns Hopkins University	None	1876	0	0	80	0
180	do	Loyola College	R. C	1852	8	0	6	0
181	do	Morgan College	M. E	1876	3	1	2	2
182	Chestertown	Washington College	None	1783	6	3	6	3
183	College Park	Maryland Agricultural College	None	1859	1	0	16	0
184	Ellicott City	Rock Hill College	R. C	1857	10	0	10	0
185	do	St. Charles College	R. C	1848	13	0	16	0
186	Mount St. Marys	Mount St. Mary's College	R. C	1808	18	0	15	0
187	New Windsor	New Windsor College *	Presb	1843	2	2	3	3
188	Westminster	Western Maryland College	M. P	1868	1	2	10	5
	MASSACHUSETTS.							
189	Amherst	Amherst College	Cong	1821	0	0	34	0
190	Boston	Boston College	R. C	1864	14	0	12	0
191	do	Boston University	M. E	1872	0	0	21	2
192	Cambridge	Harvard University	None	1638	0	0	234	0
193	Springfield	French-American College	Cong	1885	6	3	6	3
194	Tufts College	Tufts College	Univ	1854	2	0	34	0
195	Williamstown	Williams College	None	1793	0	0	30	0
196	Worcester	Clark University	None	1889	0	0	11	0
197	do	College of the Holy Cross	R. C	1843	11	0	14	0
	MICHIGAN.							
198	Adrian	Adrian College	M. P	1859	3	4	6	6
199	Albion	Albion College	M. E	1843	2	4	17	11

a Name changed to Colby College.

* Statistics of 1896-97.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	3	3	14	11	7	5	0	0	0	0	0	0	21	16	152
0	0	18	11	352	268	36	17	0	0	0	0	0	0	388	285	153
0	0	5	0	42	0	31	0	0	0	0	0	0	0	73	0	154
4	0	17	0	55	0	185	0	0	0	0	0	33	0	242	0	155
0	0	12	11	118	61	130	75	0	0	0	0	0	0	225	132	156
0	0	2	4	25	18	20	21	0	0	0	0	0	0	45	39	157
0	0	5	5	25	25	75	50	0	0	0	0	0	0	100	75	158
0	0	23	0	67	14	190	58	5	1	0	0	0	0	304	126	159
4	0	12	1	27	4	157	44	3	0	0	0	127	0	314	48	160
48	0	64	10	223	183	130	12	4	0	2	0	428	0	787	195	161
0	0	8	0	0	0	89	0	0	0	0	0	0	0	89	0	162
0	0	10	0	80	0	40	0	0	0	0	0	0	0	120	0	163
0	0	11	6	185	125	100	38	0	0	0	0	0	0	285	163	164
0	0	20	0	88	0	158	0	4	0	0	0	0	0	250	0	165
0	0	12	0	30	0	80	0	0	0	0	0	0	0	110	0	166
0	0	6	0	27	0	33	0	0	0	0	0	0	0	60	0	167
0	0	3	4	14	16	27	39	0	0	0	0	0	0	41	55	168
0	0	18	0	114	0	170	0	0	0	0	0	0	0	367	0	169
0	0	3	4	14	15	24	7	0	0	0	0	0	0	38	22	170
8	0	13	2	15	22	7	7	0	0	0	0	17	0	39	29	171
3	0	6	2	18	8	7	0	0	0	0	0	16	1	41	9	172
30	0	57	16	0	65	163	129	5	68	0	0	421	5	589	267	173
16	0	35	0	0	0	243	0	0	0	0	0	140	0	383	0	174
5	0	23	0	0	0	155	106	0	0	0	0	43	5	198	111	175
0	0	34	0	0	0	307	10	7	0	0	0	0	0	314	10	176
0	0	15	1	0	0	138	73	0	0	0	0	0	0	138	73	177
0	0	13	0	35	0	90	0	0	0	0	0	0	0	125	0	178
43	0	123	0	0	0	185	0	215	0	0	0	200	41	600	41	179
0	0	14	0	75	0	75	0	0	0	0	0	0	0	150	0	180
3	0	5	3	14	1	9	1	0	0	0	0	11	0	34	2	181
0	0	6	3	27	32	31	18	2	0	0	0	0	0	60	50	182
0	0	17	0	23	0	81	0	0	0	1	0	0	0	105	0	183
0	0	14	0	78	0	48	0	0	0	0	0	0	0	126	0	184
0	0	20	0	72	0	138	0	0	0	0	0	0	0	210	0	185
8	0	27	0	87	0	72	0	0	0	0	0	30	0	189	0	186
0	0	4	3	14	6	21	10	0	0	0	0	0	0	35	16	187
0	0	11	7	50	34	87	76	0	0	0	0	0	0	137	110	188
0	0	34	0	0	0	369	0	3	0	0	0	0	0	372	0	189
0	0	20	0	297	0	180	0	0	0	0	0	0	0	477	0	190
90	5	129	7	0	0	113	304	75	37	0	0	724	62	1,052	402	191
177	0	404	0	0	0	2,240	0	272	0	15	0	1,339	0	3,859	0	192
0	0	6	3	38	19	10	0	0	0	0	0	0	0	48	19	193
48	0	84	0	6	0	198	76	6	0	0	0	183	61	393	137	194
0	0	30	6	0	0	259	0	5	0	19	0	0	0	383	0	195
0	0	11	0	0	0	0	0	44	0	0	0	0	0	44	0	196
0	0	25	0	136	0	205	0	0	0	0	0	0	0	341	0	197
0	0	9	6	44	21	39	22	0	0	0	0	25	0	83	43	198
0	0	17	11	141	28	128	72	0	0	8	9	0	0	277	109	199

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	MICHIGAN—cont'd.							
200	Alma	Alma College	Presb	1887	7	3	10	6
201	Ann Arbor	University of Michigan	None	1837	0	0	100	6
202	Battle Creek	Battle Creek College*	7th D. Adv.	1874	1	11	10	2
203	Benzonia	Benzonia College*	Cong	1890	5	3	4	4
204	Detroit	Detroit College	R. C	1877	7	0	6	0
205	Hillsdale	Hillsdale College	Free Bapt.	1855	5	2	6	2
206	Holland	Hope College	Reformed	1865	11	1	13	0
207	Kalamazoo	Kalamazoo College	Bapt	1855	1	1	9	3
208	Olivet	Olivet College	Cong	1859	7	3	16	8
	MINNESOTA.							
209	Collegeville	St. John's University	R. C	1867	5	0	18	0
210	Minneapolis	Augsburg Seminary	Luth	1869	6	0	8	0
211	do	University of Minnesota	None	1868	0	0	92	20
212	Northfield	Carleton College	Cong	1870	1	2	11	4
213	do	St. Olaf College	Luth	1875	4	2	6	0
214	St. Paul	Hamline University	M. E	1854	5	2	16	3
215	do	Macalester College	Presb	1885	6	1	8	2
216	St. Peter	Gustavus Adolphus College	Luth	1862	6	1	9	1
217	Winnebago City	Parker College	Free Bapt.	1888	0	2	2	2
	MISSISSIPPI.							
218	Clinton	Mississippi College	Bapt	1852	2	0	7	1
219	Holly Springs	Rust University	M. E	1869	0	3	5	1
220	Jackson	Millsaps College	M. E. So	1892	3	0	7	0
221	University	University of Mississippi	None	1848	0	0	13	1
	MISSOURI.							
222	Albany	Central Christian College	Christian	1892	0	0	3	3
223	do	Northwest Missouri College	M. E. So	1892	2	1	3	2
224	Bolivar	Southwest Baptist College	Bapt	1878	1	0	3	1
225	Bowling Green	Pike College*	None	1882	0	2	2	6
226	Cameron	Missouri Wesleyan College	M. E	1883	4	5	4	5
227	Canton	Christian University	Christian	1855	4	1	8	1
228	Cape Girardeau	St. Vincent College	R. C	1843	5	0	5	0
229	Clarksburg	Clarksburg Baptist College	Bapt	1876	2	2	3	3
230	Columbia	University of the State of Missouri	None	1842	0	0	58	2
231	Edinburg	Grand River Christian Union College.	ChristianU.	1850	2	2	3	2
232	Fayette	Central College	M. E. So	1857	4	1	8	0
233	Fulton	Westminster College	Presb	1853	2	0	7	0
234	Glasgow	Pritchett College	None	1866	3	4	5	2
235	La Grange	La Grange College	Bapt	1858	4	1	5	1
236	Liberty	William Jewell College	Bapt	1849	9	0	14	0
237	Marshall	Missouri Valley College	Cumb.Presb	1889	8	4	8	2
238	Morrisville	Morrisville College	M. E. So	1872	0	1	6	4
239	Neosho	Scarritt Collegiate Institute	M. E. So	1888	1	2	2	1
240	Parkville	Park College	Presb	1875	3	6	9	2
241	St. Louis	Christian Brothers College	R. C	1852	9	0	9	0
242	do	St. Louis University	R. C	1829	13	0	14	0
243	do	Washington University	None	1859	31	34	24	0
244	Springfield	Drury College	Cong	1873	3	4	8	4
245	Tarkio	Tarkio College	U. Presb	1883	7	4	5	4
246	Trenton	Avalon College*	U. B	1868	1	2	2	2
247	Warrenton	Central Wesleyan College	M. E	1864	4	0	4	0
	MONTANA.							
248	Deer Lodge	College of Montana	Presb	1878	1	2	2	2
249	Helena	Montana Wesleyan University	M. E	1890	9	3	5	1
250	Missoula	University of Montana	None	1895	3	5	7	4

*Statistics of 1896-97.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	10	6	30	20	44	19	0	0	0	0	0	0	85	43	200
105	2	176	8	0	0	966	568	50	21	2	1	1,431	82	2,443	672	201
0	0	11	13	104	117	96	67	0	0	0	0	0	0	200	184	202
0	0	9	7	43	71	6	8	0	0	0	0	0	0	49	79	203
0	0	13	0	183	0	73	0	0	0	0	0	0	0	256	0	204
4	0	15	4	65	53	54	42	1	0	0	0	40	30	160	125	205
0	0	13	1	77	19	87	4	0	0	0	0	0	0	164	23	206
0	0	10	4	44	15	81	34	2	4	0	0	0	0	127	53	207
0	0	16	8	67	55	57	40	0	0	0	0	0	6	124	95	208
4	0	27	0	41	0	200	0	0	0	0	0	19	0	260	0	209
2	0	8	0	75	0	91	0	0	0	0	0	28	0	194	0	210
144	0	202	20	0	0	1,014	a577	138	46	0	0	822	26	2,061	831	211
0	0	14	8	66	64	77	85	0	2	0	0	0	0	143	151	212
0	0	8	2	54	16	36	3	0	0	0	0	0	0	90	19	213
43	0	59	3	77	33	104	72	0	1	5	5	92	6	278	117	214
0	0	10	2	35	20	65	10	0	0	0	0	0	0	100	30	215
0	0	11	1	67	27	52	8	0	0	0	0	0	0	178	39	216
0	0	2	4	21	15	1	10	0	0	0	0	0	0	31	35	217
0	0	9	1	20	0	85	0	2	0	8	0	0	0	115	0	218
0	0	5	4	75	85	15	5	0	0	0	0	0	0	90	90	219
2	0	12	0	60	0	140	0	0	0	0	0	20	0	200	0	220
7	0	20	1	0	0	175	29	2	0	12	4	52	0	241	33	221
3	2	4	5	0	0	22	29	0	0	0	0	3	0	41	29	222
0	0	5	3	10	8	38	32	0	0	0	0	0	0	50	46	223
0	0	4	1	40	32	25	41	0	0	0	0	0	0	65	73	224
0	0	2	8	20	30	35	80	0	0	0	0	0	0	55	110	225
0	0	4	5	52	57	8	7	0	0	0	0	0	0	60	64	226
3	0	9	1	25	10	42	23	0	1	0	0	47	0	93	31	227
0	0	5	0	20	0	10	0	0	0	0	0	0	0	30	0	228
0	0	5	5	30	21	52	28	0	0	0	0	0	0	82	49	229
15	0	62	2	0	0	439	102	19	4	0	0	173	3	631	109	330
0	0	5	4	41	40	16	10	0	0	0	0	0	0	57	50	231
0	0	10	1	93	6	58	2	0	0	0	0	0	0	151	8	232
0	0	9	0	25	0	77	0	0	0	0	0	0	0	102	0	233
0	0	5	6	37	46	14	7	1	1	0	0	0	0	52	54	234
0	0	10	5	16	14	42	30	0	0	0	0	0	0	58	44	235
0	0	23	0	159	0	159	0	0	0	11	0	0	0	329	0	236
0	0	8	4	97	45	59	37	0	0	0	0	0	0	156	82	237
0	0	6	5	8	7	45	65	0	0	0	0	0	0	53	72	238
0	0	3	3	35	55	20	23	0	0	0	0	0	0	55	78	239
0	0	12	8	164	98	90	58	0	0	0	0	0	0	254	156	240
0	0	24	0	190	0	105	0	0	0	0	0	0	0	405	0	241
0	0	29	0	169	0	70	0	67	0	0	0	0	0	309	0	242
65	0	120	34	554	365	86	52	0	0	0	0	367	4	1,007	421	243
0	0	11	6	110	97	50	42	0	0	0	0	0	0	160	139	244
0	0	10	4	54	56	44	30	0	0	0	0	0	0	134	87	245
0	0	3	4	30	20	25	15	0	0	0	0	0	0	55	35	246
2	0	14	0	80	40	34	10	0	0	0	0	47	0	180	62	247
0	0	3	4	6	8	8	14	0	0	0	0	0	0	14	22	248
0	0	9	3	20	26	1	0	0	0	0	0	0	0	21	26	249
0	0	7	5	52	58	25	35	0	0	0	0	0	0	77	93	250

a Students in school of agriculture are included in collegiate department.

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	NEBRASKA.							
251	Bellevue	University of Omaha	Presb	1880	3	3	4	3
252	Bethany	Cotner University	Christian	1888	6	5	6	5
253	College View	Union College	7th D. Adv.	1891	15	4	8	1
254	Crete	Doane College	Cong	1872	8	1	9	1
255	Fairfield	Fairfield College	Christian	1884	3	1	3	1
256	Grand Island	Grand Island College	Bapt	1892	4	2	4	2
257	Hastings	Hastings College	Presb	1882	3	2	6	1
258	Lincoln	University of Nebraska	None	1871	14	3	57	19
259	Neligh	Gates College	Cong	1882	2	1	4	1
260	Omaha	Creighton University	R. C	1879	7	0	6	0
261	University Place	Nebraska Wesleyan University	M. E	1888	10	7	10	7
262	York	York College	U. B	1890	6	4	6	4
	NEVADA.							
263	Reno	State University of Nevada	None	1886	6	3	14	2
	NEW HAMPSHIRE.							
264	Hanover	Dartmouth College	Cong	1770	0	0	36	0
265	Manchester	St. Anselm's College	R. C	1893	3	0	11	0
	NEW JERSEY.							
266	Newark	St. Benedict's College	R. C	1868	3	0	6	0
267	New Brunswick	Rutgers College	Reformed	1766	6	4	27	0
268	Princeton	Princeton University	None	1746	0	0	84	0
269	South Orange	Seton Hall College	R. C	1856	5	0	12	0
	NEW YORK.							
270	Alfred	Alfred University	7th D. Bapt	1836	4	3	12	9
271	Allegany	St. Bonaventure's College	R. C	1859	4	0	12	0
272	Annandale	St. Stephen's College	P. E	1860	2	0	5	0
273	Brooklyn	Adelphi College	None	1896	22	14	18	7
274	do	Polytechnic Institute of Brooklyn	None	1855	29	3	17	0
275	do	St. Francis College	R. C	1859	15	0	10	0
276	do	St. John's College	R. C	1870	5	0	8	0
277	Buffalo	Canisius College	R. C	1870	17	0	8	0
278	Canton	St. Lawrence University	Univ	1858	0	0	11	2
279	Clinton	Hamilton College	None	1812	0	0	18	0
280	Geneva	Hobart College	P. E	1822	0	0	13	0
281	Hamilton	Colgate University	Bapt	1819	9	0	19	0
282	Ithaca	Cornell University	None	1868	0	0	173	4
283	New York	College of St. Francis Xavier	R. C	1847	20	0	12	0
284	do	College of the City of New York	None	1847	8	0	52	0
285	do	Columbia University	None	1754	0	0	139	0
286	do	Manhattan College	R. C	1863	11	0	17	0
287	do	New York University	None	1831	0	0	39	0
288	do	St. John's College	R. C	1846	12	0	14	0
289	Niagara University	Niagara University	R. C	1856	17	0	13	0
290	Rochester	University of Rochester	Bapt	1850	0	0	14	0
291	Schenectady	Union College	None	1795	0	0	31	0
292	Syracuse	Syracuse University	M. E	1871	0	0	32	3
	NORTH CAROLINA.							
293	Belmont	St. Mary's College	R. C	1878	2	0	10	0
294	Chapel Hill	University of North Carolina	None	1795	0	0	29	0
295	Charlotte	Biddle University	Presb	1868	4	0	6	0
296	Davidson	Davidson College	Presb	1837	0	0	11	0
297	Durham	Trinity College	M. E. So	1851	0	0	14	0
298	Elon College	Elon College	Christian	1890	5	3	5	1
299	Guilford College	Guilford College	Friends	1837	0	2	5	5
300	Hickory	Lenoir College	Luth	1891	3	1	3	0
301	Mount Pleasant	North Carolina College	Luth	1859	2	0	3	0
302	Newton	Catawba College	Reformed	1851	7	1	7	2

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
45	0	51	3	30	20	20	10	5	0	5	2	170	7	205	35	251
23	0	29	5	37	70	17	10	0	0	0	0	50	0	104	80	252
		15	4	140	135	21	14	0	0	0	0	21	10	182	159	253
0	0	9	1	37	26	39	42	1	0	0	0	0	0	77	68	254
0	0	6	1	20	24	10	10	0	0	0	0	0	0	30	34	255
0	0	4	2	35	16	18	10	0	0	0	0	0	0	53	26	256
0	0	6	3	68	52	41	17	0	0	0	0	0	0	109	69	257
14	1	82	33	102	88	583	392	87	53	3	1	100	2	875	536	258
0	0	8	2	20	8	14	11	0	0	0	0	0	0	62	77	259
34	0	47	0	116	0	50	0	0	0	0	0	82	3	248	3	260
0	0	10	7	145	127	46	46	0	0	0	0	0	0	191	173	261
0	0	6	4	100	84	5	5	0	0	0	0	0	0	105	89	262
0	0	16	3	58	34	105	58	3	1	0	0	0	0	166	161	263
14	0	50	0	0	0	511	0	0	0	0	0	115	0	626	0	264
0	0	14	0	12	0	53	0	0	0	0	0	0	0	65	0	265
0	0	9	0	20	0	60	0	0	0	0	0	0	0	80	0	266
0	0	31	4	105	39	150	0	2	0	0	0	0	0	257	39	267
0	0	84	0	0	0	940	0	123	0	2	0	0	0	1,065	0	268
0	0	17	0	78	0	52	0	0	0	0	0	30	0	160	0	269
3	0	18	14	78	92	36	24	4	6	2	0	4	0	108	111	270
6	0	22	0	30	0	107	0	0	0	0	0	30	0	167	0	271
0	0	7	0	8	0	61	0	0	0	0	0	0	0	69	0	272
0	0	23	22	97	125	12	66	0	0	0	0	0	0	109	191	273
0	0	46	3	554	0	77	0	2	0	0	0	0	0	633	0	274
0	0	25	0	195	0	48	0	0	0	0	0	0	0	243	0	275
3	0	13	0	102	0	91	0	0	0	0	0	70	0	263	0	276
0	0	25	0	198	0	39	0	0	0	0	0	0	0	237	0	277
6	0	17	2	0	0	71	33	0	0	14	8	19	4	100	44	278
0	0	18	0	0	0	155	0	1	0	0	0	0	0	156	0	279
0	0	13	0	0	0	92	0	4	0	0	0	0	0	96	0	280
7	0	35	0	140	0	142	0	4	0	0	0	47	0	333	0	281
19	0	192	4	0	0	1,172	235	134	29	3	0	259	3	1,568	267	282
0	0	36	0	508	0	208	0	17	0	0	0	0	0	733	0	283
0	0	60	0	801	0	877	0	0	0	0	0	0	0	1,678	0	284
165	0	304	0	0	0	778	0	249	0	0	0	1,130	0	2,157	0	285
0	0	28	0	502	0	169	0	0	0	0	0	0	0	671	0	286
77	0	116	0	0	0	180	0	109	13	0	0	848	21	1,206	147	287
0	0	26	0	180	0	85	0	3	0	0	0	0	0	268	0	288
44	0	57	0	93	0	88	0	0	0	0	0	130	0	311	0	289
0	0	14	0	0	0	196	1	8	0	11	0	0	0	215	1	290
0	0	31	0	0	0	212	0	0	0	0	0	0	0	212	0	291
60	1	104	13	0	0	294	248	12	8	0	0	145	6	451	262	292
3	0	13	0	15	0	68	0	0	0	0	0	15	0	95	0	293
9	0	33	0	0	0	358	4	11	1	3	0	143	0	503	5	294
4	0	12	0	138	0	60	0	0	0	0	0	16	0	214	0	295
0	0	11	0	0	0	189	0	2	6	15	0	0	0	206	0	296
0	0	14	0	0	0	143	12	0	0	0	0	0	0	143	12	297
0	0	5	4	28	20	27	10	0	0	0	0	0	0	55	30	298
0	0	5	5	44	32	44	23	0	0	0	0	0	0	88	55	299
0	0	4	1	67	50	20	8	0	0	0	0	0	0	87	58	300
0	0	4	0	46	0	29	0	0	0	0	0	0	0	75	0	301
0	0	7	3	62	30	23	1	0	0	0	0	0	0	85	31	302

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	NORTH CAROLINA—continued.							
303	Raleigh	Shaw University	Bapt	1865	1	5	4	1
304	Rutherford College	Rutherford College	None	1853	1	1	7	0
305	Salisbury	Livingstone College	A. M. E	1882	0	4	4	0
306	Wake Forest	Wake Forest College	Bapt	1834	0	0	13	0
307	Weaverville	Weaverville College*	M. E. So	1873	3	2	3	2
	NORTH DAKOTA.							
308	Fargo	Fargo College	Cong	1887	7	3	7	3
309	University	University of North Dakota	None	1884	8	2	11	2
310	Wahpeton	Red River Valley University	M. E	1892	1	2	3	2
	OHIO.							
311	Akron	Buchtel College	Univ	1872	1	5	7	4
312	Alliance	Mount Union College	M. E	1846	9	3	10	2
313	Athens	Ohio University	None	1804	13	3	13	3
314	Berea	Baldwin University	M. E	1846	6	3	16	1
315	do	German Wallace College	M. E	1864	2	0	6	0
316	Cedarville	Cedarville College	Reformed	1894	3	1	3	1
317	Cincinnati	St. Joseph's College	R. C	1872	4	0	3	0
318	do	St. Xavier College	R. C	1840	14	0	10	0
319	do	University of Cincinnati	None	1873	0	0	24	3
320	Cleveland	St. Ignatius College	R. C	1886	8	0	6	0
321	do	Western Reserve University	None	1826	4	6	36	10
322	Columbus	Capital University	Luth	1850	5	0	8	0
323	do	Ohio State University	None	1870	0	0	81	5
324	Defiance	Defiance College	None	1885	4	1	----	----
325	Delaware	Ohio Wesleyan University	M. E	1844	21	7	22	4
326	Findlay	Findlay College	Ch. of God	1886	1	0	3	0
327	Gambier	Kenyon College	P. E	1825	8	0	9	0
328	Granville	Denison University	Bapt	1831	9	0	15	0
329	Hiram	Hiram College	Christian	1850	10	2	12	1
330	Lima	Lima College	Luth	1893	3	1	5	1
331	Marietta	Marietta College	None	1835	4	4	14	0
332	New Athens	Franklin College*	None	1825	3	3	4	3
333	New Concord	Muskingum College	U. Presb	1837	6	2	5	2
334	Oberlin	Oberlin College	None	1833	9	10	24	3
335	Oxford	Miami University	None	1824	7	0	10	0
336	Richmond	Richmond College	None	1835	3	1	3	1
337	Rio Grande	Rio Grande College	Free Bapt	1876	4	2	4	2
338	Scio	Scio College	M. E	1866	3	1	9	0
339	Springfield	Wittenberg College	Luth	1845	2	2	8	0
340	Tiffin	Heidelberg University	Reformed	1850	8	0	7	0
341	Westerville	Otterbein University	U. B	1847	4	2	9	2
342	Wilberforce	Wilberforce University	A. M. E	1856	6	3	6	3
343	Wilmington	Wilmington College	Friends	1870	2	2	4	3
344	Wooster	University of Wooster	Presb	1870	8	2	9	1
345	Yellow Springs	Antioch College	None	1852	8	3	8	1
	OKLAHOMA.							
346	Norman	University of Oklahoma	None	1892		2	7	0
	OREGON.							
347	Eugene	University of Oregon	None	1876	9	2	17	2
348	Forest Grove	Pacific University	Cong	1848	2	3	5	1
349	La Fayette	La Fayette Seminary	Un. Evang	1889	1	0	4	4
350	McMinnville	McMinnville College	Bapt	1859	9	1	9	1
351	Newberg	Pacific College	Friends	1891	2	3	5	3
352	Philomath	Philomath College	U. B	1867	0	1	5	3
353	Salem	Willamette University	M. E	1844	4	3	4	4
354	University Park	Portland University	M. E	1891	5	1	7	2

* Statistics of 1896-97.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
12	0	16	8	19	20	18	6	0	0	0	0	95	0	178	174	303
0	0	8	1	30	20	59	38	0	0	0	0	0	0	89	58	304
0	0	4	4	35	40	13	3	0	0	0	0	0	0	78	80	305
1	0	14	0	0	0	224	0	0	0	0	0	29	0	253	0	306
0	0	3	2	75	50	65	35	0	0	0	0	0	0	140	85	307
0	0	7	3	55	34	18	7	0	0	0	0	0	0	73	41	308
0	0	11	2	140	138	48	32	1	0	3	0	0	0	192	170	309
0	0	4	4	41	73	16	5	0	0	0	0	0	0	57	78	310
0	0	10	8	43	45	40	51	0	0	0	0	0	0	83	96	311
0	0	15	6	168	106	101	31	0	0	0	0	0	0	269	137	312
0	0	17	5	170	118	78	41	0	7	3	1	0	0	251	167	313
7	0	23	4	35	23	55	27	2	1	2	0	61	0	165	68	314
2	0	10	0	50	37	35	3	0	0	0	0	28	0	113	40	315
0	0	6	2	12	7	14	16	0	0	0	0	0	0	26	23	316
0	0	7	0	53	0	39	0	0	0	0	0	0	0	92	0	317
0	0	24	0	310	0	102	0	42	0	0	0	0	0	454	0	318
67	0	91	3	0	0	142	144	18	21	5	2	395	1	560	168	319
0	0	14	0	142	0	46	0	0	0	0	0	0	0	188	0	320
70	0	106	16	61	35	186	146	15	11	0	0	306	0	566	192	321
3	0	10	0	18	0	53	0	0	0	0	0	42	0	113	0	322
9	0	90	5	0	0	742	228	23	6	2	1	148	0	915	235	323
0	0	4	1	23	13	------	------	0	0	1	0	0	0	24	13	324
43	1	81	16	298	125	355	269	12	10	11	2	90	65	687	516	325
1	0	5	0	5	3	20	26	0	0	0	0	7	1	32	30	326
5	0	21	0	64	0	89	0	0	0	0	0	21	0	164	0	327
0	0	23	0	163	24	150	71	0	0	0	0	0	0	285	94	328
0	0	21	6	125	74	123	42	6	0	2	0	0	0	253	124	329
0	0	7	3	24	10	10	8	0	0	0	0	0	0	88	78	330
0	0	18	4	80	60	80	37	4	0	1	0	0	0	165	97	331
0	0	7	3	19	16	55	25	0	0	0	0	0	0	74	41	332
0	0	10	5	52	19	57	28	0	0	0	0	0	0	109	47	333
10	0	49	20	236	178	206	218	4	5	0	0	46	1	492	415	334
0	0	15	0	90	5	42	0	0	0	0	0	0	0	132	5	335
0	0	6	2	31	19	3	1	0	0	0	0	0	0	34	20	336
0	0	4	2	19	8	10	4	0	0	0	0	0	0	29	12	337
3	1	13	3	70	46	54	30	0	0	0	0	46	1	225	85	338
0	0	10	2	59	39	91	55	0	0	10	0	0	0	160	94	339
5	0	13	3	65	24	59	25	1	0	12	1	25	0	197	126	340
0	0	13	2	58	55	53	35	0	0	0	0	0	0	111	90	341
4	0	12	8	45	45	51	18	0	0	0	0	17	1	177	146	342
0	0	5	4	24	43	25	32	1	2	0	0	0	0	50	77	343
0	0	13	3	92	54	140	107	0	2	177	6	0	0	409	169	344
0	0	14	3	44	40	18	7	1	2	0	0	0	0	63	49	345
------	------	8	2	186	145	20	7	0	0	0	0	6	3	212	155	346
19	0	36	2	82	57	67	41	1	2	0	0	81	6	231	106	347
0	0	7	4	75	50	20	17	0	0	0	0	0	0	95	67	348
0	0	5	4	6	10	25	12	0	0	0	0	0	0	31	22	349
0	0	9	1	36	28	22	22	0	0	0	0	0	0	58	50	350
0	0	5	3	33	28	30	18	0	0	0	0	0	0	63	48	351
0	0	5	4	10	15	45	46	0	0	0	0	0	0	55	61	352
26	0	40	4	54	66	15	13	0	0	0	0	42	6	111	85	353
3	0	18	8	88	84	21	14	0	0	0	0	27	0	136	98	354

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	PENNSYLVANIA.							
355	Allegheny	Western University of Pennsylvania.	None	1819	0	0	18	0
356	Allentown	Muhlenberg College	Luth	1867	2	0	12	0
357	Annville	Lebanon Valley College	U. B	1866	2	1	13	3
358	Beatty	St. Vincent College	R. C	1846	7	0	11	0
359	Beaver Falls	Geneva College	Ref. Presb.	1849	1	1	6	1
360	Bethlehem	Moravian College	Moravian	1807	0	0	4	0
361	Carlisle	Dickinson College	M.E	1783	4	0	15	1
362	Chester	Pennsylvania Military College	None	1862	.....	.....	14	0
363	Collegeville	Ursinus College	Reformed	1870	11	3	13	2
364	Easton	Lafayette College	Presb	1832	0	0	28	0
365	Gettysburg	Pennsylvania College	Luth	1832	4	0	12	0
366	Greenville	Thiel College	Luth	1870	2	2	6	1
367	Grove City	Grove City College	None	1884	5	0	8	3
368	Haverford	Haverford College	Friends	1833	0	0	18	0
369	Lancaster	Franklin and Marshall College	Reformed	1836	4	0	15	0
370	Lewisburg	Bucknell University	Bapt	1846	5	6	16	0
371	Lincoln University	Lincoln University	Presb	1854	0	0	8	0
372	Meadville	Allegheny College	M. E	1817	8	2	14	1
373	New Berlin	Central Pennsylvania College	Un. Evang.	1855	2	0	4	1
374	New Wilmington	Westminster College	U. Presb	1852	3	4	5	2
375	Philadelphia	Central High School	None	1837	0	0	44	0
376	....do	La Salle College	R. C	1867	8	0	9	0
377	....do	University of Pennsylvania	None	1740	0	0	110	0
378	Pittsburg	Duquesne College*	None	1891	5	1	6	2
379	....do	Holy Ghost College	R. C	1878	2	0	11	0
380	Selinsgrove	Susquehanna University	Luth	1858	6	1	6	0
381	South Bethlehem	Lehigh University	None	1866	0	0	42	0
382	State College	Pennsylvania State College	None	1859	2	1	43	1
383	Swarthmore	Swarthmore College	Friends	1869	0	0	14	9
384	Villanova	Villanova College	R. C	1842	6	0	7	0
385	Volant	Volant College	None	1890	4	2	6	0
386	Washington	Washington and Jefferson College	Presb	1802	7	0	13	0
	RHODE ISLAND.							
387	Providence	Brown University	Bapt	1764	0	0	71	1
	SOUTH CAROLINA.							
388	Charleston	College of Charleston	None	1785	0	0	6	0
389	Clinton	Presbyterian College of South Carolina.	Presb	1880	0	0	6	0
390	Columbia	Allen University*	A. M. E	1880	4	0	4	0
391	....do	South Carolina College	None	1805	0	0	11	0
392	Due West	Erskine College	A. R. Presb.	1839	1	0	6	0
393	Greenville	Furman University	Bapt	1852	3	0	12	0
394	Newberry	Newberry College	Luth	1858	1	0	7	0
395	Orangeburg	Claflin University	M. E	1869	3	6	7	2
396	Spartanburg	Wofford College	M. E. So	1854	3	0	8	0
	SOUTH DAKOTA.							
397	East Pierre	Pierre University *a*	Presb	1583	2	3	2	3
398	Hot Springs	Black Hills College	M. E	1890	2	3	3	4
399	Mitchell	Dakota University	M. E	1885	6	1	6	0
400	Redfield	Redfield College	Cong	1887	6	3	6	3
401	Vermilion	University of South Dakota	None	1882	7	4	8	2
402	Yankton	Yankton College	Cong	1882	3	5	7	1
	TENNESSEE.							
403	Athens and Chattanooga.	U. S. Grant University	M. E	1867	6	6	4	1
404	Bristol	King College	Presb	1867	0	0	5	0

* Statistics of 1896-97.
a Name changed to Huron College and moved to Huron, S. Dak.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
90	0	103	0	0	0	161	5	3	0	1	0	522	3	683	8	355
0	0	12	0	50	0	110	0	0	0	0	0	0	0	160	0	356
0	0	13	3	56	10	64	30	0	0	0	0	0	0	120	40	357
4	0	22	0	121	0	114	0	0	0	0	0	35	0	270	0	358
0	0	7	2	68	27	40	18	0	0	0	0	0	0	108	45	359
3	0	5	0	0	0	28	0	0	0	7	0	12	0	47	0	360
7	0	26	1	108	8	189	14	0	0	11	1	78	1	386	24	361
0	0	14	0	27	0	84	0	0	0	0	0	0	0	111	0	362
6	0	23	5	70	16	85	6	2	0	0	0	17	0	174	22	363
0	0	38	0	0	0	281	0	8	0	26	0	0	0	315	0	364
0	0	16	0	59	19	175	7	0	0	3	0	0	0	237	26	365
0	0	8	2	20	19	42	10	0	0	0	0	0	0	62	29	366
0	0	11	3	153	85	181	57	0	0	0	0	0	0	355	177	367
0	0	18	0	0	0	110	0	1	0	0	0	0	0	111	0	368
5	0	24	0	86	0	183	0	2	0	1	0	46	0	306	0	369
0	0	18	6	75	65	212	43	6	1	15	3	0	0	308	112	370
8	0	10	0	0	0	156	0	0	0	0	0	47	0	203	0	371
0	0	21	2	91	32	145	58	0	0	0	0	0	0	236	90	372
0	0	6	1	41	8	47	7	0	0	0	0	0	0	88	15	373
0	0	6	6	61	39	111	53	0	0	0	0	0	0	172	92	374
0	0	44	0	0	0	1,193	0	32	0	0	0	0	0	1,225	0	375
0	0	14	0	111	0	92	0	0	0	0	0	0	0	203	0	376
163	0	358	0	0	0	630	308	121	33	1	0	1,720	2	2,491	343	377
0	0	11	3	16	19	40	60	0	0	0	0	0	0	56	79	378
0	0	13	0	30	0	160	0	0	0	0	0	0	0	190	0	379
2	0	12	1	65	18	53	8	1	0	3	0	10	0	144	28	380
0	0	42	0	0	0	345	0	7	0	11	0	0	0	363	0	381
0	0	45	2	38	2	236	12	2	1	0	0	0	0	332	15	382
0	0	14	9	0	0	69	93	0	0	0	0	0	0	69	93	383
3	0	15	0	53	0	82	0	0	0	0	0	22	0	152	0	384
0	0	6	2	60	45	35	40	0	0	0	0	0	0	95	85	385
0	0	16	0	77	0	223	0	1	0	0	0	0	0	301	0	386
0	0	71	1	0	0	610	149	24	29	37	11	0	0	671	189	387
0	0	6	0	0	0	36	0	0	0	0	0	0	0	36	0	388
0	0	6	0	0	0	30	24	0	1	0	0	0	0	30	25	389
3	0	4	0	4	3	4	0	0	0	0	0	8	0	16	3	390
1	0	12	0	0	0	146	17	3	0	0	0	22	1	171	18	391
0	0	7	0	18	0	109	2	0	0	0	0	0	0	127	2	392
0	0	15	0	30	0	136	2	0	0	0	0	0	0	166	2	393
0	0	8	0	42	0	102	9	0	0	8	0	0	0	152	9	394
0	0	15	8	45	48	12	5	0	0	0	0	0	0	57	53	395
0	0	11	0	41	0	158	3	0	0	0	0	0	0	199	3	396
0	0	3	4	14	29	10	4	0	0	0	0	0	0	24	33	397
0	0	4	5	12	20	11	8	1	0	2	0	0	0	32	38	398
0	0	10	3	58	41	35	14	0	0	0	0	0	0	110	98	399
0	0	8	4	16	6	15	4	0	0	0	0	0	0	38	29	400
0	0	12	8	112	124	36	35	1	2	0	0	0	0	197	180	401
0	0	9	6	59	54	32	22	1	0	0	0	0	0	92	76	402
30	0	36	6	128	140	27	8	1	2	0	0	185	0	341	150	403
0	0	5	0	0	0	80	0	0	0	0	0	0	0	80	0	404

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	TENNESSEE—cont'd.							
405	Clarksville	Southwestern Presbyterian University.	Presb	1855	0	0	8	0
406	Harriman	American Temperance University	None	1893	10	3	15	2
407	Hiwassee College	Hiwassee College	None	1849	1	1	3	0
408	Jackson	Southwestern Baptist University*	Bapt	1847	2	1	9	1
409	Knoxville	Knoxville College	U. Presb	1875	0	3	5	5
410	do	University of Tennessee	None	1794	0	0	28	2
411	Lebanon	Cumberland University	Cumb. Pres.	1842	2	0	5	0
412	McKenzie	Bethel College	Cumb. Pres.	1850	1	2	2	1
413	Maryville	Maryville College	Presb	1810	12	4	12	4
414	Memphis	Christian Brothers' College	R. C	1871	5	0	6	0
415	Milligan	Milligan College	Christian	1882	1	1	4	1
416	Mossy Creek	Carson and Newman College	Bapt	1851	6	2	6	1
417	Nashville	Central Tennessee College	M. E	1866	3	1	4	1
418	do	Fisk University	Cong	1846	8	16	7	4
419	do	Roger Williams University	Bapt	1863	3	4	5	1
420	do	University of Nashville	None	1785	6	5	15	13
421	do	Vanderbilt University	M. E. So	1875	0	0	35	0
422	Sewanee	University of the South	P. E	1868	5	0	10	0
423	Spencer	Burritt College	Christian	1848	1	1	3	0
424	Sweetwater	Sweetwater College	None	1874	1	1	2	6
425	Tusculum	Greeneville and Tusculum College	Presb	1794	2	2	3	1
426	Washington College.	Washington College	Presb	1795	3	1	3	2
	TEXAS.							
427	Austin	St. Edward's College	R. C	1881	15	0	5	0
428	do	University of Texas	None	1883	0	0	34	4
429	Brownwood	Howard Payne College	Bapt	1890	4	2	4	4
430	Campbell	Henry College	None	1892	0	0	11	1
431	Fort Worth	Fort Worth University	M. E	1881	6	5	4	4
432	do	Polytechnic College	M. E. So	1891	0	2	5	0
433	Galveston	St. Mary's University	R. C	1854	2	4	10	0
434	Georgetown	Southwestern University	M. E. So	1873	3	2	7	0
435	Greenville	Burleson College	Bapt	1895	4	4	4	0
436	Marshall	Wiley University	M. E	1873	6	2	4	2
437	San Antonio	St. Louis College	R. C	1894	9	0	6	0
438	Sherman	Austin College	Presb	1850	7	0	7	0
439	Tehuacana	Trinity University	Cumb. Pres.	1869	0	3	6	0
440	Waco	Add Ran Christian University	Christian	1873	1	1	8	4
441	do	Baylor University	Bapt	1845	1	8	11	0
442	do	Paul Quinn College	A. M. E	1881	1	2	1	2
	UTAH.							
443	Logan	Brigham Young College	L. D. Saints	1878	13	2	7	0
444	Salt Lake City	University of Utah	None	1850	13	3	14	2
	VERMONT.							
445	Burlington	University of Vermont	None	1800	0	0	30	0
446	Middlebury	Middlebury College	None	1800	0	0	11	0
447	Northfield	Norwich University	None	1834	0	0	11	0
	VIRGINIA.							
448	Ashland	Randolph Macon College	M. E. So	1832	0	0	10	0
449	Bridgewater	Bridgewater College	Bapt	1882	2	3	4	0
450	Charlottesville	University of Virginia	None	1825	0	0	22	0
451	Emory	Emory and Henry College	M. E. So	1838	1	0	7	0
452	Fredericksburg	Fredericksburg College	Presb	1803	6	0	8	0
453	Hampden Sidney	Hampden-Sidney College	None	1776	0	0	7	0
454	Lexington	Washington and Lee University	None	1749	0	0	17	0
455	Richmond	Richmond College	Bapt	1832	0	0	14	0
456	Salem	Roanoke College	Luth	1853	2	0	10	0
457	Williamsburg	College of William and Mary	None	1693	1	0	9	0

* Statistics of 1896-97.

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for men and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
5	0	10	0	0	0	105	0	2	0	0	0	23	0	125	0	405
1	0	17	4	110	40	39	16	2	0	26	2	17	1	229	66	406
0	0	5	1	25	10	20	10	0	0	0	0	0	0	60	25	407
0	0	10	1	23	0	127	22	0	0	0	0	60	0	223	47	408
7	0	12	8	39	36	12	9	0	0	0	0	5	0	56	45	409
36	0	57	2	0	0	122	59	12	2	0	0	343	0	537	61	410
9	0	16	0	57	0	60	6	11	0	0	0	137	9	262	15	411
0	0	3	3	60	62	50	30	0	0	0	0	0	0	110	92	412
0	0	12	4	173	85	84	37	0	0	0	0	0	0	257	122	413
0	0	13	0	93	0	51	0	0	0	0	0	0	0	179	0	414
0	0	5	2	66	44	44	33	0	0	0	0	0	0	110	77	415
0	0	9	3	120	62	45	30	0	0	0	0	0	0	165	92	416
24	1	31	3	34	18	15	7	0	0	0	0	214	9	263	34	417
4	0	8	16	80	88	45	9	0	0	0	0	4	0	129	97	418
0	0	5	4	53	35	20	4	0	0	0	0	0	0	73	39	419
26	0	52	27	177	234	208	370	0	0	0	0	203	3	588	607	420
50	0	87	0	0	0	231	29	31	6	0	0	576	2	765	35	421
27	0	42	0	96	0	127	0	0	0	0	0	204	0	427	0	422
0	0	4	1	72	27	34	12	0	0	0	0	0	0	106	39	423
0	0	3	6	4	11	54	50	0	0	0	0	0	0	58	61	424
0	0	5	3	68	34	26	18	0	0	0	0	0	0	94	52	425
0	0	5	3	63	33	25	24	1	0	0	0	0	0	89	57	426
0	0	20	0	126	0	24	0	0	0	0	0	0	0	150	0	427
36	1	66	5	0	0	279	129	11	7	0	0	379	25	646	154	428
1	0	6	4	43	31	29	19	0	0	0	0	27	19	80	57	429
0	0	11	1	0	0	180	85	2	0	0	1	0	0	182	86	430
17	0	27	9	380	255	23	18	0	0	0	0	185	3	588	276	431
0	0	5	2	167	119	36	10	0	0	0	0	0	0	203	129	432
0	0	12	4	80	100	126	0	0	0	0	0	0	0	206	100	433
0	0	11	8	79	28	155	73	0	0	0	0	0	0	234	101	434
0	0	5	4	26	30	20	27	0	0	0	0	0	0	46	57	435
0	0	6	2	22	15	8	1	0	0	0	0	6	0	36	16	436
0	0	14	0	91	0	17	0	0	0	0	0	0	0	108	0	437
0	0	7	0	38	0	56	0	0	0	0	0	0	0	94	0	438
0	0	6	3	61	32	47	24	0	0	0	0	0	0	108	56	439
2	0	9	5	66	32	86	44	0	0	0	0	21	0	162	76	440
0	0	12	8	167	82	106	75	4	4	0	0	0	0	277	161	441
1	0	3	4	82	63	17	14	0	0	0	0	12	0	111	77	442
0	0	13	2	167	120	1	0	0	0	0	0	0	0	168	120	443
0	0	19	3	85	49	49	56	2	1	0	0	0	0	281	336	444
26	0	59	0	0	0	245	51	1	0	1	0	283	0	530	51	445
0	0	11	0	0	0	60	48	0	0	0	0	0	0	60	48	446
0	0	11	0	0	0	56	0	0	0	0	0	0	0	56	0	447
0	0	10	0	0	0	103	0	6	0	1	0	0	0	110	0	448
0	0	6	3	73	34	13	8	0	0	0	0	0	0	86	42	449
21	0	24	0	0	0	240	0	20	0	0	0	264	0	489	0	450
0	0	8	0	6	0	113	0	0	0	0	0	0	0	119	0	451
0	0	10	0	50	50	39	40	0	0	0	0	0	0	89	95	452
0	0	7	0	0	0	128	0	0	0	0	0	0	0	128	0	453
7	0	24	0	0	0	88	0	9	0	0	0	43	0	140	0	454
3	0	17	0	0	0	219	0	0	0	0	0	43	0	262	0	455
0	0	12	0	34	1	127	10	0	0	0	0	0	0	179	12	456
0	0	10	0	116	0	42	0	0	0	0	0	0	0	158	0	457

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TABLE 43.—*Statistics of universities and colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.			
					Preparatory department.		Collegiate department.	
					Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8
	WASHINGTON.							
458	Burton	Vashon College	None	1892	2	2	4	3
459	Colfax	Colfax College	Bapt	1885	2	2	2	2
460	College Place	Walla Walla College*	7th D. Adv.	1892	1	2	7	3
461	Seattle	University of Washington	None	1862	....	....	19	2
462	Spokane	Gonzaga College	R. C	1887	1	0	14	0
463	Sumner	Whitworth College	Presb	1890	0	1	5	0
464	Tacoma	Puget Sound University	M. E	1890	2	3	9	0
465	Vancouver	St. James College	R. C	1856	3	0	3	0
466	Walla Walla	Whitman College	Cong	1866	10	1	10	1
	WEST VIRGINIA.							
467	Barboursville	Barboursville College	M. E. So	1888	1	0	3	4
468	Bethany	Bethany College	Christian	1841	0	0	9	4
469	Morgantown	West Virginia University	None	1867	5	1	29	3
	WISCONSIN.							
470	Appleton	Lawrence University	M. E	1849	6	3	13	4
471	Beloit	Beloit College	Cong	1847	6	0	16	0
472	Franklin	Mission House	Reformed	1859	9	0	8	0
473	Galesville	Gale College	Presb	1838	0	1	6	4
474	Madison	University of Wisconsin	None	1849	0	0	104	11
475	Milton	Milton College	7th D. Bapt.	1844	5	2	7	2
476	Milwaukee	Concordia College	Luth	1881	9	0	9	0
477	do	Marquette College	R. C	1881	4	0	5	0
478	Ripon	Ripon College	None	1853	7	5	8	2
479	Watertown	Northwestern University	Luth	1865	3	0	5	0
	WYOMING.							
480	Laramie	University of Wyoming	None	1887	11	3	11	3

*Statistics of 1896-97.

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for men, and for both sexes—Continued.

Professors and instructors.				Students.												
Professional departments		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Professional departments.		Total number (excluding duplicates).		
								Resident.		Nonresident.						
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
0	0	6	3	59	20	22	12	2	0	0	0	0	0	83	32	458
0	0	3	2	97	22	3	2	0	0	0	0	0	0	100	24	459
0	0	8	5	20	35	10	15	0	0	0	0	0	0	30	50	460
0	0	19	2	5	10	129	92	2	1	0	0	0	0	136	108	461
0	0	15	0	20	0	100	0	0	0	0	0	0	0	120	0	462
0	0	6	1	7	14	9	2	0	0	0	0	0	0	16	16	463
0	0	11	3	93	72	21	4	2	0	1	0	0	0	117	76	464
0	0	6	0	43	0	23	0	0	0	0	0	0	0	66	0	465
0	0	10	6	58	41	20	14	0	0	0	0	0	0	78	55	466
0	0	4	4	5	5	35	25	0	0	0	0	0	0	40	30	467
0	0	9	4	0	0	69	25	0	0	0	0	0	0	69	25	468
4	0	38	4	158	16	250	68	5	6	10	1	123	3	555	89	469
0	0	18	4	60	44	63	54	4	2	7	0	0	0	134	100	470
0	0	22	0	233	0	147	59	1	0	0	0	0	0	346	59	471
3	0	16	0	27	0	53	0	0	0	0	0	24	0	104	0	472
0	0	6	4	2	4	12	15	5	0	0	0	0	0	19	19	473
44	0	118	11	0	0	994	335	78	28	17	5	235	6	1,324	374	474
0	0	8	2	33	14	29	24	0	0	0	0	0	0	62	38	475
0	0	9	0	73	0	146	0	0	0	0	0	0	0	219	0	476
0	0	11	0	114	0	55	0	0	0	0	0	0	0	231	0	477
0	0	9	8	46	26	39	28	0	0	0	0	0	0	85	54	478
0	0	8	0	63	9	62	2	0	0	0	0	0	0	125	11	479
0	0	11	3	50	56	33	22	4	2	2	0	0	0	88	80	480

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuiton fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	ALABAMA.									
1	Blount College*	$40	$2	$100	$150	0	0	100	150	$100
2	Howard College	60	15	.....	100	0	0	2,200	250	4,500
3	Southern University*	50	8	72	108	0	38	10,000	.....	10,000
4	Lafayette College*	13	0	85	100	0	0	300	250	300
5	Lineville College	27	1	63	75	0	0	150	25	125
6	St. Bernard College	.....	.....	.....	.....	.....	.....	3,000	700	3,000
7	Alabama Baptist Colored University.*	.....	.....	.....	.....	.....	.....	500	.....	500
8	Spring Hill College	60	40	200	240	0	0	30,000	1,500	45,000
9	University of Alabama	0	10	120	180	0	0	15,000	.....	15,000
	ARIZONA.									
10	University of Arizona	0	5	140	175	0	0	3,400	.....	3,500
	ARKANSAS.									
11	Arkadelphia Methodist College	50	2	120	.....	0	3	500	100	700
12	Ouachita Baptist College	50	8	75	95	0	1	2,500	300	3,000
13	Arkansas College	50	5-7	85	.....	.....	.....	3,500	1,000	3,000
14	Arkansas Cumberland College	40	6	60	80	0	0	2,000	500	1,500
15	Hendrix College	60	4	90	100	0	4	5,000	4,000	6,000
16	Arkansas Industrial University	0	5	54	90	0	0	7,908	6,499	8,000
17	Philander Smith College	8	.....	50	65	0	0	800	200	400
18	Mountain Home Baptist College*	50	2	65	80	.....	.....	500	1,100	500
	CALIFORNIA.									
19	University of California	0	.....	135	198	11	74	73,576	.....	180,000
20	Pomona College	60	5	107	198	0	6	3,000	1,000	5,000
21	University of the Pacific	50	.....	120	180	0	12	6,000	250	10,000
22	Occidental College	60	.....	125	200	0	3	200	.....	200
23	St. Vincent's College	50	.....	200	.....	0	0	3,000	500	3,000
24	California College	70	.....	270	300	0	4	2,800	800	2,000
25	Throop Polytechnic Institute	105	.....	140	220	0	16	1,650	1,000	2,000
26	St. Ignatius College	80	20	.....	.....	.....	.....	26,462	7,586	20,000
27	Santa Clara College	.....	.....	a350	a400	0	0	23,000	2,000	25,000
28	Pacific Methodist College	70	.....	125	200	0	0	1,000	.....	.....
29	Leland Stanford Junior University.	0	.....	225	300	0	0	38,000	15,000	40,000
30	University of Southern California.	60	.....	100	150	0	2	5,000	1,000	10,000
	COLORADO.									
31	University of Colorado	0	10	150	200	0	0	18,000	3,000	30,000
32	Colorado College	35	8	170	250	0	47	21,757	20,000	25,000
33	College of the Sacred Heart	30	5	150	220	0	1	7,000	1,350	12,000
34	University of Denver	30	.....	120	250	0	7	8,500	3,400	10,000
	CONNECTICUT.									
35	Trinity College	100	.....	200	275	1	32	40,000	6,000	25,000
36	Wesleyan University	75	33	250	350	.....	2	48,000	.....	45,000
37	Yale University	155	0	195	390	13	400	235,000	.....	.....
	DELAWARE.									
38	State College for Colored Students.	0	.....	64	.....	.....	.....	500	200	500
39	Delaware College	60	11	150	200	0	0	10,000	8,500	21,000
	DISTRICT OF COLUMBIA.									
40	Catholic University of America	75	.....	180	230	2	14	32,000	3,000	30,000
41	Columbian University	100	.....	120	200	0	39	12,000	.....	10,000
42	Gallaudet College	.....	.....	250	.....	1	60	2,500	.....	4,000
43	Georgetown University	60	2-12	175	325	0	6	78,000	50,000	75,000
44	Gonzaga College	40	.....	.....	.....	0	50	1,000	500	1,000
45	Howard University	0	0	100	.....	0	0	13,200	.....	.....

* Statistics of 1896-97.

a Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
	$7,000									1
$500	70,000	0	$10,560	0	0	0	0	$10,560	$300	2
20,000	100,000	$85,000	5,000	$5,200	0	0	0	10,200		3
100	15,000		4,000					4,000		4
250	3,000	0	2,200	0	$350	0	0	2,550	0	5
4,000	90,000	0	9,000	0	0	0	0	9,000		6
500	30,000	0	872	0	0	0	$3,933	4,805		7
5,000	250,000	0	36,000	0	0	0	0	36,000	0	8
40,000	300,000	300,000	0	24,000	0	0	0	24,000		9
40,000	85,000	0	0	0	10,700	$38,000	0	48,700		10
2,000	35,000	0	7,500	0	0	0	0	7,500	180	11
500	75,000	0	9,000	0	0	0	0	9,000		12
1,000	25,000	5,500	1,700	200	0	0	1,200	3,100		13
250	25,000	15,000	2,362	606	0	0	0	2,968	0	14
3,000	80,000	0	2,800	0	0	0	1,157	3,957	4,000	15
26,000	230,000	130,000	2,934	10,400	34,650	31,727	0	79,711		16
50	30,000	0	1,155	0	0	0	2,200	3,355	250	17
700	15,000		3,000	0	0	0	0	3,000		18
370,000	1,775,671	2,818,749	0	114,897	385,141	38,000	13,444	551,482	15,970	19
1,500	80,000	100,000	7,500	2,500	0	0	0	9,000	96,000	20
2,000	175,000	78,000	18,000	3,200	0	0	4,985	26,185	33,000	21
200	16,000	0	1,500	0	0	0	0	1,500	7,000	22
1,000	55,000	0							0	23
1,000	40,000	35,000	1,800	1,800	0	0	0	3,600	3,800	24
18,000	70,000	28,200	12,800	1,500	0	0	0	14,300	30,000	25
50,000	800,000	0	3,500	0	0	0	0	3,500		26
55,000	95,000	0	38,000	0	0	0	0	38,000		27
2,000	30,000	0	4,421	0	0	0	0	4,421		28
60,000	2,000,000	3,500,000	23,658	175,000	0	0	0	198,658		29
2,000	125,000	80,000	18,000	5,000	0	0	0	23,000	15,000	30
24,000	184,500	80,000	3,524	4,000	126,000	0	0	133,524		31
9,100	436,900	358,825	7,892	18,172	0	0	0	26,064	56,964	32
3,000	135,000	3,000	12,000	200	0	0	0	12,200	1,000	33
33,000	650,000	175,085	13,624	10,176	0	0	40,479	64,279	9,111	34
15,000	1,200,000	700,000	18,000	32,000	0	0	0	50,000	10,000	35
85,755	543,030	1,240,009	21,592	64,088	0	0	7,296	92,976	117,500	36
		3,979,762	481,701	197,175	0	0	25,568	704,444		37
1,000	18,800	0	0	0	0	4,600	0	4,600	200	38
22,000	82,700	83,000	300	4,980	0	33,400	1,589	40,269		39
30,000	825,000	800,000	1,848	41,185	0	0	17,285	60,318		40
40,000	1,000,000	256,075	42,793	11,678	0	0	0	54,471		41
1,000	700,000	0	4,597	0	0	76,628	0	81,225		42
25,000	1,152,500	43,000	103,097	3,586	0	0	30,613	137,293	36,073	43
500	100,000	0	3,000	0	0	0	0	3,000	7,000	44
	600,000	180,000	6,500	8,500	0	34,500	6,800	56,300		45

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	FLORIDA.									
46	John B. Stetson University	$60	.....	.....	$148	0	2	7,000	1,000	$10,000
47	Florida Agricultural College	(a)	$10	$110	130	0	3	2,620	2,500	6,000
48	Florida Conference College*	50	2	40	90	....	....	2,000	2,000	2,000
49	St. Leo Military College	.....	0	b 200	b 200	0	1	2,500	1,000	2,000
50	Seminary West of the Suwanee River.	0	10	125	150	0	0	1,250	300	1,000
51	Rollins College	50	.....	.....	.....	0	0	3,500	.....	3,000
	GEORGIA.									
52	University of Georgia	0	15	90	126	1	0	28,960	8,045	25,000
53	Atlanta Baptist College	12	.....	72	.....	0	0	2,500	500	1,000
54	Atlanta University	18	0	96	96	0	0	10,000	.....	10,000
55	Morris Brown College	9	.....	61	.....	....	....	1,500	500	1,500
56	Bowdon College	35	1	115	125	....	....	1,200	500	2,000
57	North Georgia Agricultural College.	0	10	75	100	0	0	2,000	1,000	1,500
58	Mercer University	50	.....	65	115	0	8	15,000	.....	5,000
59	Emory College	60	5	72	108	....	....	20,000	.....	25,000
60	Clark University	.....	.....	b 80	.....	....	....	1,500	.....	1,000
61	Nannie Lou Warthen College	20	.....	65	95	....	....	250	.....	.....
62	Young Harris College	10	.....	72	72	....	....	500	.....	500
	IDAHO.									
63	University of Idaho	(c)	.....	100	150	0	0	6,100	9,500	5,000
	ILLINOIS.									
64	Hedding College*	38	9	140	175	0	24	2,000	1,000	2,000
65	Illinois Wesleyan University	40	5	125	150	0	2	7,000	3,000	10,000
66	St. Viateur's College	.....	.....	b 200	.....	....	....	7,000	1,000	2,000
67	Blackburn University	35	2	110	140	0	4	3,000	.....	2,000
68	Carthage College	32	.....	115	140	....	....	5,000	.....	4,000
69	University of Illinois	0	23	157	233	6	38	34,388	6,750	65,000
70	St. Ignatius College	40	10	.....	.....	....	....	20,000	.....	20,000
71	University of Chicago	120	5	200	300	72	140	341,740	.....	223,220
72	Austin College	32	.....	100	120	0	0	2,000	500	2,500
73	Evangelical Proseminary	50	6	.....	100	....	....	1,962	.....	1,600
74	Eureka College	39	.....	75	127	....	....	3,193	2,265	3,000
75	Northwestern University	69	5	140	232	3	36	37,366	23,400	45,000
76	Ewing College	30	5	85	120	0	0	4,000	1,000	4,000
77	Northern Illinois College	40	40	125	145	....	....	1,800	500	1,200
78	Knox College	50	.....	133	190	0	4	10,000	.....	10,000
79	Lombard University	(d)	12	125	175	0	15	7,000	2,000	10,000
80	Greer College	48	.....	75	100	....	....	2,100	500	1,500
81	Illinois College	50	2	78	89	....	....	15,000	.....	10,000
82	Lake Forest University	40	.....	215	400	0	20	13,000	2,500	.....
83	McKendree College	36	0	100	175	0	0	8,000	3,000	12,000
84	Lincoln University	10	15	135	175	....	....	2,500	500	3,500
85	Monmouth College	40	10	100	130	0	0	20,000	.....	30,000
86	Northwestern College	18	15	100	160	0	0	5,000	1,500	7,000
87	St. Bede College	30	.....	.....	.....	0	0	7,000	1,000	.....
88	Chaddock College	40	10	100	164	....	....	1,000	200	1,000
89	St. Francis Solanus College	30	17	130	130	0	3	4,500	350	7,000
90	Augustana College	36	.....	129	160	0	0	16,000	5,000	16,000
91	St. Joseph's Diocesan College	.....	.....	b 180	.....	0	0	5,000	.....	.....
92	Shurtleff College	12	7	114	170	....	....	9,000	1,000	10,000
93	Westfield College	30	0	95	125	....	....	2,500	1,000	1,200
94	Wheaton College	24	12-18	80	150	0	9	3,000	.....	2,000
	INDIANA.									
95	Indiana University	0	18	150	225	0	0	29,450	.....	60,000
96	Wabash College	24	20	108	125	1	0	34,000	2,000	50,000
97	Concordia College	40	.....	72	.....	....	....	3,750	.....	4,000

* Statistics of 1896-97.
a Free to residents; $20 to nonresidents.
b Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$5,000	$275,000	$200,000	$4,080	$6,460	0	0	$18,000	$29,110	$218,765	46
10,500	32,000	158,800	0	9,107	$2,500	$11,500	1,493	24,600	.....	47
.....	15,000	0	2,560	0	0	0	800	3,360	.....	48
0	25,000	0	.....	.....	.....	.....	.....	.....	.....	49
1,800	25,000	65,000	1,200	4,500	2,000	0	0	7,700	.....	50
2,000	67,000	6,000	4,100	210	0	0	0	4,310	.....	51
60,000	505,000	382,000	2,280	26,664	14,500	15,333	2,318	62,205	.....	52
650	61,000	20,000	500	1,200	0	0	5,170	6,870	829	53
.....	250,000	35,000	2,100	960	0	0	1,558	4,618	24,720	54
500	80,000	0	900	0	0	0	7,100	8,000	.....	55
800	5,000	.....	.....	.....	.....	.....	.....	.....	.....	56
1,000	20,000	0	800	0	8,000	0	400	9,200	.....	57
2,000	150,000	238,618	7,652	7,102	0	0	0	14,754	.....	58
10,000	125,000	180,000	11,133	10,044	0	0	0	21,177	26,500	59
500	380,000	0	1,951	0	0	0	8,500	10,451	7,700	60
.....	8,000	0	1,710	0	240	0	0	1,950	.....	61
.....	20,000	0	1,500	0	0	0	1,200	2,700	.....	62
35,000	120,000	7,472	518	412	6,000	38,000	750	45,680	500	63
2,000	125,000	50,000	3,000	1,500	0	0	0	4,500	.....	64
60,000	128,800	50,182	11,640	3,005	0	0	500	15,105	5,000	65
200	200,000	0	30,000	0	0	0	5,000	35,000	500	66
1,000	50,000	26,000	1,460	1,400	0	0	200	3,000	.....	67
1,000	38,150	34,544	2,280	1,782	0	0	1,656	5,718	.....	68
80,000	1,000,000	464,084	26,631	14,367	210,000	38,000	65,984	354,982	.....	69
55,000	200,000	0	11,420	0	0	0	0	11,420	.....	70
158,280	2,592,011	6,039,000	192,643	256,700	0	0	52,630	501,973	327,784	71
2,000	30,000	0	5,400	0	0	0	3,000	8,400	.....	72
200	65,000	0	4,289	0	0	0	12,011	16,280	5,625	73
2,000	115,000	45,000	7,000	3,000	0	0	0	10,000	.....	74
60,000	1,100,000	2,250,000	215,289	118,646	0	0	17,998	351,933	120,457	75
500	50,000	0	5,000	0	0	0	0	5,000	.....	76
600	60,000	0	1,600	0	0	0	0	1,600	.....	77
6,000	200,936	171,907	14,744	8,633	0	0	1,913	25,290	.....	78
1,500	95,000	150,000	2,500	11,000	0	0	4,000	17,500	6,000	79
1,000	60,000	50,000	6,000	2,000	0	0	1,500	9,500	.....	80
.....	195,000	130,000	8,000	8,000	0	0	0	16,000	.....	81
.....	600,000	500,000	50,000	25,000	0	0	0	75,000	40,000	82
1,500	90,000	22,500	3,209	1,508	0	0	179	4,956	1,850	83
.....	50,000	60,000	280	3,630	0	0	1,695	5,715	1,150	84
3,000	85,000	120,000	10,660	7,000	0	0	0	17,000	3,000	85
5,000	85,000	105,000	5,200	6,500	0	0	965	12,765	12,500	86
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	87
200	70,000	0	6,000	0	0	0	0	6,000	1,000	88
1,500	150,000	0	6,000	0	0	0	11,500	17,500	.....	89
14,600	240,000	60,000	11,173	3,550	0	0	16,671	31,403	.....	90
1,000	100,000	0	20,000	0	0	0	0	20,000	0	91
2,500	100,000	118,000	2,143	6,453	0	0	3,731	12,327	13,852	92
500	20,000	1,000	3,000	70	0	0	500	3,570	.....	93
3,000	128,338	52,000	4,889	2,953	0	0	3,906	11,748	5,086	94
30,000	200,000	600,000	12,000	30,000	80,000	0	0	122,000	750	95
75,000	200,000	450,412	7,000	29,016	0	0	0	36,016	95,000	96
1,250	100,000	0	0	0	0	0	12,400	12,400	.....	97

c Free to residents; $15 to nonresidents.
d $3.50 per study per term.

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	INDIANA—continued.									
98	Franklin College	$24	$14	$76	$105	0	0	11,500	1,000	$12,000
99	De Pauw University	.....	36	95	200	....	....	18,325	1,800	25,000
100	Hanover College	0	21	125	175	....	....	12,000	2,000	15,000
101	Butler College	36	.....	150	175	....	....	10,000	.....	15,000
102	Union Christian College	30	.....	54	75	....	....	3,480	400	1,800
103	Moores Hill College	37	.....	120	165	....	....	3,000	2,000	4,500
104	University of Notre Dame	.....	10	a300	.....	0	0	50,000	.....	75,000
105	Earlham College	65	5	150	180	0	0	6,400	.....	10,000
106	Ridgeville College	27	.....	80	115	....	....	3,000	500	2,000
107	St. Meinrad College	.....	.....	a155	.....	0	0	14,000	.....	14,000
108	Taylor University	36	.....	72	72	....	....	2,000	1,000	5,000
	INDIAN TERRITORY.									
109	Indian University	18	.....	95	.....	....	....	500	.....	500
110	Henry Kendall College	22	.....	90	108	....	....	1,100	.....	1,000
	IOWA.									
111	Coe College	37	.....	170	200	0	0	2,500	500	3,000
112	Charles City College	39	.....	90	100	....	....	1,500	100	1,500
113	Wartburg College	40	.....	93	.....	....	....	2,130	150	1,500
114	Amity College	24	6	80	120	....	....	2,000	1,000	3,000
115	Luther College	0	21	78	.....	....	....	9,098	.....	9,000
116	Des Moines College	36	3	76	.....	....	50	2,442	500	2,500
117	Drake University	32	8	93	148	....	....	4,500	1,500	5,000
118	Parsons College	38	3	73	125	0	16	5,000	.....	5,000
119	Upper Iowa University	36	.....	76	114	....	2	5,000	1,000	10,000
120	Iowa College	50	.....	160	225	0	20	24,000	.....	25,000
121	Lenox College	30	7	90	160	....	....	2,700	2,000	3,000
122	Simpson College	31	6	95	133	....	....	3,200	1,800	4,700
123	State University of Iowa	25	0	150	250	4	54	25,000	.....	30,000
124	German College	9	7	115	150	....	....	800	.....	.....
125	Iowa Wesleyan University	41	.....	76	114	....	....	3,000	1,000	2,000
126	Cornell College	41	0	114	186	0	15	16,536	3,500	20,000
127	Penn College	38	.....	100	150	1	2	4,700	1,300	5,000
128	Central University of Iowa	24	14	134	150	....	....	4,000	.....	3,000
129	Morningside College	36	.....	72	100	0	0	800	.....	600
130	Buena Vista College	34	0	90	120	0	0	500	300	2,000
131	Tabor College	39	.....	150	300	3	18	8,100	1,000	7,000
132	Western College	36	.....	100	120	....	....	3,000	.....	2,000
	KANSAS.									
133	Midland College	40	.....	150	200	0	0	4,000	500	3,500
134	St. Benedict's College	50	.....	.....	150	0	1	17,000	1,600	.....
135	Baker University	28	0	90	135	0	0	6,000	2,000	5,000
136	Soule College*	30	5	108	125	....	....	1,200	200	1,200
137	College of Emporia	30	.....	85	114	....	....	4,000	500	3,000
138	Highland University	25	3	125	140	0	2	5,000	.....	3,500
139	Campbell University	40	1	110	130	0	0	600	200	800
140	Kansas City University	36	.....	125	200	....	....	.....	.....	.....
141	University of Kansas	0	.....	75	175	0	3	28,707	.....	58,000
142	Lane University	27	.....	70	100	....	....	650	300	500
143	Bethany College	40	.....	90	120	....	....	5,000	1,000	2,500
144	Ottawa University	30	.....	120	175	....	....	3,500	500	2,000
145	St. Mary's College	30	.....	150	200	0	1	7,500	.....	7,000
146	Kansas Wesleyan University	33	.....	111	133	....	....	3,000	1,400	2,000
147	Cooper Memorial College	30	3	120	160	....	....	700	300	1,000
148	Washburn College	40	.....	140	175	....	....	7,500	3,000	7,000
149	Fairmount College	30	2	138	200	0	0	10,000	25,000	15,000
150	St. John's Lutheran College	33	27	66	88	0	0	500	500	600
151	Southwest Kansas College	30	.....	90	130	0	0	3,000	.....	3,000
	KENTUCKY.									
152	Union College	38	5	80	100	0	3	1,000	200	500
153	Berea College	0	14	90	100	....	....	13,436	4,000	14,500

*Statistics of 1896-97. a Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$3,000	$75,000	$207,000	$4,000	$11,000	0	0	0	$15,000	$30,000	98
18,000	300,000	200,000	16,200	11,000	0	0	0	27,200	8,000	99
5,000	125,000	175,000	0	10,000	0	0	$2,500	12,500	35,000	100
5,000	150,000	250,000	5,000	16,000	0	0	0	21,000	.....	101
2,000	50,000	40,000	3,200	2,460	0	0	1,190	6,850	800	102
500	50,000	16,871	3,500	1,000	0	0	500	5,000	.....	103
25,000	2,000,000	0	200,000	0	0	0	0	200,000	0	104
15,000	265,000	102,000	12,806	5,501	0	0	5,000	23,307	0	105
.....	20,000	0	800	0	0	0	0	800	.....	106
5,000	125,000	0	.....	.....	.....	.....	.....	.....	.....	107
1,000	50,000	0	2,000	0	0	0	3,000	5,000	2,000	108
100	30,000	0	872	0	0	0	2,928	3,800	.....	109
500	30,000	0	10,000	0	0	0	0	10,000	.....	110
7,000	100,000	33,412	2,500	3,300	0	0	400	6,200	.....	111
150	50,000	16,000	2,600	1,100	0	0	1,400	5,100	500	112
250	75,000	0	3,078	0	0	0	5,968	9,046	160	113
2,000	40,000	30,608	3,000	2,000	0	0	0	5,000	.....	114
2,500	80,000	8,527	1,474	434	0	0	0	1,908	.....	115
1,200	40,998	55,882	2,095	3,972	0	0	2,152	8,219	.....	116
15,000	145,000	159,830	29,096	9,434	0	0	415	38,945	.....	117
5,000	90,000	170,000	3,500	9,000	0	0	0	12,500	.....	118
3,000	125,000	53,000	10,000	2,500	0	0	0	12,500	2,200	119
10,000	150,000	400,000	22,500	25,500	0	0	0	48,000	14,000	120
2,500	32,000	8,000	2,966	450	0	0	125	3,541	.....	121
2,300	100,000	65,078	8,955	3,729	0	0	2,546	15,230	2,646	122
200,000	450,000	231,000	58,796	17,760	$72,979	0	0	149,535	.....	123
.....	20,000	27,000	780	1,900	0	0	0	2,680	.....	124
1,000	150,000	55,000	3,500	3,500	0	0	0	7,000	2,000	125
20,000	215,000	100,000	20,813	4,892	0	0	1,988	27,693	102,500	126
8,500	75,000	30,000	6,773	1,200	0	0	375	8,348	2,700	127
2,000	40,000	25,000	2,000	2,000	0	0	0	4,000	3,000	128
400	40,000	.....	4,600	.....	0	0	2,500	7,100	12,000	129
150	40,000	0	2,000	0	0	0	0	2,000	2,000	130
3,000	45,800	89,060	4,000	6,000	0	0	350	10,350	3,050	131
1,500	70,000	0	6,500	0	0	0	0	6,500	6,000	133
1,000	46,500	24,055	3,902	1,656	0	0	5,121	10,679	250	133
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	134
15,000	80,000	40,000	9,000	1,000	0	0	5,000	15,000	.....	135
500	100,000	0	1,100	0	0	0	800	1,900	.....	136
2,000	100,000	0	1,828	0	0	0	5,172	7,000	.....	137
.....	10,000	40,000	750	2,400	0	0	0	3,150	50	138
1,500	40,000	0	9,250	0	0	0	0	9,250	.....	139
.....	50,000	0	2,000	0	0	0	3,000	5,000	20,000	140
150,000	450,000	135,000	900	7,000	88,540	0	1,000	97,440	21,350	141
275	40,000	0	1,300	0	0	0	0	1,300	500	142
500	120,000	0	9,000	0	0	0	0	9,000	50,000	143
1,000	55,000	73,100	4,623	5,375	0	0	3,509	13,507	.....	144
.....	180,000	0	40,000	0	0	0	5,000	45,000	0	145
700	50,000	0	7,000	0	0	0	2,000	9,000	.....	146
200	25,000	20,000	2,000	2,000	0	0	300	4,300	2,000	147
3,000	250,000	65,000	9,038	6,798	0	0	773	16,607	2,224	148
1,500	75,000	0	2,000	0	0	0	0	2,000	25,000	149
500	40,000	0	3,000	0	0	0	0	3,000	.....	150
2,500	60,000	0	6,000	0	0	0	2,500	8,500	2,500	151
.....	10,000	7,000	2,000	200	0	0	0	2,200	.....	152
525	114,000	101,568	4,429	4,935	0	0	463	9,827	27,981	153

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	KENTUCKY—continued.									
154	Ogden College	$40	$10	$100	$120	0	40	3,210	1,200	$6,000
155	Centre College	50	16	110	150	0	49	12,535	3,511	10,000
156	Georgetown College	45	10	85	160	0	8	12,000	300	12,000
157	Liberty College	36	.....	120	150	0	0	150	300	300
158	South Kentucky College	50	.....	100	110	.....	.....	2,500	.....	.....
159	Agricultural and Mechanical College.	15	5	200	250	2	....	3,356	5,969	6,700
160	Kentucky University	2	20	95	152	.....	.....	15,000	1,200	15,000
161	Central University	50	10	100	160	0	16	8,000	2,000	8,000
162	Bethel College	55	.....	100	100	0	20	5,000	2,000	5,000
163	St. Mary's College	.....	.....	a 150	.....	.....	.....	4,000	2,000	4,000
164	Kentucky Wesleyan College	30	20	160	200	.....	.....	2,000	500	2,000
	LOUISIANA.									
165	Louisiana State University	0	.....	128	138	.....	.....	20,000	2,000	20,000
166	Jefferson College	.....	.....	180	200	0	6	4,000	2,000	10,000
167	Centenary College of Louisiana	50	5	90	135	0	0	3,000	.....	3,000
168	Keatchie College	50	.....	125	150	.....	.....	1,200	.....	1,000
169	College of the Immaculate Conception.	60	.....	.....	.....	.....	.....	10,000	.....	10,000
170	Leland University	0	0	85	90	0	0	1,000	.....	1,000
171	New Orleans University	.....	.....	80	.....	.....	.....	5,000	500	2,000
172	Straight University	8	.....	88	100	.....	.....	2,500	1,000	2,500
173	Tulane University	105	.....	.....	.....	0	188	25,000	5,000	20,000
	MAINE.									
174	Bowdoin College	75	8	175	250	0	91	62,682	1,000	75,000
175	Bates College	50	17	100	150	0	46	19,500	.....	25,000
176	University of Maine	30	.....	125	200	8	1	14,000	6,000	12,550
177	Colby University	60	10	90	120	0	80	33,500	20,000	50,000
	MARYLAND.									
178	St. John's College	75	32	150	200	0	73	6,000	500	5,000
179	Johns Hopkins University	150	5	200	300	21	72	84,000	60,000	116,340
180	Loyola College	60	.....	.....	.....	0	10	40,000	.....	40,000
181	Morgan College	8	1	68	300	0	4	3,000	1,000	1,000
182	Washington College	50	0	128	150	0	46	2,500	.....	2,000
183	Maryland Agricultural College	24	.....	126	.....	3	28	2,100	700	2,500
184	Rock Hill College	60	15	200	230	0	0	7,500	530	6,000
185	St. Charles College	.....	.....	a 180	.....	0	0	13,210	.....	.....
186	Mount St. Mary's College	.....	.....	a 300	.....	0	2	20,000	3,000	50,000
187	New Windsor College *	45	.....	155	.....	.....	.....	2,000	500	2,000
188	Western Maryland College	45	.....	180	.....	0	26	5,000	.....	.....
	MASSACHUSETTS.									
189	Amherst College	110	.....	350	500	3	90	68,000	.....	50,000
190	Boston College	60	.....	.....	.....	0	51	34,109	.....	.....
191	Boston University	100	10	144	270	3	203	21,000	.....	29,500
192	Harvard University	150	.....	250	350	26	252	490,300	490,000	500,000
193	French-American College	40	8	75	.....	.....	.....	2,800	1,200	3,000
194	Tufts College	100	11	152	275	2	100	36,000	16,000	30,000
195	Williams College	105	8	260	370	1	142	40,750	15,110	16,500
196	Clark University	.....	.....	200	300	16	16	17,000	.....	.....
197	College of the Holy Cross	60	10	200	200	0	8	10,000	3,000	15,000
	MICHIGAN.									
198	Adrian College	15	30	126	.....	0	0	6,000	1,000	7,000
199	Albion College	21	.....	87	130	.....	.....	11,600	5,000	15,000
200	Alma College	32	10	130	145	0	26	15,312	10,000	16,000
201	University of Michigan	30	10	133	190	3	16	120,000	20,000	175,000
202	Battle Creek College	32	0	100	150	0	0	3,000	.....	4,162
203	Benzonia College *	.....	.....	.....	.....	.....	.....	6,000	1,000	6,000
204	Detroit College	40	.....	.....	.....	0	9	8,820	150	.....

* Statistics of 1896-97.

a Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$1,200	$40,000	$130,000	$708	$7,692	0	0	$670	$9,070	.....	154
5,000	100,000	250,000	6,000	14,000	0	0	0	20,000	.....	155
3,000	200,000	235,000	10,000	13,000	0	0	0	23,000	$2,000	156
15	25,000	0	2,600	0	0	0	0	2,600	0	157
.....	75,000	0	.....	.....	.....	.....	.....	.....	.....	158
52,000	124,000	165,000	867	29,617	$31,676	$34,065	8,491	105,316	0	159
.....	250,000	203,479	5,085	11,593	0	0	232	16,910	.....	160
2,000	150,000	160,000	15,000	8,000	0	0	2,000	25,000	6,000	161
1,500	62,500	85,000	2,500	5,000	0	0	0	7,500	900	162
200	40,000	0	15,000	0	0	0	0	15,000	.....	163
2,000	75,000	35,448	5,500	2,500	0	0	1,100	9,100	.....	164
70,000	800,000	318,313	0	14,556	14,000	28,138	4,106	58,800	.....	165
5,000	80,000	0	.....	.....	.....	.....	.....	.....	.....	166
500	75,000	50,000	2,000	2,500	0	0	600	5,100	.....	167
500	30,000	0	6,014	0	0	0	0	6,014	1,400	168
5,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	169
.....	175,000	94,000	0	3,500	0	0	0	3,500	2,100	170
.....	100,000	.....	.....	.....	.....	.....	9,060	9,060	.....	171
250	125,000	8,000	1,900	0	0	0	4,000	5,900	300	172
45,000	810,000	1,477,000	18,000	80,000	0	0	0	98,000	4,000	173
25,000	500,000	629,000	27,500	28,000	0	0	0	55,500	97,000	174
10,000	200,000	350,000	9,500	23,000	0	0	0	32,500	15,000	175
33,625	191,566	219,912	8,310	9,915	20,000	38,000	16,188	92,413	0	176
75,000	200,000	462,600	21,720	11,063	0	0	0	32,783	2,500	177
5,000	200,000	500	2,000	0	14,200	0	6,000	22,200	0	178
117,177	747,626	3,250,000	47,500	72,227	0	0	0	119,727	57,000	179
20,000	300,000	0	9,000	0	0	0	0	9,000	.....	180
200	50,000	22,000	1,585	526	0	0	8,217	10,328	1,389	181
1,000	50,000	30,000	3,000	1,500	8,400	0	0	12,900	0	182
28,000	100,000	105,000	15,160	6,142	18,500	38,000	15,542	93,344	0	183
5,000	65,000	0	24,000	0	0	0	0	24,000	0	184
.....	150,000	.....	.....	.....	.....	.....	.....	.....	3,069	185
5,000	175,000	0	45,000	0	0	0	5,000	50,000	11,500	186
1,000	30,000	0	3,000	0	0	0	0	3,000	.....	187
.....	150,000	.....	.....	.....	.....	.....	.....	.....	.....	188
200,000	800,000	1,400,000	50,000	50,000	0	0	0	100,000	61,000	189
.....	400,000	0	17,000	0	0	0	0	17,000	3,000	190
3,300	840,000	642,000	80,000	75,000	0	0	3,000	158,000	17,200	191
1,000,000	4,000,000	10,230,960	571,303	414,428	0	0	188,222	1,173,953	1,236,985	192
150	50,000	0	1,467	0	0	0	0	1,467	19,025	193
40,000	600,000	1,300,000	45,000	60,000	0	0	0	105,000	5,000	194
10,000	452,425	1,048,317	35,595	48,319	0	0	982	84,896	217,145	195
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	196
5,000	500,000	0	20,000	0	0	0	0	20,000	.....	197
1,500	175,000	50,000	5,933	3,736	0	0	6,372	16,046	2,500	198
15,000	80,000	208,000	12,000	10,750	0	0	8,500	31,250	.....	199
4,000	60,000	80,000	3,000	4,800	0	0	0	7,800	6,800	200
537,000	1,300,000	545,964	177,374	38,500	213,000	0	47,191	476,065	140,000	201
2,458	115,947	0	26,338	0	0	0	0	26,338	888	202
500	57,000	0	1,700	0	0	0	1,300	3,000	.....	203
.....	160,000	0	8,000	0	0	0	0	8,000	.....	204

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TABLE 43.—*Statistics of universities and colleges*

	Name	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	MICHIGAN—continued.									
205	Hillsdale College	$2	$19	$180	$200	....	....	9,540	3,905	$20,000
206	Hope College	18	.....	125	175	....	....	14,000	.....	.....
207	Kalamazoo College	25	5	150	200	0	0	6,389	3,558	3,500
208	Olivet College	23	22	114	240	0	0	26,000	26,000	.....
	MINNESOTA.									
209	St. John's University	.....	.....	250	.....	....	....	2,000	.....	3,000
210	Augsburg Seminary	25	.....	75	95	0	0	1,000	.....	.....
211	University of Minnesota	15	.....	153	250	2	12	52,000	.....	65,000
212	Carleton College	26	6	125	175	0	0	15,000	.....	15,000
213	St. Olaf College	0	15	66	95	0	0	2,000	500	2,241
214	Hamline University	30	6	192	225	0	0	6,000	400	6,000
215	Macalester College	30	15	150	200	0	0	6,500	100	.....
216	Gustavus Adolphus College	32	5	140	200	....	....	7,000	2,300	20,000
217	Parker College	10	10	75	100	....	....	500	.....	.....
	MISSISSIPPI.									
218	Mississippi College	35	.....	100	150	....	....	8,000	.....	.....
219	Rust University	15	5	54	86	....	....	2,500	1,000	4,000
220	Millsaps College	30	.....	120	140	0	4	4,000	2,500	6,000
221	University of Mississippi	0	10	81	144	4	6	15,500	2,000	16,000
	MISSOURI.									
222	Central Christian College	40	5	140	170	....	....	210	30	275
223	Northwest Missouri College	50	.....	160	175	1	4	1,000	250	700
224	Southwest Baptist College	12	1	72	125	....	....	2,000	800	2,500
225	Pike College*	40	0	150	175	....	....	600	100	500
226	Missouri Wesleyan College	35	.....	100	120	0	28	1,000	500	.....
227	Christian University	39	3	76	85	0	0	1,000	300	500
228	St. Vincent College	.....	.....	a175	.....	....	....	12,000	4,000	30,000
229	Clarksburg Baptist College	35	.....	.....	.....	....	....	2,050	300	2,250
230	University of the State of Missouri.	20	.....	76	114	5	6	28,154	32,642	42,000
231	Grand River Christian Union College.	30	.....	60	72	....	....	1,000	400	500
232	Central College	50	10	.....	.....	1	....	5,500	.....	10,000
233	Westminster College	50	.....	150	200	....	....	6,000	.....	6,000
234	Pritchett College	48	.....	175	200	0	14	500	.....	500
235	La Grange College	40	.....	111	130	0	0	6,000	1,000	800
236	William Jewell College	40	10	80	115	0	20	10,500	.....	20,000
237	Missouri Valley College	40	6	90	130	0	55	3,300	1,000	9,900
238	Morrisville College	40	15	76	95	....	....	5,000	.....	2,500
239	Scarritt Collegiate Institute	40	4	125	150	0	1	1,000	200	1,500
240	Park College	30	0	.....	.....	0	....	12,000	100	.....
241	Christian Brothers College	50	.....	.....	300	0	4	20,000	2,000	12,000
242	St. Louis University	60	.....	.....	.....	....	....	40,000	10,000	200,000
243	Washington University	150	.....	200	300	0	30	5,000	.....	5,000
244	Drury College	48	.....	120	170	0	12	23,500	20,000	10,000
245	Tarkio College	30	5	100	130	....	....	1,081	1,000	2,000
246	Avalon College*	40	.....	80	100	0	0	1,000	.....	1,000
247	Central Wesleyan College	36	4	125	150	0	0	6,100	560	7,000
	MONTANA.									
248	College of Montana	50	.....	200	275	1	1	3,200	900	1,200
249	Montana Wesleyan University	50	.....	190	.....	....	....	1,000	500	500
250	University of Montana	0	5	150	200	....	....	2,500	2,700	8,000
	NEBRASKA.									
251	University of Omaha	36	.....	114	114	....	....	4,000	500	4,000
252	Cotner University	30	.....	76	95	0	0	500	200	500
253	Union College	35	6	75	110	....	....	2,000	.....	1,500
254	Doane College	24	4	100	140	0	7	7,600	4,600	5,000

* Statistics of 1896-97. *a* Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$5,000	$67,000	$244,306	$17	$14,341	0	0	0	$14,358	.....	205
.....	100,000	208,339	1,819	7,353	0	0	$951	10,123	$100,000	206
500	60,000	197,102	3,587	11,259	0	0	2,425	17,271	.....	207
46,254	158,757	78,281	13,220	6,303	0	0	19,287	38,810	2,663	208
2,000	300,000	0	30,000	0	0	0	0	30,000	.....	209
.....	100,000	30,000	2,400	2,000	0	0	0	4,400	8,000	210
90,000	1,672,000	1,248,939	70,000	55,914	$88,905	$39,000	35,968	289,787	.....	211
35,000	200,000	200,000	12,355	13,168	0	0	1,133	26,656	27,269	212
900	32,560	6,042	1,532	360	0	0	5,041	6,933	5,652	213
1,000	198,000	109,110	6,578	4,500	0	0	3,535	14,613	.....	214
2,000	150,000	8,000	3,000	500	0	0	5,500	9,000	.....	215
2,000	70,000	.....	6,434	4,000	0	0	5,441	15,875	500	216
.....	25,000	60,000	750	2,500	0	0	0	3,250	.....	217
2,500	50,000	43,560	3,500	2,900	0	0	0	6,400	5,000	218
300	100,000	0	2,000	0	0	0	5,000	7,000	2,000	219
2,000	70,000	100,000	3,500	6,500	0	0	1,000	11,000	.....	220
34,000	220,000	540,000	5,200	32,643	5,000	0	0	42,843	.....	221
125	30,000	7,000	2,184	420	0	0	0	2,604	.....	222
475	32,000	0	4,000	0	0	0	1,200	5,200	1,000	223
480	50,000	0	1,800	0	0	0	0	1,800	.....	224
.....	16,000	0	.....	.....	.....	.....	.....	.....	.....	225
500	75,000	0	4,000	0	0	0	2,000	6,000	2,000	226
75	40,000	13,000	2,000	800	0	0	0	2,800	1,200	227
2,000	75,000	0	.....	.....	.....	.....	.....	.....	.....	228
450	14,000	.....	4,450	1,600	0	0	1,250	6,700	10,000	229
100,000	931,000	1,229,839	11,162	64,972	35,017	36,767	12,276	160,194	.....	230
.....	25,000	0	3,000	0	0	0	1,000	4,000	.....	231
5,000	150,000	130,000	5,716	5,738	0	0	0	11,454	0	232
3,000	45,000	210,000	4,000	9,400	0	0	0	13,400	3,000	233
14,500	45,000	80,000	2,450	6,100	0	0	0	8,550	.....	234
500	20,000	12,000	4,000	600	0	0	0	4,600	.....	235
5,000	100,000	200,000	8,000	12,000	0	0	2,000	22,000	5,000	236
3,500	132,000	111,000	5,000	9,000	0	0	5,000	19,000	.....	237
1,000	15,000	0	3,500	0	0	0	0	3,500	.....	238
.....	35,000	0	.....	0	0	0	.....	.....	0	239
1,200	424,000	425,000	.....	.....	.....	.....	.....	.....	.....	240
5,800	600,000	0	16,000	0	0	0	37,500	53,500	0	241
25,000	800,000	0	14,000	0	0	0	0	14,000	0	242
145,000	850,000	950,000	120,000	40,000	0	0	3,000	163,000	330,000	243
2,000	150,000	250,000	7,800	13,500	0	0	1,421	22,721	1,000	244
2,000	80,000	59,000	5,877	1,860	0	0	810	8,547	5,007	245
1,000	50,000	0	2,500	0	0	0	0	2,500	.....	246
500	100,000	75,000	5,500	5,000	0	0	0	10,500	2,000	247
800	30,000	.....	.....	.....	.....	.....	.....	.....	2,000	248
1,000	90,000	.....	7,100	0	0	0	0	7,100	.....	249
7,000	105,000	(*b*)	1,500	11,000	19,000	0	0	31,500	.....	250
2,500	125,000	0	10,000	0	0	0	1,000	11,000	8,000	251
.....	100,000	0	2,000	0	0	0	200	2,200	.....	252
500	150,000	0	10,500	0	0	0	0	10,500	.....	253
6,000	132,000	68,952	2,660	6,497	0	0	1,300	10,457	8,180	254

b Seventy-two sections of land.

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	NEBRASKA—continued.									
255	Fairfield College	$32	.....	$90	$110	0	0	300	200	$300
256	Grand Island College	25	$2	125	165	....	....	2,120	860	2,000
257	Hastings College	27	.....	130	150	0	0	3,500	1,000	3,000
258	University of Nebraska	0	5	125	175	25	8	40,000	.....	100,000
259	Gates College	29	8	100	136	0	4	5,500	1,000	5,000
260	Creighton University	0	.....	.....	.....	0	....	7,000	200	10,000
261	Nebraska Wesleyan University	0	10	75	125	0	0	3,000	.....	2,500
262	York College	26	.....	80	100	0	0	2,000	500	.....
	NEVADA.									
263	State University of Nevada	0	.....	216	250	0	3	6,457	4,430	10,649
	NEW HAMPSHIRE.									
264	Dartmouth College	100	10	300	500	0	200	75,000	20,000	75,000
265	St. Anselm's College	60	.....	200	225	....	....	5,000	2,000	5,000
	NEW JERSEY.									
266	St. Benedict's College	.....	.....	.....	.....	....	....	1,200	.....	.....
267	Rutgers College	75	24	171	228	0	....	38,562	.....	.....
268	Princeton University	150	8	329	450	12	100	134,000	.....	.....
269	Seton Hall College	60	.....	350	400	0	5	15,000	1,000	.....
	NEW YORK.									
270	Alfred University	38	.....	100	200	0	1	11,728	5,684	18,000
271	St. Bonaventure's College	60	.....	140	.....	2	3	8,017	510	5,450
272	St. Stephen's College	0	0	225	.....	0	45	17,031	2,500	28,000
273	Adelphi College	170	0	300	400	....	....	7,000	.....	7,000
274	Polytechnic Institute of Brooklyn.	200	0	250	280	0	1	7,393	0	15,000
275	St Francis College	60	.....	150	200	0	20	4,140	1,067	10,040
276	St John's College	60	10	.....	.....	0	2	10,000	3,500	4,500
277	Canisius College	40	0	160	195	0	20	20,865	.....	21,815
278	St Lawrence University	50	6	108	128	0	25	12,296	5,768	14,000
279	Hamilton College	75	.....	114	152	1	40	37,000	18,000	100,000
280	Hobart College	75	31	160	200	0	50	35,373	8,500	45,200
281	Colgate University	60	5	90	128	0	65	26,901	.....	50,000
282	Cornell University	100-125	.....	133	190	22	568	211,278	35,000	445,894
283	College of St. Francis Xavier	60	0	.....	.....	0	27	50,000	.....	40,000
284	College of the City of New York	0	0	.....	.....	0	0	31,536	873	68,500
285	Columbia University	150	5	230	400	26	215	250,000	75,000	555,000
286	Manhattan College	100	0	250	275	0	20	9,307	2,565	17,355
287	New York University	100	30	200	300	4	102	44,220	805	59,020
288	St John's College	60	20	330	380	0	0	37,000	3,000	70,000
289	Niagara University	100	0	100	150	0	4	10,000	1,500	25,000
290	University of Rochester	75	0	114	170	0	98	33,671	3,300	56,523
291	Union College	75	10	150	250	0	171	31,968	.....	.....
292	Syracuse University	75	30	124	152	....	45	42,618	14,711	85,500
	NORTH CAROLINA.									
293	St. Mary's College	.....	.....	a 200	.....	0	3	10,000	1,200	8,000
294	University of North Carolina	60	23	72	108	0	80	30,000	15,000	100,000
295	Biddle University	.....	.....	68	89	....	....	8,500	.....	8,500
296	Davidson College	60	15	75	100	0	13	11,000	4,000	15,000
297	Trinity College	50	14	90	130	....	....	15,000	.....	20,000
298	Elon College	50	5	72	90	....	....	1,250	350	1,800
299	Guilford College	52	.....	45	81	0	2	4,000	.....	5,000
300	Lenoir College	36	2	66	78	0	0	100	.....	.....
301	North Carolina College	40	4	70	90	....	....	3,000	500	2,500
302	Catawba College	40	.....	60	75	0	1	1,500	.....	1,500
303	Shaw University	12	7	40	64	0	79	1,500	.....	500
304	Rutherford College	30	2	50	70	....	....	6,000	3,000	2,500
305	Livingstone College	0	.....	65	100	0	20	4,000	1,000	3,500
306	Wake Forest College	60	10	75	125	....	....	14,000	5,000	35,000
307	Weaverville College *	.....	.....	.....	.....	....	....	250	100	200

* Statistics of 1896-97.

a Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$200	$30,000	0								255
850	65,000	$35,000	$2,620	$1,500	0	0	0	$4,120	$12,827	256
1,500	80,000	15,000	3,000	750	0	0	$2,250	6,000	3,000	257
100,000	735,000	160,000	12,534		$126,250	$38,000	0	176,784	1,000	258
1,000	25,400	25,000	1,250	1,250	0	0	0	2,500		259
20,000	200,000	150,000	0	7,500	0	0	0	7,500		260
2,500	150,000	0	7,000	0	0	0	0	7,000		261
600	52,000	0	5,000	0	0	0	0	5,000		262
17,030	156,184	95,000	0	3,800	12,450	38,000	628	54,878		263
100,000	500,000	1,500,000	25,000	65,000	5,000	0	0	95,000	156,000	264
2,000	150,000	0	12,000	0	0	0	0	12,000	200	265
	25,000									266
					0	38,000		64,919		267
										268
10,000	500,000	0	7,000	0	0	0	22,000	29,000	4,000	269
20,000	90,000	283,765	5,176	12,310	921	0	13,149	31,556	16,325	270
700	284,000	0	9,750	0	0	0	21,850	31,600	0	271
500	254,820	150,000	0	7,500	0	0	705	8,205		272
14,000	493,000		11,110	120	140	0	0	11,370	8,546	273
12,000	325,000	108,000	13,482	1,975	100	0	5,067	20,624	1,000	274
500	160,500	0	15,000	0	0	0	23,500	38,500		275
1,500	438,200	0	29,600	0	0	0	1,750	31,350	3,500	276
6,545	258,635	0	10,416	0	0	0	24,438	34,854	11,325	277
2,000	109,000	344,000	2,833	18,312	0	0	695	21,840	12,157	278
20,000	500,000	400,000	8,000	20,000	200	0	4,000	32,200	20,000	279
21,050	166,000	364,967	3,492	13,375	0	0	2,875	19,742	3,656	280
16,000	604,000	1,719,345	12,607	41,015	0	0	2,499	56,121	30,070	281
689,414	1,796,373	6,446,818	121,206	386,052	60,000	36,743	32,050	636,051	204,126	282
5,450	750,000	0	29,195	0	0	0	8,656	37,851	5,035	283
51,000	665,000	45,550	0	2,007	175,000	0	0	177,007	0	284
235,000	8,500,000	9,500,000	341,216	396,157	0	0	42,967	780,340	354,417	285
8,061	612,056	0	13,370	0	0	0	24,839	38,209	0	286
59,356	1,796,941	1,556,707	85,445	93,835	0	0	0	179,280	344,555	287
18,000	1,000,000	0								288
3,000	200,000	0	25,000	0	0	0	10,000	35,000	5,000	289
64,459	398,130	774,169	6,662	31,906	0	0	25,461	65,029	112,690	290
88,000	500,000		5,028		0	0		346,434	1,042	291
77,192	989,500	1,311,588	49,458	16,610	0	0	30,613	96,681	57,417	292
4,000	100,000	0	15,000	0	0	0	0	15,000		293
10,000	300,000	100,000	18,000	5,000	25,000	0	5,000	53,000	500	294
500	130,000	7,000	4,000	240	0	0	3,760	8,000		295
5,000	150,000	122,000	9,000	7,000	0	0	0	16,000		296
	240,000	125,000	2,000	10,000	0	0	11,000	23,000	135,000	297
500	60,000	0	3,500	0	0	0	300	3,800	1,000	298
500	100,000	48,000	6,000	2,300	0	0	0	8,300		299
	25,000	0	1,800	0	0	0	0	1,800	1,200	300
1,000	15,000	15,000	1,500	500	0	0	0	2,000		301
300	12,000	15,000	2,500	2,000	0	0	0	4,500	5,000	302
1,500	180,000	31,000	3,193	175	0	0	105	3,473	0	303
	10,000	0	3,000	0	0	0	0	3,000		304
150	125,000	2,500	1,100	200	0	0	6,128	7,428	3,490	305
10,000	75,000	205,442	7,000	17,803	0	0	0	24,803	5,383	306
100	1,500	0	2,500	0	0	0	0	2,500		307

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	NORTH DAKOTA.									
308	Fargo College	$30	$5	$100	$150	0	0	2,500	1,000	$3,000
309	University of North Dakota	0	5	125	.....	0	0	6,000	4,000	20,000
310	Red River Valley University	30	6	100	150	0	0	2,000	1,000	2,500
	OHIO.									
311	Buchtel College	40	6	125	175	0	49	7,000	.....	10,000
312	Mount Union College	30	3	120	180	....	....	3,500	1,500	4,000
313	Ohio University	0	9	115	140	....	....	14,500	2,000	15,000
314	Baldwin University	36	.....	76	114	0	0	5,000	2,000	5,000
315	German Wallace College	18	.....	80	100	....	....	2,040	.....	2,500
316	Cedarville College	32	5	135	145	0	2	900	100	600
317	St. Joseph's College	60	.....	190	.....	....	....	10,000	3,000	10,000
318	St. Xavier College	60	.....	.....	.....	0	0	17,300	4,000	17,000
319	University of Cincinnati	a75	.....	.....	.....	3	0	16,000	2,000	15,000
320	St. Ignatius College	40	0	.....	.....	0	2	7,000	.....	18,000
321	Western Reserve University	75	.....	200	350	...	180	37,000	13,000	40,000
322	Capital University	40	.....	125	150	....	....	6,000	.....	6,000
323	Ohio State University	0	15	150	250	10	....	23,339	7,000	58,348
324	Defiance College	40	.....	100	120	....	....	150	150	200
325	Ohio Wesleyan University	10	24-36	75	140	0	15	25,000	5,000	35,000
326	Findlay College	32	0	150	250	0	0	1,181	200	3,000
327	Kenyon College	75	13	120	250	0	19	32,000	.....	50,000
328	Denison University	39	7	110	160	0	30	20,000	12,000	25,000
329	Hiram College	42	6	100	130	0	12	5,000	.....	5,000
330	Lima College	40	2	90	120	....	....	500	200	500
331	Marietta College	30	20	.....	.....	....	26	55,000	9,000	60,000
332	Franklin College*	40	5	90	95	....	....	3,000	.....	3,000
333	Muskingum College	38	.....	140	175	....	....	2,500	600	3,000
334	Oberlin College	75	.....	125	250	....	....	49,631	35,000	105,000
335	Miami University	0	10	140	220	0	0	15,000	.....	.....
336	Richmond College	40	.....	100	130	....	....	3,000	500	2,000
337	Rio Grande College	28	28	84	95	....	....	1,000	500	600
338	Scio College	36	.....	80	100	0	0	2,500	500	3,500
339	Wittenberg College	50	.....	75	150	....	....	12,000	.....	5,000
340	Heidelberg University	18	18	100	150	0	0	15,000	5,000	30,000
341	Otterbein University	35	1	125	175	....	....	8,000	3,000	6,500
342	Wilberforce University	18	5	85	100	0	10	6,600	1,500	7,500
343	Wilmington College	39	1	80	125	0	1	2,000	400	2,000
344	University of Wooster	45	15	90	100	....	....	20,000	1,500	20,000
345	Antioch College	38	.....	106	118	....	....	6,000	.....	6,000
	OKLAHOMA.									
346	University of Oklahoma	0	6	85	120	....	....	2,200	600	3,000
	OREGON.									
347	University of Oregon	0	10	100	150	....	....	7,000	3,000	25,000
348	Pacific University	45	3	60	125	0	0	9,000	4,000	10,000
349	La Fayette Seminary	26	0	57	95	0	0	300	1,000	250
350	McMinnville College	33	0	100	150	....	....	2,500	500	5,000
351	Pacific College	35	5	75	100	0	5	1,000	800	1,000
352	Philomath College	24	2	60	80	....	....	600	700	1,200
353	Willamette University	52	.....	80	120	0	22	4,513	2,612	15,000
354	Portland University	50	10	80	100	....	....	2,500	500	2,000
	PENNSYLVANIA.									
355	Western University of Pennsylvania.	100	5	150	200	0	19	15,000	3,000	15,000
356	Muhlenberg College	50	5	117	135	0	32	10,000	.....	8,000
357	Lebanon Valley College	40	.....	140	.....	0	5	6,000	500	7,500
358	St. Vincent College	60	.....	.....	140	....	....	38,000	.....	.....
359	Geneva College	39	0	108	126	0	2	4,000	.....	.....
360	Moravian College	50	.....	.....	250	0	32	6,500	.....	.....
361	Dickinson College	6	90	200	250	0	2	45,000	.....	20,000

* Statistics of 1896-97.

a To nonresidents.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$350	$37,000	$34,000	$1,683	$4,059	0	0	$642	$6,384	$14,203	308
$12,000	150,000	0	0	0	$30,000	0	5,000	35,000	0	309
500	43,000	0	1,416	0	0	0	1,500	2,916	.....	310
8,000	150,000	200,000	4,000	9,000	0	0	2,000	15,000	11,000	311
500	100,000	75,000	10,000	4,500	0	0	0	14,500	.....	312
25,000	250,000	150,000	3,800	7,000	32,000	0	0	42,800	.....	313
1,000	120,000	77,000	6,354	4,950	0	0	1,695	12,999	2,500	314
1,000	97,900	72,577	5,000	4,300	0	0	1,788	11,086	.....	315
200	14,000	35,000	1,000	2,100	0	0	0	3,100	1,000	316
.....	50,000	0	.....	.....	.....	.....	.....	.....	.....	317
7,000	100,000	0	.....	.....	.....	.....	.....	.....	.....	318
35,000	250,000	1,490,000	.....	.....	.....	.....	.....	.....	.....	319
2,000	150,000	0	4,000	0	0	0	0	4,000	.....	320
160,000	700,000	1,200,000	40,000	72,000	0	0	0	112,000	130,000	321
.....	125,000	0	4,000	0	0	0	9,000	13,000	.....	322
50,000	2,000,000	550,469	27,216	32,973	185,624	$23,000	23,201	292,014	1,400	323
.....	20,000	0	2,126	0	0	0	0	2,126	2,000	324
10,000	424,000	686,026	15,378	42,323	0	0	0	57,701	117,226	325
1,000	100,000	30,000	1,870	1,435	0	0	432	3,737	1,633	326
10,000	307,356	270,500	1,765	16,500	0	0	2,000	20,265	35,000	327
18,000	160,000	420,000	6,500	22,000	0	0	2,500	31,000	5,000	328
1,000	90,000	100,000	8,400	5,000	0	0	2,000	15,400	40,000	329
.....	50,000	0	5,000	0	0	0	0	5,000	.....	330
18,000	120,000	.....	.....	.....	.....	.....	.....	.....	102,000	331
3,000	12,000	0	2,500	0	0	0	0	2,500	.....	332
500	20,000	37,000	4,000	2,300	0	0	647	6,947	1,100	333
47,500	1,567,700	993,463	72,426	43,740	0	0	2,531	118,697	51,755	334
15,000	120,000	60,000	1,200	4,000	21,500	0	6,000	32,700	0	335
300	40,000	0	2,300	0	0	0	1,200	3,500	.....	336
500	30,000	69,000	1,800	4,100	0	0	0	5,900	200	337
3,000	50,000	0	8,500	0	0	0	0	8,500	.....	338
4,000	175,000	200,000	20,000	11,000	0	0	0	31,000	.....	339
2,500	125,000	100,000	772	5,897	0	0	3,240	9,909	5,000	340
5,000	65,000	73,000	5,000	5,000	0	0	5,000	15,000	.....	341
2,300	135,000	44,165	1,750	1,447	17,800	0	4,830	25,827	.....	342
500	30,000	40,000	3,200	2,000	0	0	1,000	6,200	1,000	343
10,000	225,000	300,000	14,540	12,210	0	0	5,670	32,420	500	344
1,000	100,000	70,000	4,369	1,725	0	0	0	6,094	.....	345
6,000	60,000	.....	0	8,000	12,000	0	1,100	21,100	.....	346
10,000	200,000	150,000	2,500	8,000	30,000	0	0	40,500	.....	347
6,000	105,000	100,000	4,000	5,042	0	0	2,000	11,042	8,600	348
750	8,000	0	1,030	0	0	0	660	1,690	400	349
1,000	40,000	40,000	2,000	3,500	0	0	500	6,000	.....	350
500	15,000	7,000	2,000	500	0	0	0	2,500	1,500	351
1,200	14,000	5,000	1,050	350	0	0	0	1,400	1,100	352
4,000	300,000	40,000	4,000	3,600	0	0	1,000	8,600	.....	353
200	150,000	0	7,000	0	0	0	0	7,000	.....	354
92,000	289,000	345,000	65,200	15,500	1,750	0	0	82,450	100,000	355
2,000	100,000	154,000	3,762	7,425	0	0	4,057	15,244	5,835	356
2,000	85,000	60,000	5,000	2,500	0	0	2,000	9,500	30,000	357
.....	150,000	.....	.....	.....	.....	.....	.....	.....	.....	358
.....	150,000	150,000	5,000	6,500	0	0	5,500	17,000	.....	359
500	100,000	115,000	250	5,580	0	0	0	5,830	1,500	360
10,000	303,300	305,000	24,000	14,000	0	0	4,604	42,604	.....	361

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	PENNSYLVANIA—continued.									
362	Pennsylvania Military College	.....	.....	$500 *a*	.....	.....	.....	1,200	.....	.....
363	Ursinus College	$60	$34	100	$140	0	15	7,200	.....	.....
364	Lafayette College	100	*b* 15	180	217	0	0	19,100	.....	$20,000
365	Pennsylvania College	30	26	97	147	0	50	24,000	.....	20,000
366	Thiel College	50	0	85	133	0	0	6,000	.....	10,000
367	Grove City College	43	.....	.....	.....	.....	.....	3,000	1,100	3,000
368	Haverford College	150	.....	250	350	1	46	33,200	4,000	50,000
369	Franklin and Marshall College	0	45	111	130	.....	.....	32,602	3,345	.....
370	Bucknell University	75	.....	180	225	0	55	18,000	2,000	.....
371	Lincoln University	25	20	77	77	.....	.....	15,000	4,000	15,000
372	Allegheny College	45	6	100	150	.....	.....	17,000	1,000	20,000
373	Central Pennsylvania College	48	4	85	100	0	4	4,983	320	4,500
374	Westminster College	6	36	90	111	0	4	12,000	2,000	12,000
375	Central High School	0	0	.....	.....	0	0	3,224	.....	3,000
376	La Salle College	80	.....	.....	.....	.....	.....	8,000	800	6,000
377	University of Pennsylvania	160-200	.....	350	450	33	125	150,000	150,000	.....
378	Duquesne College*	75	.....	.....	250	.....	.....	2,000	1,000	2,000
379	Holy Ghost College	60	.....	250	.....	.....	.....	3,000	500	5,000
380	Susquehanna University	40	21	125	150	.....	.....	5,000	4,000	5,000
381	Lehigh University	60-100	.....	200	450	0	.....	97,000	.....	.....
382	Pennsylvania State College	0	.....	.....	171	.....	.....	13,408	.....	.....
383	Swarthmore College	.....	.....	*a* 400	.....	2	21	18,175	.....	.....
384	Villanova College	.....	.....	*a* 250	.....	.....	.....	7,000	.....	.....
385	Volant College	24	.....	105	120	0	0	250	60	180
386	Washington and Jefferson College.	24	36	130	160	.....	.....	14,000	.....	.....
	RHODE ISLAND.									
387	Brown University	105	45	190	570	1	100	100,000	20,000	220,000
	SOUTH CAROLINA.									
388	College of Charleston	40	.....	118	154	0	14	13,500	1,000	.....
389	Presbyterian College of South Carolina.	40	5	100	125	0	6	1,300	2,000	1,500
390	Allen University*	8	.....	40	.....	.....	.....	.....	.....	.....
391	South Carolina College	40	18	125	180	0	33	30,000	.....	50,000
392	Erskine College	30	.....	80	100	.....	.....	1,500	.....	.....
393	Furman University	50	13	65	80	0	10	5,000	2,000	.....
394	Newberry College	40	.....	106	125	0	14	7,000	.....	.....
395	Claflin University	16	0	50	60	0	0	3,000	2,000	3,000
396	Wofford College	40	10	114	180	.....	.....	10,000	.....	.....
	SOUTH DAKOTA.									
397	Pierre University	.....	.....	.....	.....	.....	.....	1,600	100	2,000
398	Black Hills College	30	.....	100	120	.....	.....	600	400	700
399	Dakota University	24	6	75	100	0	0	2,000	500	4,000
400	Redfield College	50	0	100	135	0	.....	3,000	500	3,000
401	University of South Dakota	9	.....	125	200	.....	.....	4,402	100	5,000
402	Yankton College	30	.....	100	125	0	40	6,255	3,500	7,000
	TENNESSEE.									
403	U. S. Grant University	39	.....	63	108	.....	.....	6,000	.....	.....
404	King College	50	10	80	100	.....	.....	5,000	6,000	1,500
405	Southwestern Presbyterian University.	60	11	81	100	.....	.....	8,000	2,000	8,000
406	American Temperance University.	40	30	72	90	0	30	1,000	800	1,000
407	Hiwassee College	40	5	50	125	.....	.....	2,000	1,200	1,000
408	Southwestern Baptist University.*	60	.....	73	.....	.....	.....	4,000	500	4,000
409	Knoxville College	5	.....	50	60	0	0	2,000	500	3,000
410	University of Tennessee	0	20	150	200	0	6	15,000	8,000	20,000
411	Cumberland University	50	20	100	200	0	1	12,000	3,000	10,000

*Statistics of 1896-97. *a* Includes tuition. *b* Payable but once.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
	$150,000									382
$12,500	120,000	$182,500	$6,500	$7,586	0	0	$3,075	$17,161	$2,750	383
30,000	650,000	280,000	13,638	14,950	0	0	0	28,588		384
55,000	249,000	210,000	13,000	10,000	0	0	2,000	25,000	9,000	385
1,000	75,000	60,000	4,500	3,500	0	0	2,500	10,500		386
5,000	150,000									387
80,000	400,000	700,000	33,000	28,000	0	0	2,300	63,300	15,000	388
25,000	255,000	345,000	0	18,000	0	0	10,000	28,000	38,000	389
	300,000	400,000	15,000	17,500	0	0	17,500	50,000		370
34,000	200,000	467,650	1,250	30,000	0	0	10,000	41,250	20,000	371
80,000	200,000	200,000	10,000	12,000	0	0	4,000	26,000	11,500	372
800	22,000	24,000	2,751	240	0	0	825	3,816	19,000	373
88,000	250,000	200,000								374
14,000	1,011,363	0	0	0	$225,049	0	0	225,049		375
800	150,000									376
389,448	3,662,019	2,179,065	321,494	97,260	50,000	0	0	468,754	406,202	377
3,000										378
1,000	100,000	0	8,000	0	0	0	0	8,000	0	379
1,000	47,000	43,000	5,000	2,000	0	0	0	7,000		380
50,000	1,200,000	2,000,000								381
60,000	790,000	517,000	0	31,020	43,416	$38,000	10,159	122,595	600	382
20,000	500,000	250,000	49,613	12,300	0	0	4,434	66,347		383
2,000	350,000	0								384
150	5,000	0	1,600	0	0	0	0	1,600	0	385
25,000	250,000	277,991	14,781	14,177	0	0	9	28,967	1,000	386
340,000	1,177,967	807,481	101,721	28,661	0	0	1,370	131,752	13,800	387
1,500	75,000	295,300	100	10,572	2,000	0	0	12,672		388
300	15,000	6,500	800	300	0	0	0	1,100	1,300	389
	20,000	0	800	0	0	0	3,500	4,300		390
10,000	300,000	0	2,800	0	25,000	0	3,000	30,800		391
500	65,000	86,000	3,000	4,500	0	0	0	7,500	15,000	392
	100,000	68,000	6,000	6,000	0	0	0	12,000		393
	45,000	32,000	3,500	1,700	0	0	800	6,000	214	394
1,000	100,000	0	4,000	0	0	0	11,000	15,000	15,000	395
3,000	125,000	63,000	4,000	4,500	0	0	2,000	10,500		396
250	32,500		1,950					1,950		397
250	36,000	30,000	1,500	300	0	0	250	2,050	2,200	398
1,500	60,000	0	5,505	0	0	0	3,000	8,505	3,500	399
	20,000	0	3,000	0	0	0	9,600	12,600	9,600	400
1,750	92,000		5,620		23,950	0	540	30,110		401
3,000	150,000	52,500	4,000	3,000	0	0	0	7,000	7,500	402
	150,000	0	2,702	0	0	0	1,819	4,521	6,000	403
	25,000	20,000	3,000	1,000	0	0	0	4,000		404
2,000	60,000	190,000	2,600	10,000	0	0	2,000	14,600		405
700	100,000	5,000	4,000	0	0	0	0	4,000	12,000	406
	10,000									407
4,000	50,000	70,000	8,500	4,200	0	0	0	12,700		408
200	100,000	0	525	0	3,200	0	8,525	12,250		409
60,000	580,000	425,000	6,339	25,666	0	38,000	0	70,005	0	410
2,000	60,000	95,000	5,600	4,500	0	0	0	10,100	15,000	411

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	TENNESSEE—continued.									
412	Bethel College	$45	$5	$125	$130	0	0	1,000	1,000	$2,000
413	Maryville College	12	0	36	45	0	2	12,000	.....	.....
414	Christian Brothers College	.....	.....	.....	.....	.....	.....	2,000	1,500	.....
415	Milligan College	36	.....	65	90	.....	.....	1,500	700	.....
416	Carson and Newman College	30	5	80	100	0	6	3,000	2,000	3,000
417	Central Tennessee College	18	1	72	80	0	0	4,250	395	2,500
418	Fisk University	14	1	102	.....	0	10	6,000	.....	.....
419	Roger Williams University	12	.....	.....	68	.....	.....	5,000	2,000	5,000
420	University of Nashville	10	0	120	200	0	202	12,000	.....	12,000
421	Vanderbilt University	85	15	100	125	18	25	15,000	5,000	48,000
422	University of the South	100	10	120	200	0	51	40,000	21,000	85,000
423	Burritt College	40	8	100	120	.....	.....	3,247	150	3,000
424	Sweetwater College	30	2	100	125	.....	.....	500	25	600
425	Greeneville and Tusculum College.	38	10	.....	100	.....	.....	7,500	500	2,500
426	Washington College	27	4	46	66	0	0	2,000	1,000	2,500
	TEXAS.									
427	St. Edward's College	.....	.....	150	180	.....	.....	3,000	500	4,000
428	University of Texas	0	10	150	225	7	0	35,000	10,000	50,000
429	Howard Payne College	50	40	85	110	0	3	2,000	300	2,500
430	Henry College	40	2	70	85	0	0	.....	.....	.....
431	Fort Worth University	48	.....	128	150	.....	.....	3,000	700	.....
432	Polytechnic College	50	14	130	160	.....	.....	2,500	200	2,000
433	St. Mary's University	60	.....	.....	.....	.....	.....	2,369	.....	2,000
434	Southwestern University	60	5	85	150	.....	.....	5,000	1,500	2,000
435	Burleson College	50	.....	72	90	0	0	400	.....	600
436	Wiley University	10	.....	84	96	.....	.....	2,000	.....	.....
437	St. Louis College	40	0	150	200	0	0	900	200	800
438	Austin College	50	11	100	150	.....	.....	8,000	.....	8,000
439	Trinity University	50	.....	60	120	.....	.....	3,000	.....	.....
440	Add Ran Christian University	55	5	120	160	0	0	2,000	500	3,050
441	Baylor University	50	3	80	112	0	0	5,000	500	5,000
442	Paul Quinn College	23	.....	80	90	.....	.....	400	500	800
	UTAH.									
443	Brigham Young College	0	10	76	133	0	0	2,500	600	2,000
444	University of Utah	0	10	75	160	0	100	16,500	10,000	40,000
	VERMONT.									
445	University of Vermont	60	20	125	200	0	35	52,768	10,000	75,000
446	Middlebury College	60	12	120	150	0	120	23,000	1,400	25,000
447	Norwich University	65	25	.....	117	0	33	12,400	.....	.....
	VIRGINIA.									
448	Randolph-Macon College	75	21	115	130	0	5	10,000	.....	8,000
449	Bridgewater College	38	3	80	108	0	7	700	300	500
450	University of Virginia	75	50	135	160	6	11	40,000	.....	.....
451	Emory and Henry College	50	9	100	120	0	2	10,600	.....	10,000
452	Fredericksburg College	50	5	100	125	0	0	200	.....	200
453	Hampden-Sidney College	50	27	90	144	2	14	15,000	.....	15,000
454	Washington and Lee University	50	30	150	250	1	16	40,000	10,000	50,000
455	Richmond College	70	19	76	108	0	28	13,025	1,000	20,000
456	Roanoke College	50	12	84	120	0	20	21,000	.....	.....
457	College of William and Mary	35	6	90	108	0	4	10,500	3,500	.....
	WASHINGTON.									
458	Vashon College	60	6	120	135	.....	.....	1,160	380	800
459	Colfax College	45	.....	150	200	.....	.....	1,000	500	2,000
460	Walla Walla College*	36	.....	90	99	.....	.....	700	.....	700
461	University of Washington	0	.....	125	175	0	0	7,636	7,861	.....
462	Gonzaga College	.....	.....	a 250	.....	.....	.....	4,000	2,000	4,000
463	Whitworth College	36	.....	75	160	.....	.....	650	100	1,100

*Statistics of 1896-97.

a Includes tuition.

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$250	$18,000	0	$4,000	0	0	0	0	$4,000	0	412
5,000	100,000	$255,000	4,328	$11,043	0	0	$1,120	16,491	$90,000	413
	80,000									414
150	15,000	0	3,500	0	0	0	200	3,700	1,500	415
1,200	75,000	30,000	3,200	1,600	0	0	700	5,500		416
250	105,000	10,000	2,896	150	0	0	5,496	8,542	661	417
	350,000	40,000	3,715	2,400	0	0	11,549	17,664	0	418
1,000	125,000	1,200	1,500	60	0	0	7,000	8,560	6,500	419
13,000	300,000		26,500	3,500	$20,000	0	40,000	90,000		420
175,000	600,000	1,100,000	55,000	55,000	0	0	0	110,000		421
2,000	400,000	160,000	18,360	9,600	0	0	8,000	35,960	46,000	422
500	20,000	0	4,375	0	0	0	0	4,375	0	423
25	20,000	0	3,500	0	0	0	0	3,500		424
	25,700	0	1,746	0	0	0	709	2,455		425
250	40,000	5,000	1,200	300	0	0	0	1,500	2,800	426
250	110,000	0	15,000	0	0	0	0	15,000		427
72,500	505,000	a 626,716	10,335	70,022	72,500	0	0	152,857	42,500	428
800	45,000	0	5,000	0	0	0	1,500	6,500	5,000	429
	12,000	0	10,000	0	0	0	0	10,000	0	430
8,000	160,000	0								431
500	25,000	0	7,000	0	0	0	0	7,000		432
500	200,000	0								433
5,000	80,500	0	15,902	0	0	0	2,974	18,876	33,000	434
300	25,000	0	6,000	0	0	0	0	6,000	0	435
	48,000	0	1,450	0	0	0	6,500	7,950		436
700	200,000	0	15,000	0	0	0	0	15,000	0	437
500	40,000	60,000	3,500	3,000	0	0	0	6,500	3,000	438
1,000	84,000	34,000	7,000	3,000	0	0	0	10,000		439
500	150,000	0	11,500	0	0	0	0	11,500	0	440
2,500	200,000	0	28,000	0	0	0	0	28,000	0	441
25	75,000	0	900	0	0	0	6,100	7,000		442
500	45,000	96,427	2,880	6,500	0	0	7,575	16,955		443
20,000	280,000	100,000	5,300	693	60,000	0	0	65,993	300	444
100,000	600,000	375,000	13,058	16,069	6,000	$23,000	16,621	74,748		445
4,000	100,000	380,000	1,082	18,500	2,400	0	2,374	24,276	34,050	446
1,000	25,000		1,932	50	2,983	0	500	5,465	590	447
9,000	110,000	125,000	9,000	6,000	0	0	0	15,000	3,450	448
100	9,000	11,000	3,000	300	0	0	0	3,300		449
25,000	1,000,000	417,300	55,768	20,651	47,500	0	1,056	124,975	135,000	450
1,000	100,000	10,000	5,000	600	0	0	4,400	10,000	300	451
100	15,000	0	4,500	0	0	0	1,000	5,500		452
5,000	100,000	140,000	2,300	8,500	0	0	2,500	13,300	1,931	453
16,000	200,000	639,800	9,000	33,000	0	0	0	42,000	2,500	454
4,000	400,000	270,000	9,000	18,000	0	0	3,700	30,700	6,000	455
	100,000	40,000	4,276	2,400	0	0	2,400	9,076	6,200	456
25,000	125,000	125,000	964	3,954	15,000	0	0	19,918		457
200	35,000	0	6,375	0	0	0	8,236	14,611		458
200	15,000	0	2,500	0	0	0	500	3,000	250	459
558	50,000	0	2,483	0	0	0	12,294	14,777		460
10,000	350,000	0	0	0	40,250	0	0	40,250		461
1,000										462
500	19,000	0	550	0	0	0	1,200	1,750		463

a Also 2,000,000 acres of land.

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TABLE 43.—*Statistics of universities and colleges*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	25	26	27	28	29	30	31	32	33
	WASHINGTON—continued.									
464	Puget Sound University	$45	.....	$100	$150	0	0	3,000	1,000	$7,000
465	St. James College	40	$10	200	.....	.....	.....	3,000	1,500	5,000
466	Whitman College	48	.....	125	175	0	8	6,000	1,500	10,000
	WEST VIRGINIA.									
467	Barboursville College	36	6	75	90	0	.....	600	200	.....
468	Bethany College	40	.....	180	250	.....	.....	3,000	.....	.....
469	West Virginia University	0	7	114	152	2	0	15,000	3,000	.....
	WISCONSIN.									
470	Lawrence University	2	10	60	120	0	2	15,672	6,700	30,000
471	Beloit College	36	13	118	265	0	51	24,060	7,100	25,000
472	Mission House	20	10	80	150	0	0	6,000	500	.....
473	Gale College	33	.....	70	140	.....	.....	3,000	1,000	5,000
474	University of Wisconsin	0	12	.....	.....	18	5	54,000	14,000	60,000
475	Milton College	36	0	120	170	0	0	4,000	1,530	4,000
476	Concordia College	40	15	68	.....	0	0	3,540	480	2,500
477	Marquette College	60	.....	.....	.....	.....	.....	9,300	1,100	.....
478	Ripon College	36	.....	50	125	0	0	8,000	3,000	5,000
479	Northwestern University	30	4	80	100	.....	.....	3,570	300	5,000
	WYOMING.									
480	University of Wyoming	0	3	150	200	.....	.....	5,750	4,000	8,000

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for men and for both sexes—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total income.		
34	35	36	37	38	39	40	41	42	43	
$1,500	$30,000	0	$12,000	0	0	0	$1,000	$13,000	$2,000	464
8,000	10,000	----	----	----	----	----	----	----	----	465
2,000	35,000	$150,000	7,000	$8,000	0	0	0	15,000	30,000	466
----	20,000	0	795	0	0	0	325	1,120	----	467
1,000	200,000	0	1,900	0	0	0	0	1,900	----	468
50,000	300,000	114,750	5,141	6,408	$36,550	$33,000	6,717	87,814	----	469
20,000	225,000	215,000	6,400	12,300	0	0	1,200	19,900	33,400	470
75,000	335,000	418,736	10,455	16,503	0	0	533	27,491	30,000	471
2,500	40,000	24,000	2,581	573	0	0	0	3,154	12,279	472
3,000	20,000	1,000	500	0	0	0	3,000	3,500	----	473
265,800	1,500,000	530,000	22,000	30,000	255,000	38,000	57,000	402,000	----	474
5,000	32,000	83,743	1,893	5,777	0	0	92	7,762	350	475
1,500	150,000	0	0	0	0	0	0	0	100	476
2,700	130,000	0	6,000	0	0	0	0	6,000	500	477
2,000	100,000	210,000	186	15,734	0	0	0	15,920	2,200	478
5,000	64,000	0	1,125	0	0	0	11,051	12,176	1,300	479
60,000	111,540	0	610	0	8,076	38,000	557	47,243	0	480

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TABLE 44.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.						Students.				Number of fellowships.	Number of scholarships.
					Preparatory department.		Collegiate department.		Total number (excluding duplicates).		Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).		
					Male.	Female.	Male.	Female.	Male.	Female.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	CALIFORNIA.															
1	Mills College ..	Mills College.....	None...	1871	2	24	2	12	2	24	120	22	0	142	0	15
	ILLINOIS															
2	Rockford	Rockford College.	None...	1849	0	5	0	12	0	17	70	42	1	113	1	2
	MARYLAND.															
3	Baltimore.....	Woman's College of Baltimore.	M. E....	1888	0	0	11	16	11	16	0	237	2	239	1	21
	MASSACHUSETTS															
4	Cambridge	Radcliffe College.	None...	1879	0	0	97	0	97	0	0	363	61	424	0	9
5	Northampton	Smith College	None...	1875	0	0	22	41	22	41	0	975	4	979	...	...
6	South Hadley..	Mount Holyoke College.	None...	1837	0	0	1	40	1	40	0	390	3	393	...	60
7	Wellesley.....	Wellesley College	None...	1875	0	0	7	69	7	69	0	639	32	671	0	66
	NEW YORK.															
8	Aurora.....	Wells College	None...	1868	0	0	5	14	5	14	0	106	1	107	...	...
9	Elmira	Elmira College ...	Presb..	1855	0	0	8	11	8	11	0	141	0	141	0	10
10	New York	Barnard College..	None...	1889	0	0	36	0	36	0	0	177	61	238	0	20
11	Poughkeepsie .	Vassar College....	None ..	1865	0	0	12	44	12	44	0	591	13	604	1	5
	PENNSYLVANIA.															
12	Bryn Mawr....	Bryn Mawr College.	None...	1885	0	0	24	17	24	17	0	275	47	322	14	34
	VIRGINIA.															
13	Lynchburg	Randolph Macon Woman's College.	M. E. So	1893	0	0	10	15	10	15	0	233	0	233	0	12

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for women, Division A.

Annual expenses in college department.				Library.						Income.					
Fees.		Living expenses.					Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.					Benefactions.	
Tuition.	Other.	Lowest.	Moderate.	Bound volumes.	Pamphlets.	Value.				Tuition fees.	From productive funds.	From other sources.	Total income.		
17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
$180	$15	$130	$180	6,000	500	$10,000	$2,000	$250,000	$75,000	$54,300	$3,105	0	$57,405	.....	1
60	....	225	270	6,150	220	15,000	1,000	150,000	46,880	22,499	2,066	$741	25,306	$10,150	2
125	....	250	....	7,400	1,600	10,000	45,000	680,000	337,000	24,587	19,284	10,000	53,871	10,000	3
200	....	....	....	12,476	500	18,000	4,000	200,000	375,000	75,000	15,000	0	90,000	112,000	4
100	....	152	228	7,500	.....	7,800	20,000	659,533	667,389	96,990	44,408	31,082	172,480	.....	5
75	....	175	....	17,508	1,568	17,500	40,000	450,000	280,000	85,842	14,990	0	100,832	136,582	6
175	....	225	....	48,435	800	80,000	70.000	1,098,000	7,000	209,204	457	7,171	216,832	.....	7
100	5	200	250	6,500	2,000	15,000	13,000	175,000	200,000	11,377	9,439	35,579	56,395	1,500	8
75	0	225	....	5,000	.....	12,000	25,000	182,000	65,000	6,250	3,500	11,250	21,000	100,000	9
150	....	....	....	1,000	50	2,000	8,000	500,000	0	24,000	0	0	24,000	.....	10
100	....	300	....	30,000	.....	47,525	48,794	1,113,865	967,204	64,073	52,799	191,957	308,829	109,999	11
100	5	275	325	27,940	7,000	50,000	50,000	800,000	1,000,000	27,000	50,000	0	77,000	.....	12
75	15	160	....	1,200	.....	1,200	2,500	132,000	102,000	35,000	5,400	0	40,400	250	13

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TABLE 45.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).	Graduated in 1896.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Athens	Athens Female College	M. E. So	1842	1	12	0	30	135	0	165	28
2	Bailey Springs	Bailey Springs University	None	1893	1	6	0	0	45	0	45	0
3	Eastlake	Eastlake Atheneum *	None	1890	1	10	20	21	100	0	141	12
4	Eufaula	Union Female College *	None	1853	2	10	10	20	35	0	65	4
5	Marion	Judson Female Institute	Bapt	1839	2	8	...	...	...	...	128	19
6	do	Marion Female Seminary	None	1836	3	8	20	20	60	0	100	11
7	Talladega	Isbell College	Presb	1849	1	6	20	10	60	4	94	9
8	Tuscaloosa	Tuscaloosa Female College.	M. E. So	1860	1	16	33	30	120	2	185	30
9	Tuskegee	Alabama Conference Female College.	M. E	1855	2	11	15	10	100	9	134	...
	ARKANSAS.											
10	Conway	Central Baptist College	Bapt	1892	1	10	20	50	60	0	130	1
	CALIFORNIA.											
11	San Jose	College of Notre Dame	R. C	1851	1	30	5	37	42	2	86	8
	GEORGIA.											
12	Athens	Lucy Cobb Institute	None	1858	1	15	21	24	118	0	163	19
13	College Park	Southern Female College	Bapt	1843	6	19	...	...	197	...	197	25
14	Cuthbert	Andrew Female College	M. E. So	1854	2	10	50	40	83	0	173	12
15	Dalton	Dalton Female College	M. E. So	1872	0	12	20	25	65	1	111	4
16	Forsyth	Monroe Female College *	Bapt	1848	1	4	12	12	30	0	54	5
17	Gainesville	Georgia Female Seminary	None	1878	3	15	30	20	165	3	218	29
18	Lagrange	Lagrange Female College	M. E. So	1833	6	14	36	25	137	21	219	32
19	do	Southern Female College	Bapt	1842	8	16	34	26	146	0	206	18
20	Macon	Wesleyan Female College	M. E. So	1839	5	21	0	33	171	7	211	27
21	Rome	Shorter College	Bapt	1877	4	15	20	40	100	5	165	21
22	Thomasville	Young Female College	None	1870	1	3	25	15	45	1	86	0
	ILLINOIS.											
23	Jacksonville	Illinois Female College	M. E	1847	3	15	20	104	80	7	211	18
24	do	Jacksonville Female Academy.	None	1830	1	8	22	25	50	1	98	6
25	Knoxville	St. Mary's School	P. E	1868	3	11	0	18	92	1	111	12
	KANSAS.											
26	Oswego	College for Young Ladies	Presb	1888	3	8	20	26	30	0	76	6
27	Topeka	College of the Sisters of Bethany.	P. E	1860	2	10	25	85	30	0	140	15
	KENTUCKY.											
28	Bowling Green	Potter College	None	1889	2	16	40	...	150	2	192	11
29	Danville	Caldwell College	Presb	1880	2	9	44	...	80	0	124	4
30	Hopkinsville	Bethel Female College	Bapt	1854	3	8	21	15	66	0	102	...
31	Lexington	Hamilton Female College	Christian	1869	4	14	10	4	146	0	160	16
32	do	Sayre Female Institute	Presb	1854	3	7	25	25	50	0	100	12
33	Millersburg	Millersburg Female College.	M. E. So	1851	2	13	23	34	36	7	100	16
34	Nicholasville	Jessamine Female Institute.	None	1854	0	14	15	20	100	2	137	9
35	Owensboro	Owensboro Female College	None	1890	2	6	30	50	20	0	100	0
36	Pewee Valley	Villa Ridge College	None	1896	3	6	25	18	57	0	100	3
37	Russellville	Logan Female College	M. E. So	1856	2	9	20	35	49	0	104	7
38	Stanford	Stanford Female College	None	1869	1	6	18	43	35	0	96	4

* Statistics of 1896-97.

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for women, Division B.

Annual expenses in college department.				Library.					Income.					Benefactions.	
Fees.		Living expenses.													
Tuition.	Other.	Lowest.	Moderate.	Volumes.	Value.	Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	From productive funds.	Tuition fees.	State or municipal appropriations.	From other sources.	Total income.		
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$50	...	$135	....	1,000	$400	$100	$35,000	0	0	$3,000	0	$7,000	$10,000	$1,000	1
.....	.....	130	.....	1,000	1,500	.....	36,000	0	0	3,000	0	0	3 000	.....	2
45	....	135	$150	600	600	50	30,000	0	0	6,500	0	0	6,500	.....	3
60	....	150	....	2,000	2,000	3,000	15,000	.....	.....	10,000	0	0	10,000	.....	4
50	$3	140	....	1,500	1,500	.....	70,000	0	0	.....	.....	.....	.....	.....	5
50	....	100	....	500	.....	.....	20,000	.....	.....	.....	.....	.....	.....	.....	6
50	....	125	150	100	100	50	15,000	0	0	2,000	0	2,000	4,000	.....	7
50	....	130	150	500	300	25	15,000	0	0	10,000	0	0	10,000	1,000	8
50	....	100	135	2,500	3,000	500	85,000	0	0	7,000	0	10,000	17,000	.....	9
50	13	120	130	1,000	600	75	30,000	0	0	6,000	0	8,000	14,000	500	10
.....	.....	a300	....	6,000	10,000	15,000	238,000	0	0	24,000	0	26,000	50,000	3,000	11
60	....	....	....	4,000	4,000	.....	50,000	.....	.....	.....	.....	.....	.....	.....	12
60	9	150	150	5,000	.....	1,500	53,000	.....	.....	.....	.....	.....	.....	.....	13
40	...	100	....	500	200	100	30,000	0	0	3,000	0	6,000	9,000	.....	14
40	2	130	160	164	90	.....	12,000	.....	.....	.....	.....	.....	.....	.....	15
30	1	90	....	200	200	800	20,000	0	0	1,600	0	200	1,800	.....	16
50	....	125	150	2,000	.....	500	80,000	0	0	10,000	0	30,000	40,000	.....	17
54	1	140	150	2,000	3,000	1,000	60,000	$10,000	$500	28,000	$500	1,000	30,000	1,000	18
54	3	100	115	2,000	2,000	400	40,000	0	0	13,000	400	600	14,000	6,000	19
50	6	150	150	3,000	6,000	8,000	200,000	50,000	3,000	35,000	0	7,000	45,000	7,000	20
54	5	....	150	5,000	5,000	5,000	150,000	40,000	.....	.....	.....	.....	.....	.....	21
30	0	125	160	.....	.....	175	20,000	.....	.....	2,000	0	0	2,000	0	22
50	....	125	225	1,000	1,000	1,000	60,000	8,000	400	10,000	0	0	10,400	4,000	23
50	....	225	....	2,500	2,500	500	50,000	.....	.....	.....	.....	.....	.....	.....	24
.....	.....	a360	....	2,200	2,500	4,000	100,000	3,000	150	45,000	0	0	45,150	200	25
40	....	150	160	300	300	150	20,000	0	0	7,000	0	750	7,750	.....	26
45	....	205	....	4,000	4,000	.....	350,000	7,000	300	15,000	0	0	15,300	8,000	27
60	4	200	....	5,000	5,000	500	80,000	.....	.....	24,000	0	0	24,000	.....	28
50	2	80	....	1,200	.....	.....	13,000	.....	.....	6,000	0	0	6,000	.....	29
50	....	150	150	.....	.....	.....	30,000	100	6	9,000	0	0	9,006	0	30
50	....	180	....	2,000	1,500	500	100,000	.....	.....	.....	.....	.....	.....	.....	31
65	.....	.....	200	.....	.....	3,500	100,000	.....	.....	.....	.....	.....	.....	.....	32
50	10	80	100	300	300	300	10,000	.....	.....	3,000	0	3,000	6,000	.....	33
50	0	160	....	300	300	0	20,000	0	0	.....	0	0	.....	0	34
50	....	130	....	700	.....	.....	30,000	0	0	4,000	0	0	4,000	.....	35
50	....	200	240	300	300	.....	25,000	.....	.....	.....	.....	.....	.....	.....	36
50	3	120	150	2,000	2,500	400	35,000	0	0	4,000	0	400	4,400	.....	37
50	2	108	108	500	1,000	100	4,000	0	0	2,500	0	0	2,500	0	38

a Includes tuition.

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TABLE 45.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).	Graduated in 1898.
	1	2	3	4	5	6	7	8	9	10	11	12
	LOUISIANA.											
39	Clinton	Silliman Collegiate Institute.	Presb	1852	3	11	30	36	50	0	116	0
40	Mansfield	Mansfield Female College.	M. E. So	1855	1	6	25	10	35	0	70	1
	MAINE.											
41	Deering	Westbrook Seminary	Univ	1834	3	4	7	74	14	5	100	5
42	Kents Hill	Maine Wesleyan Seminary and Female College.	M. E	1864	7	2	0	213	13	0	226	6
	MARYLAND.											
43	Baltimore	Notre Dame of Maryland.	R. C	1873	4	12	0	116	60	0	176	0
44	Frederick	Woman's College	Reformed	1893	4	13	29	21	69	0	119	14
45	Hagerstown	Kee Mar College	Luth	1852	5	10	8	...	98	4	110	32
46	Lutherville	Maryland College for Young Ladies.	Luth	1853	5	7	0	7	93	0	100	15
	MASSACHUSETTS.											
47	Auburndale	Lasell Seminary	None	1851	11	20	0	14	139	1	154	26
	MINNESOTA.											
48	Albert Lea	Albert Lea College	Presb	1885	0	7	0	22	10	0	47	4
	MISSISSIPPI.											
49	Blue Mountain	Blue Mountain Female College.	None	1873	4	11	...	...	...	...	236	16
50	Brookhaven	Whitworth Female College.	M. E	1857	3	10	20	20	130	0	170	11
51	Clinton	Hillman College	Bapt	1853	1	6	...	...	...	...	80	8
52	Columbus	Industrial Institute and College.	None	1885	1	20	0	197	122	0	319	13
53	French Camp	Central Mississippi Institute.	Presb	1886	2	6	20	15	35	0	70	3
54	Jackson	Belhaven College for Young Ladies.*	None	1894	2	10	..	26	102	16	144	10
55	McComb	McComb City Female Institute.	None	1894	1	4	19	12	43	0	74	4
56	Meridian	East Mississippi Female College.	M. E	1869	3	15	70	80	175	0	325	9
57	....do	Stone College for Young Ladies.	Bapt	1893	1	5	18	5	62	0	85	6
58	Oxford	Union Female College*	Cum. Presb	1854	7	11	25	50	75	0	150	...
59	Pontotoc	Chickasaw Female College	Presb	1852	1	5	18	20	48	0	86	...
60	Port Gibson	Port Gibson Female College.	M. E	1843	1	11	23	3	34	0	60	0
61	Water Valley	Hamilton College	None	1894	1	7	53	29	85	3	170	8
	MISSOURI.											
62	Columbia	Christian College	Christian	1851	5	16	25	51	100	0	176	41
63	....do	Stephens College	Bapt	1856	5	14	15	9	75	0	99	15
64	Fayette	Howard Payne College	M. E. So	1844	2	10	0	86	56	1	143	11
65	Fulton	Synodical Female College.	Presb	1872	2	12	25	25	80	0	130	30
66	Independence	Kansas City Ladies College.*	Presb	1871	3	9	24	15	18	2	59	1
67	Jennings	St. Louis Seminary	None	1871	1	5	0	0	20	0	20	2
68	Lexington	Baptist Female College	Bapt	1855	5	15	15	20	64	1	100	15
69	....do	Central Female College	M. E. So	1869	5	9	10	31	59	0	100	6
70	Liberty	Liberty College for Young Ladies.	None	1890	5	10	10	32	99	0	142	22
71	Mexico	Hardin College	Bapt	1873	10	14	0	75	138	1	214	25

* Statistics of 1896-97.

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for women, Division B—Continued.

Annual expenses in college department.				Library.		Value of scientific apparatus	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Fees.		Living expenses.		Volumes.	Value.				From productive funds.	Tuition fees.	State or municipal appropriations.	From other sources.	Total income.		
Tuition.	Other.	Lowest.	Moderate.												
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$50	$10	$150	....	1,100	.....	$1,200	$50,000	$31,000	$3,000	$6,950	0	$1,500	$11,450	.....	39
50	1	125	$150	500	$250	.....	25,000	0	0	.....	.....	.....	.....	$2,000	40
30	5	135	190	3,200	3,200	800	100,000	32,000	1,650	2,600	0	800	5,050	5,600	41
36	....	140	160	7,692	10,000	1,000	120,000	110,000	5,500	7,775	0	0	13,275	.....	42
100	10	125	156	6,000	8,000	8,000	.....	.....	.....	.....	.....	.....	.....	.....	43
50	....	....	190	2,500	5,000	1,000	50,000	23,000	1,000	6,000	0	0	7,000	3,000	44
40	....	....	180	2,500	2,500	150	50,000	3,500	.....	.....	.....	.....	.....	.....	45
60	....	175	....	1,500	2,000	400	40,000	.....	.....	.....	.....	.....	.....	.....	46
100	0	400	400	2,264	2,500	2,500	140,000	0	0	15,000	0	60,000	75,000	0	47
31	3	169	....	2,000	3,000	200	25,000	25,000	1,470	4,500	0	0	5,970	6,000	48
50	1	100	110	1,500	1,500	500	40,000	0	0	10,000	0	0	10,000	.....	49
25	4	....	90	800	1,000	250	70,000	0	0	1,716	0	10,450	12,166	200	50
50	....	100	150	1,000	.....	.....	10,000	.....	.....	.....	.....	.....	.....	.....	51
0	0	67	72	1,200	.....	2,000	125,000	0	0	0	$20,490	0	20,490	0	52
40	2	72	90	1,000	300	200	5,000	0	0	1,500	0	1,000	2,500	0	53
60	9	160	....	1,000	1,000	500	40,000	.....	.....	15,000	.....	.....	15,000	.....	54
50	....	100	....	500	.....	100	5,000	0	0	2,500	0	0	2,500	.....	55
50	2	100	125	1,500	1,000	.....	25,000	0	0	.....	.....	.....	.....	0	56
40	....	84	99	100	150	.....	12,500	0	0	2,786	0	3,040	5,826	.....	57
50	4	144	....	300	300	.....	30,000	.....	.....	.....	.....	.....	.....	.....	58
40	....	110	125	2,000	.....	500	7,500	0	0	3,325	0	2,500	5,825	.....	59
40	....	100	120	200	275	50	15,000	0	0	3,820	0	1,800	5,620	.....	60
50	1	100	125	200	200	0	25,000	0	0	.....	.....	.....	.....	0	61
40	....	230	....	1,000	1,000	500	50,000	.....	.....	.....	.....	.....	.....	.....	62
40	6	210	225	500	500	150	125,000	20,000	1,600	12,000	0	0	13,800	.....	63
55	....	195	215	1,200	2,000	1,000	50,000	5,900	300	13,979	0	0	14,279	175	64
50	....	....	160	600	600	900	15,000	.....	.....	2,000	0	8,000	10,000	.....	65
60	3	160	....	700	600	.....	45,000	.....	.....	8,100	0	0	8,100	.....	66
80	....	350	450	2,000	.....	.....	60,000	.....	.....	.....	.....	.....	.....	.....	67
50	....	210	....	2,000	2,000	500	50,000	.....	.....	10,000	0	10,000	20,000	.....	68
50	6	....	175	600	.....	.....	65,000	.....	.....	.....	.....	.....	.....	.....	69
50	0	....	175	1,000	2,000	0	60,000	0	0	22,000	0	0	22,000	.....	70
40	3	160	185	1,500	2,000	1,000	90,000	58,700	2,500	13,000	0	15,000	30,500	.....	71

a Includes tuition.

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TABLE 45.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate.	Graduate.	Total number (excluding duplicates).	Graduated in 1896.
	1	2	3	4	5	6	7	8	9	10	11	12
	MISSOURI—ct'd.											
72	Nevada	Cottey Female College	M. E. So	1884	2	12	25	55	60	0	140	8
73	St. Charles	Lindenwood Female College.	Presb	1830	1	7	...	...	...	...	45	6
	NEW JERSEY.											
74	Bordentown	Bordentown Female College.	None	1853	8	8	16	50	2	0	68	7
	NEW YORK.											
75	Brooklyn	Packer Collegiate Institute.	None	1845	5	48	35	511	153	9	708	53
	NORTH CAROLINA.											
76	Asheville	Asheville Female College.	None	1854	4	12	20	115	20	0	155	1
77	Charlotte	Elizabeth College	Luth	1897	7	10	0	16	65	0	94	0
78	Dallas	Gaston College	Luth	1879	2	4	10	11	37	0	58	3
79	Greensboro	Greensboro Female College.	M. E. So	1846	3	12	...	...	160	4	164	8
80	Hickory	Claremont Female College	None	1880	3	11	20	30	100	5	155	7
81	Louisburg	Louisburg Female College	M. E	1857	1	9	30	35	69	0	134	3
82	Murfreesboro	Chowan Baptist Female Institute.*	Bapt	1852	3	3	6	38	24	0	68	6
83	Oxford	Oxford Female Seminary.	Bapt	1850	2	7	28	30	64	0	122	10
84	Salem	Salem Female Academy and College.	Moravian	1802	4	30	0	47	225	2	274	42
	OHIO.											
85	Cincinnati	Bartholomew English and Classical School.	P. E	1875	1	13	10	12	66	0	88	9
86	Glendale	Glendale Female College.	Presb	1854	1	11	8	9	59	1	77	7
87	Granville	Granville Female College.	Presb	1827	1	4	4	20	10	0	34	4
88	Oxford	Oxford College	Presb	1849	4	23	6	51	60	6	123	17
89	....do	Western College	None	1855	2	34	0	86	54	3	143	16
90	Painesville	Lake Erie College and Seminary.	None	1859	0	21	0	42	68	0	110	8
	PENNSYLVANIA.											
91	Allentown	Allentown College for Women.	Reformed	1867	5	9	13	39	56	0	108	9
92	Bethlehem	Moravian Seminary for Young Ladies.	Moravian	1749	5	17	...	...	...	...	98	11
93	Chambersburg	Wilson College	Presb	1870	4	22	0	21	262	5	288	47
94	Lititz	Linden Hall Seminary	Moravian	1794	3	10	0	32	2	0	34	6
95	Mechanicsburg	Irving Female College	Luth	1856	6	7	0	16	104	0	120	18
96	Ogontz School	Ogontz School	None	1850	4	18	13	20	95	0	128	23
97	Pittsburg	Pennsylvania College for Women.	Presb	1870	3	20	0	142	40	2	184	6
	SOUTH CAROLINA.											
98	Columbia	Columbia Female College.	M. E. So	1859	6	6	...	30	105	0	135	3
99	....do	Presbyterian College for Women.	Presb	1890	5	13	...	...	...	4	126	2
100	Due West	Due West Female College.	None	1858	4	10	40	40	120	7	207	30
101	Gaffney	Cooper-Limestone Institute.	Bapt	1845	1	7	30	...	70	...	100	3
102	Greenville	Greenville College for Women.	None	1894	2	6	15	5	55	0	75	7
103	....do	Greenville Female College	Bapt	1854	4	10	12	22	171	1	206	7
104	Spartanburg	Converse College	None	1890	11	19	0	40	370	4	414	25
105	Union	Clifford Seminary	Presb	1881	3	4	13	12	24	1	50	8
106	Williamston	Williamston Female College.	None	1872	2	6	0	45	65	0	110	3

*Statistics of 1896-97.

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for women, Division B—Continued.

Annual expenses in college department.				Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Fees.		Living expenses.							From productive funds.	Tuition fees.	State or municipal appropriations.	From other sources.	Total income.		
Tuition.	Other.	Lowest.	Moderate.	Volumes.	Value.										
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
$45	....	$120	$140	700	$500	$350	$30,000	.....	.....	$12,000	0	0	$12,000	.....	72
55	....	290	400	2,000	.....	1,000	75,000	.....	.....	.....	.....	.....	.....	.....	73
....	....	300	350	3,000	5,000	100	26,000	0	0	12,000	0	0	12,000	.....	74
155	0	....	....	7,407	12,282	12,664	220,647	$40,000	$2,029	74,986	$100	$1,883	78,998	0	75
100	....	225	225	1,000	2,500	500	100,000	.....	.....	17,000	.....	.....	17,000	.....	76
60	....	200	225	.....	.....	.....	100,000	.....	.....	.....	.....	.....	.....	.....	77
35	0	....	....	500	800	0	10,000	0	0	975	0	765	1,740	.....	78
59	$4	....	130	5,500	8,000	1,500	100,000	6,000	360	15,000	0	12,000	27,360	$1,000	79
40	2	....	....	1,000	1,000	.....	30,000	.....	.....	6,000	.....	.....	6,000	.....	80
25	30	85	....	1,000	1,200	100	6,000	.....	.....	3,500	.....	.....	3,500	.....	81
48	0	92	....	400	300	.....	30,000	0	0	2,800	0	3,700	6,500	.....	82
50	....	150	....	1,000	1,000	.....	15,000	0	0	13,000	0	0	13,000	0	83
40	....	185	210	6,000	.....	1,000	200,000	10,000	.....	.....	.....	.....	30,000	500	84
160	....	....	450	1,000	.....	.....	35,000	.....	.....	.....	.....	.....	.....	.....	85
60	....	250	....	3,000	.....	1,000	60,000	0	0	.....	0	.....	.....	0	86
50	....	100	150	200	200	1,500	50,000	0	0	3,500	0	500	4,000	.....	87
50	5	....	....	5,000	.....	.....	50,000	.....	.....	31,000	.....	.....	31,000	.....	88
....	....	a250	....	9,309	12,000	3,000	154,424	48,500	3,500	24,710	0	27,313	55,523	5,000	89
....	....	....	....	4,500	.....	15,000	315,000	27,000	1,500	24,000	0	2,500	28,000	4,000	90
40	20	220	....	700	500	400	60,000	.....	.....	8,000	0	0	8,000	5,000	91
60	....	260	....	6,000	.....	500	100,000	0	0	.....	0	0	.....	0	92
60	0	190	190	6,000	.....	600	150,000	0	0	23,000	0	62,000	85,000	.....	93
....	....	a250	....	2,600	.....	.....	20,000	.....	.....	8,294	.....	1,300	9,594	.....	94
50	0	175	200	1,000	1,000	.....	40,000	0	0	.....	.....	.....	25,000	.....	95
200	....	800	....	12,000	15,000	7,000	.....	.....	.....	100,000	.....	.....	100,000	.....	96
100	....	220	290	3,500	10,000	3,500	250,000	0	0	16,000	0	19,000	35,000	16,000	97
50	....	132	150	500	500	300	75,000	0	0	.....	.....	.....	20,000	.....	98
50	10	150	....	200	200	500	60,000	.....	.....	.....	.....	.....	.....	.....	99
38	0	....	113	800	500	.....	10,000	.....	.....	.....	.....	.....	.....	.....	100
50	....	160	175	400	400	500	40,000	.....	.....	1,200	0	4,000	5,200	.....	101
50	0	100	120	500	750	100	21,000	0	0	.....	.....	.....	.....	.....	102
50	5	120	....	200	400	50	25,000	0	0	11,000	0	0	11,000	.....	103
50	5	175	200	4,000	4,000	2,500	150,000	.....	.....	.....	.....	.....	35,000	.....	104
40	....	95	110	.....	.....	100	8,000	0	0	.....	.....	0	.....	0	105
48	3	120	....	3,500	.....	2,000	15,000	.....	.....	.....	.....	.....	.....	.....	106

a Includes tuition.

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TABLE 45.—*Statistics of colleges*

	Location.	Name.	Religious denomination controlling.	Year of opening.	Professors and instructors.		Students.					
					Male.	Female.	Elementary.	Preparatory.	Collegiate	Graduate.	Total number (excluding duplicates).	Graduated in 1898.
	1	2	3	4	5	6	7	8	9	10	11	12
	TENNESSEE.											
107	Bristol	Sullins College	M. E. So	1868	1	14	12	26	62	0	100	...
108	Brownsville	Brownsville Female College.	Bapt	1851	1	6	20	35	25	0	80	3
109	do	Wesleyan Female College	M. E. So	1870	1	5	31	26	62	0	119	10
110	Columbia	Columbia Athenæum	None	1852	6	10	32	46	42	10	130	7
111	Franklin	Tennessee Female College	None	1856	3	9	20	40	50	0	110	7
112	Gallatin	Howard Female College	None	1837	1	8	...	18	60	0	78	5
113	Jackson	Memphis Conference Female Institute.	M. E. So	1843	1	15	54	18	100	0	172	14
114	Murfreesboro	Soule Female College	M. E	1852	1	12	50	25	100	0	175	17
115	Nashville	Nashville College for Young Ladies.	M. E. So	1880	2	22	...	...	...	...	118	16
116	do	Ward Seminary	Presb	1865	6	22	30	99	175	0	304	34
117	Pulaski	Martin Female College *	M. E	1870	2	16	24	33	107	9	173	8
118	Rogersville	Synodical Female College	Presb	1849	3	13	0	16	154	3	173	12
	TEXAS.											
119	Belton	Baylor Female College	Bapt	1845	3	9	20	60	210	3	293	19
120	Bonham	Carlton College	Christian	1867	2	9	42	10	37	0	89	7
121	Chapel Hill	Chapel Hill Female College.	M. E. So	1853	1	5	24	...	36	10	70	4
	VIRGINIA.											
122	Abingdon	Martha Washington College.	M. E	1860	3	12	30	20	125	0	175	12
123	do	Stonewall Jackson Female Institute.	Presb	1869	1	7	25	20	34	0	79	0
124	Bristol	Southwest Virginia Institute.	Bapt	1884	7	8	...	32	151	0	183	3
125	Charlottesville	Albemarle College for Young Ladies.	None	1897	4	7	4	49	18	0	71	3
126	Danville	Roanoke Female College	Bapt	1859	2	5	...	22	56	0	78	5
127	Hollins	Hollins Instituto	Bapt	1842	8	21	0	20	167	0	187	12
128	Marion	Marion Female College	Luth	1873	2	7	20	18	49	0	87	5
129	Norfolk	Norfolk College for Young Ladies.	None	1878	3	15	15	34	135	0	184	19
130	Petersburg	Southern Female College	None	1863	4	8	10	15	75	0	100	3
131	Richmond	Woman's College *	Bapt	1854	8	11	...	50	150	5	205	20
132	Staunton	Virginia Female Institute	P. E	1844	3	13	...	...	...	...	88	3
133	Winchester	Valley Female College	M. E. So	1872	2	6	4	2	36	2	44	2
	WEST VIRGINIA.											
134	Parkersburg	Parkersburg Female Seminary.	None	1872	1	3	30	10	2	0	42	0
	WISCONSIN.											
135	Milwaukee	Milwaukee-Downer College.	None	1895	0	17	0	144	26	0	170	2

* Statistics of 1896-97.

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for women, Division B—Continued.

Annual expenses in college department.				Library.		Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.					Benefactions.	
Fees.		Living expenses.							From productive funds.	Tuition fees.	State or municipal appropriations.	From other sources.	Total income.		
Tuition.	Other.	Lowest.	Moderate.	Volumes.	Value.										
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	
				2,500			$50,000	$5,000	$300	$4,700	0	$5,000	$10,000		107
$50		$100	$125	1,800	$2,500	$150	12,500							0	108
50	$2		100				10,000	0	0	4,000	0	0	4,000		109
60	0	150		7,506		3,000	80,000								110
50	0	150	200	1,000	1,200	300	15,000	0	0	5,000	0	0	5,000	0	111
45	1	125		500	400		15,000	0	0	6,500	0	0	6,500	0	112
60		112	125	5,322	2,500	900	48,000	0	0	10,000	0	12,000	22,000	0	113
70		100	130	500	900	500	15,000	0	0	13,000	0	0	13,000	0	114
70		200		1,250			140,000								115
75		200	200	1,500	2,500		150,000	0	0	25,000	0	15,000	40,000	0	116
50		100	150	2,000	2,000	500	50,000	30,000	1,800	8,000	0	0	9,800		117
34	2	54	90	1,000	1,200	100	40,000			8,000	0	7,000	15,000	0	118
50	2		150	1,000	2,000	500	100,000	0	0	15,000	0	30,000	45,000		119
45	9	144		435	1,420	300	8,000	0	0	5,278	0	0	5,278	0	120
45	2	110		500	500	200	12,000			2,500			2,500		121
50		130	140	1,000		500	50,000			8,000		8,000	16,000		122
40			135	400	500	500	30,000	0	0	3,000	0	2,000	5,000		123
60	0	165	225	1,000	500	25	150,000	0	0	15,000	0	5,000	20,000	0	124
36		100	125	100	175					4,000	0	0	4,000		125
50		126		1,000	600	500	25,000	0	0	3,232	0	0	3,232		126
60		186	186	2,000		2,500	150,000	0	0	20,000	0	0	20,000	0	127
35			100	210			20,000	0	0	2,000	0	0	2,000	$2,000	128
60				285		1,500	150,000	0	0	14,000	0	0	14,000		129
80				2,000											130
85		150					65,000	0	0	18,000	0	0	18,000		131
50		259		1,500			60,000			4,500		5,000	9,500		132
40	1	130	150	500	350	50	20,000						4,894		133
		180		350	350		6,500								134
120		300	300	4,121		2,000	40,000	150,000	6,000	28,500	0	0	34,500	18,500	135

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TABLE 46.—*Statistics of*

	Location.	Name.	Year of opening.
	1	2	3
1	Auburn, Ala	Alabama Agricultural and Mechanical College	1872
2	Fort Collins, Colo	Colorado Agricultural College	1879
3	Golden, Colo	(Colorado) State School of Mines	1874
4	Storrs, Conn	Storrs Agricultural College	1881
5	Atlanta, Ga	Georgia School of Technology	1888
6	Chicago, Ill	Armour Institute of Technology	1893
7	Lafayette, Ind	Purdue University	1874
8	Terre Haute, Ind	Rose Polytechnic Institute	1883
9	Ames, Iowa	Iowa Agricultural College	1868
10	Manhattan, Kans	Kansas Agricultural College	1863
11	Annapolis, Md	United States Naval Academy	1845
12	Amherst, Mass	Massachusetts Agricultural College	1867
13	Boston, Mass	Massachusetts Institute of Technology	1865
14	Worcester, Mass	Worcester Polytechnic Institute	1868
15	Agricultural College, Mich	Michigan Agricultural College	1857
16	Houghton, Mich	Michigan College of Mines	1885
17	Agricultural College, Miss	Mississippi Agricultural and Mechanical College	1880
18	Westside, Miss	Alcorn Agricultural and Mechanical College	1871
19	Bozeman, Mont	Montana College of Agriculture and Mechanic Arts	1893
20	Durham, N. H	New Hampshire College of Agriculture and Mechanic Arts	1867
21	Hoboken, N. J	Stevens Institute of Technology	1871
22	Newark, N. J	Newark Technical School	1885
23	Mesilla Park, N. Mex	New Mexico College of Agriculture and Mechanic Arts	1891
24	Socorro, N. Mex	New Mexico School of Mines	1893
25	Potsdam, N. Y	Clarkson School of Technology	1896
26	Troy, N. Y	Rensselaer Polytechnic Institute	1824
27	West Point, N. Y	United States Military Academy	1802
28	Greensboro, N. C	Agricultural and Mechanical College for the Colored Race	1594
29	Raleigh, N. C	North Carolina College of Agriculture and Mechanic Arts	1889
30	Agricultural College, N. Dak.	North Dakota Agricultural College	1890
31	Cleveland, Ohio	Case School of Applied Science	1881
32	Stillwater, Okla	Oklahoma Agricultural and Mechanical College	1891
33	Corvallis, Oreg	Oregon State Agricultural College	1870
34	Kingston, R. I	Rhode Island College of Agriculture and Mechanic Arts	1890
35	Charleston, S. C	South Carolina Military Academy	1843
36	Clemson College, S. C	Clemson Agricultural College	1893
37	Brookings, S. Dak	South Dakota Agricultural College	1884
38	Rapid City, S. Dak	(South Dakota) State School of Mines	1886
39	College Station, Tex	Agricultural and Mechanical College of Texas	1876
40	Logan, Utah	Utah Agricultural College	1890
41	Blacksburg, Va	Virginia Agricultural and Mechanical College	1872
42	Lexington, Va	Virginia Military Institute	1839
43	Pullman, Wash	Washington Agricultural College and School of Science	1892

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schools of technology.

Professors and instructors.						Students.										
Preparatory department.		Collegiate department.		Total number (excluding duplicates).		Preparatory department.		Collegiate department.		Graduate department.				Total number (excluding duplicates).		
										Resident.		Non-resident.				
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
1	0	33	0	33	0	29	0	289	20	23	0	0	0	321	20	1
0	1	19	2	22	3	28	17	154	59	3	3	3	1	245	99	2
0	0	12	0	12	0	0	0	175	1	5	0	0	0	180	1	3
0	0	12	3	12	3	0	0	84	24	0	0	0	0	84	24	4
2	0	13	0	15	0	100	0	167	0	0	0	0	0	267	0	5
14	2	28	3	42	28	176	82	143	1	0	0	0	0	349	703	6
0	0	58	6	58	6	0	0	617	76	21	21	15	0	653	97	7
0	0	20	0	20	0	0	0	100	0	1	0	3	0	104	0	8
		49	10	49	10	45	26	460	100	5	0	0	0	510	126	9
6	2	18	6	24	8	62	15	426	243	30	22	3	2	521	282	10
0	0	70	0	70	0	0	0	259	0	3	0	0	0	262	0	11
0	0	19	0	19	0	0	0	134	0	15	0	1	0	173	0	12
0	0	131	1	131	1	0	0	1,062	69	67	3	0	0	1,129	72	13
0	0	30	0	30	0	0	0	216	0	0	0	0	0	216	0	14
0	0	37	5	37	5	0	0	319	80	2	3	0	0	386	83	15
0	0	17	0	17	0	0	0	122	0	0	0	0	0	122	0	16
3	0	18	0	21	0	91	2	190	9	2	0	2	0	285	11	17
6	0	8	0	14	0	224	0	24	0	0	0	0	0	248	0	18
1	2	12	4	13	6	98	85	13	5	0	0	0	0	111	90	19
8	0	17	0	17	0	7	0	65	14	2	0	0	0	90	14	20
10	0	21	0	31	0	145	0	230	0	0	0	0	0	375	0	21
1	0	8	0	9	0	45	0	161	14	0	0	0	0	206	14	22
1	3	14	3	14	3	98	36	54	28	1	0	0	0	153	62	23
1	0	1	0	2	0	14	1	3	2	0	0	0	0	17	3	24
		6	0	6	1	4	2	24	0	0	0	0	0	37	110	25
0	0	15	0	15	0	0	0	138	0	0	0	0	0	138	0	26
0	0	55	0	55	0	0	0	233	0	0	0	0	0	233	0	27
6	1	9	1	9	1	36	31	37	12	1	0	0	0	74	43	28
0	0	22	0	22	0	0	0	240	0	15	0	0	0	255	0	29
3	2	10	2	13	4	134	41	32	20	3	0	0	0	169	61	30
0	0	20	0	20	0	0	0	224	0	16	0	0	0	240	0	31
1	1	9	0	10	1	59	39	50	20	1	0	0	0	110	59	32
0	0	21	6	21	6	0	0	177	144	7	8	0	0	184	152	33
0	0	18	7	18	7	0	0	96	48	5	2	0	0	101	50	34
0	0	9	0	9	0	0	0	125	0	0	0	0	0	125	0	35
5	0	24	0	29	0	240	0	200	0	10	0	0	0	450	0	36
5	0	10	4	15	4	36	12	215	118	8	5	3	3	262	138	37
		5	0	5	0			21	0					21	0	38
0	0	22	0	22	0	0	0	334	0	3	0	0	0	337	0	39
3	0	17	4	20	4	209	70	103	61	1	3	0	0	313	131	40
0	0	31	0	31	0	0	0	294	0	39	0	0	0	333	0	41
0	0	14	0	14	0	0	0	221	0	0	0	1	0	222	0	42
4	1	20	1	22	2	119	73	110	55	1	1	0	0	231	149	43

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TABLE 46.—*Statistics of schools*

	Name.	Annual expenses in collegiate department.		Annual living expenses.		Number of fellowships.	Number of scholarships.	Library.		
		Tuition fee.	Other fees.	Lowest.	Moderate.			Bound volumes.	Pamphlets.	Value.
	2	20	21	22	23	24	25	26	27	28
1	Alabama Agricultural and Mechanical College	(a)	$12	$125	$160	0	13	9,850	8,415	$14,000
2	Colorado Agricultural College	0	0	120	140	0	0	2,968	1,021	10,439
3	(Colorado) State School of Mines	0	0	200	300	0	0	3,757	600	11,600
4	Storrs Agricultural College	0	0	125	125	0	0	5,000	1,600	5,500
5	Georgia School of Technology	$25	20	50	90	0	0	.....	.....	.....
6	Armour Institute of Technology	75	.....	.....	.....	.....	.....	15,000	300	15,000
7	Purdue University	0	27 35	$150	250	0	0	8,098	2,354	15,000
8	Rose Polytechnic Institute	75	25	225	275	.....	.....	8,500	1,000	17,000
9	Iowa Agricultural College	0	.....	111	.....	0	0	11,458	2,000	15,000
10	Kansas Agricultural College	0	0	100	200	0	0	12,040	14,000	33,219
11	United States Naval Academy	0	0	.....	.....	0	0	38,000	.....	38,000
12	Massachusetts Agricultural College	b0	.....	231	350	0	0	18,600	0	18,600
13	Massachusetts Institute of Technology	200	.....	.....	500	2	70	40,015	14,148	100,000
14	Worcester Polytechnic Institute	150	.....	200	300	.....	65	4,900	3,000	10,000
15	Michigan Agricultural College	0	0	125	150	.....	.....	21,000	4,000	42,125
16	Michigan College of Mines	c25	.....	162	225	0	4	13,600	1,700	29,840
17	Mississippi Agricultural and Mechanical College.	0	5	75	.....	0	0	6,487	7,090	8,520
18	Alcorn Agricultural and Mechanical College	.....	.....	.....	.....	.....	.....	3,520	4,800	4,000
19	Montana College of Agriculture and Mechanic Arts.	0	10	133	190	0	0	3,300	2,000	6,000
20	New Hampshire College of Agriculture and Mechanic Arts.	60	15	105	123	0	54	5,600	3,700	6,600
21	Stevens Institute of Technology	d150	.....	250	300	0	19	9,300	.....	18,000
22	Newark Technical School	.....	.....	.....	.....	0	0	700	.....	800
23	New Mexico College of Agriculture and Mechanic Arts.	0	5	150	200	0	0	3,316	1,000	7,500
24	New Mexico School of Mines	10	.....	200	250	.....	.....	200	300	475
25	Clarkson School of Technology	80	.....	100	150	.....	.....	540	456	1,776
26	Rensselaer Polytechnic Institute	200	0	190	300	0	0	6,500	1,500	10,000
27	United States Military Academy	0	0	.....	.....	.....	.....	41,544	6,689	50,000
28	Agricultural and Mechanical College for the Colored Race.	.....	.....	.....	.....	.....	.....	714	2,000	1,000
29	North Carolina College of Agriculture and Mechanic Arts.	20	5	130	150	.....	.....	1,274	.....	1,500
30	North Dakota Agricultural College	0	.....	150	200	0	0	4,075	600	5,000
31	Case School of Applied Science	100	.....	95	152	0	20	2,000	.....	5,000
32	Oklahoma Agricultural and Mechanical College.	0	.....	72	125	0	0	4,200	3,000	7,500
33	Oregon State Agricultural College	.....	.....	100	150	.....	.....	5,700	.....	6,000
34	Rhode Island College of Agriculture and Mechanic Arts.	0	.....	.....	195	.....	.....	6,750	7,500	11,625
35	South Carolina Military Academy	.....	.....	.....	.....	.....	68	5,000	400	5,000
36	Clemson Agricultural College	40	5	100	.....	0	0	5,000	2,000	8,000
37	South Dakota Agricultural College	12	.....	145	200	0	0	5,900	9,500	10,000
38	(South Dakota) State School of Mines	.....	.....	.....	190	0	0	500	200	800
39	Agricultural and Mechanical College of Texas	0	.....	140	140	0	0	5,000	3,500	6,000
40	Utah Agricultural College	0	5	80	90	.....	.....	5,100	3,750	8,000
41	Virginia Agricultural and Mechanical College	30	.....	.....	90	.....	200	2,500	300	2,000
42	Virginia Military Institute	75	.....	330	365	0	54	10,000	5,283	25,000
43	Washington Agricultural College and School of Science.	.....	.....	.....	.....	.....	.....	3,330	1,836	5,000

a Free to residents; $20 to nonresidents.
b $80 to nonresidents.
c To residents; $150 to nonresidents.
d To residents; $225 to nonresidents.

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of technology—Continued.

Value of scientific apparatus.	Value of grounds and buildings.	Productive funds.	Income.						Benefactions.	
			Tuition fees.	From productive funds.	State or municipal appropriations.	United States Government appropriations.	From other sources.	Total.		
29	30	31	32	33	34	35	36	37	38	
$39,300	$136,418	$253,500	$480	$20,280	$9,988	$27,524	$3,902	$62,174	0	1
30,000	192,229	48,583	0	3,504	45,827	38,000	1,561	88,892	0	2
37,500	140,000	0	0	0	34,000	0	0	34,000	$750	3
5,389	100,000	135,000	0	6,750	15,000	38,000	0	59,750	0	4
50,000	150,000	0	3,000	0	25,000	0	0	28,000	0	5
.....	2,000,000	.....	30,000	.....	.....	.....	70,000	100,000	.....	6
275,000	405,000	340,000	17,087	17,000	65,375	38,000	36,544	174,006	5,500	7
90,000	200,000	600,000	8,000	33,000	0	0	0	41,000	.....	8
160,000	470,000	681,034	0	50,049	28,900	38,000	63,471	180,420	.....	9
60,658	254,225	503,479	0	27,700	5,000	38,000	11,993	82,693	50	10
100,000	795,896	0	0	0	0	208,719	0	208,719	0	11
8,750	232,775	360,575	500	10,796	25,000	30,333	0	66,809	.....	12
200,000	950,000	650,000	215,045	72,174	25,000	7,667	2,753	322,639	59,231	13
90,000	500,000	610,000	26,000	34,000	3,000	0	0	63,000	11,000	14
104,090	355,239	625,000	140	46,843	11,000	38,000	18,688	114,671	.....	15
121,685	130,971	0	1,140	0	40,000	0	5,570	46,710	.....	16
8,500	175,280	98,575	180	5,915	20,500	23,681	14,721	66,997	0	17
88,750	68,750	98,575	0	6,815	34,629	12,319	0	53,763	.....	18
10,000	120,000	0	2,010	0	12,000	38,000	0	52,010	.....	19
42,000	183,881	116,000	0	6,800	5,000	38,000	0	49,800	10,000	20
50,000	337,000	475,000	33,696	19,950	0	0	3,386	57,032	.....	21
5,000	70,000	0	391	0	10,000	0	0	10,391	3,500	22
20,000	61,000	0	900	0	4,647	38,000	373	43,920	0	23
1,000	45,000	0	200	0	4,080	0	52	4,332	.....	24
18,524	124,276	300,000	2,628	19,000	0	0	940	22,568	755	25
20,944	125,000	141,765	25,770	6,511	0	0	401	32,682	.....	26
450,000	2,000,000	0	0	0	0	479,573	0	479,573	.....	27
18,000	42,000	0	0	0	12,500	8,064	110	20,674	.....	28
.....	83,554	125,000	4,083	7,500	7,500	14,936	0	34,019	.....	29
18,000	120,000	0	0	0	16,000	38,000	2,500	56,500	.....	30
75,000	500,000	2,000,000	18,000	45,000	0	0	0	63,000	.....	31
20,000	25,000	0	0	0	500	38,000	1,167	39,667	100	32
8,000	53,000	137,306	0	12,578	5,000	38,000	1,161	56,739	.....	33
79,586	170,950	50,000	0	2,942	32,150	38,000	6,000	79,092	.....	34
5,000	85,000	0	17,100	0	20,000	0	0	37,100	.....	35
50,000	220,000	154,439	1,350	9,266	56,000	26,500	0	93,116	.....	36
30,000	80,000	0	3,365	0	17,500	38,000	1,968	60,833	0	37
10,000	30,000	0	0	0	8,600	0	0	8,600	.....	38
25,000	346,385	209,000	0	14,280	55,500	35,250	0	105,030	0	39
50,000	171,800	0	0	0	12,250	38,000	6,333	56,583	.....	40
62,000	170,000	344,312	11,593	20,659	15,000	30,333	0	77,585	.....	41
15,000	250,000	21,000	10,000	1,200	30,000	0	0	41,200	.....	42
50,000	115,000	0	0	0	11,595	38,000	3,726	53,321	.....	43

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CHAPTER XLIII.

PROFESSIONAL SCHOOLS.

The whole number of medical students for the year, of all classes excepting those in postgraduate schools, was 23,433, a decrease of 944 since the previous year. This is the first time in ten years that a decrease in the number of medical students has occurred, the annual increase heretofore being constant and appreciable. Whether the lengthened course of four years and longer annual sessions, with a corresponding increase in expenses, cause young men to reflect more carefully before entering upon medical study is left for others to determine.

Theological students showed an increase of only 200 during the year, and for several years the increase in this class of students has been very slight. It is doubtful whether it has equaled the growth in population.

It is difficult to account for the seemingly abnormal increase in the number of law students. In 1896–97 they numbered 10,449; this year their number is 11,615. A large increase has been regularly occurring for ten years, which shows that it is not an accidental variation. The ratio of increase during the last ten years has been 217 per cent, while medical students during the same length of time increased only 79 per cent, and theological students only 28 per cent. The increase in the number of dental students in ten years has been remarkable also, viz, 327 per cent. Is it not possible that the large growth in these two classes, law and dentistry, is attributable to similar causes?

In former years it was customary for young men to study law in private offices, and dental students frequently obtained all their training under a private preceptor. Scarcely any young man would expect to acquire his dental knowledge in such manner at the present time, but he now determines what dental school he will attend almost as soon as he decides upon dentistry itself. The many advantages of systematic study in a law school, and the almost absolute necessity of such method of study in those States where full written examinations are required for admission to the bar, have caused the discarding, to a large extent, of study in private offices. This seems to be the most plausible explanation of the large number of students of law and dentistry, after making due allowance for the considerable increase now noticeable in the number of young men entering the professions generally, not only in this country, but in others as well, particularly in Germany.

The diagram given shows the relative number of students of the different classes at three decennial periods—1878, 1888, and 1898. It will be seen that while the number of medical students in 1888 was nearly four times as great as the number in law, in 1898 it was only twice as great. The number of law students in ten years has risen much above the number in theology, and likewise the number in dentistry has nearly doubled the number in pharmacy. In 1878 there were fourteen times as many medical as dental students; in 1898 about three and one-half times as many.

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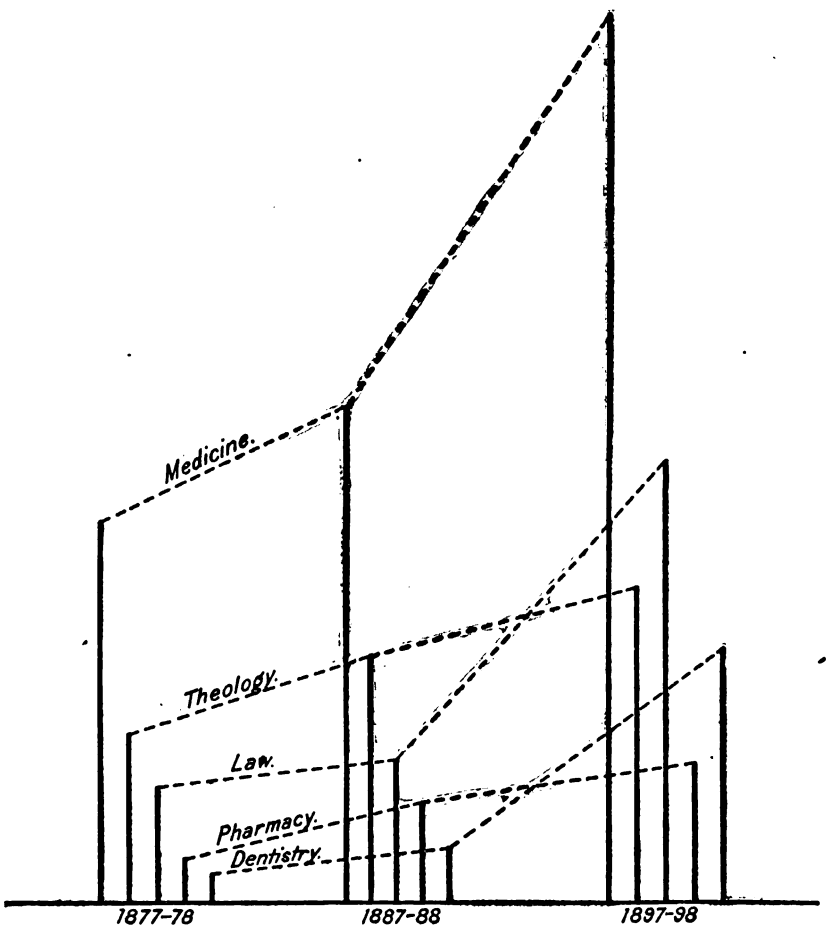
TABLE 1.—*General summary of statistics of professional and allied schools for 1897–98.*

Class of schools.	Schools.	Instructors.	Students.	Graduating.	Per cent graduating.
Theological	155	958	a 8,371	1,673	20
Law	83	845	b 11,615	3,065	26
Medical	151	4,247	23,433	5,597	24
Dental	50	961	6,774	1,848	27
Pharmaceutical	45	401	3,712	1,129	30
Veterinary	14	173	326	109	33
Nurse training	377	.....	8,805	3,027	34
Total	875	7,585	63,036	16,448	26

a 198 women included. b 147 women included.



COMPARATIVE NUMBER OF STUDENTS AT DIFFERENT PERIODS.

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TABLE 2.—*Comparative statistics of professional and allied schools.*

Class.	1877-78.	1887-88.	1897-98.	Increase in 10 years. a	Increase in 20 years.
				Per cent.	*Per cent.*
Theology:					
Schools	125	138	155		
Students	4,320	6,512	8,371	28	94
Graduates	826	965	1,673		
Law:					
Schools	50	49	83		
Students	3,012	3,667	11,615	217	286
Graduates	1,162	1,299	3,065		
Medicine (all classes):					
Schools	81	112	151		
Students	9,942	13,091	23,433	79	136
Graduates	3,080	3,740	5,597		
Medicine (regular):					
Schools	64	88	122		
Students	8,279	11,172	21,002	88	154
Graduates	2,506	3,147	5,023		
Medicine (homeopathic):					
Schools	11	12	21		
Students	1,215	1,118	1,786	60	47
Graduates	363	360	387		
Dentistry:					
Schools	12	25	50		
Students	701	1,588	6,774	327	866
Graduates	218	595	1,848		
Pharmacy:					
Schools	13	26	45		
Students	1,187	2,721	3,712	36	213
Graduates	380	692	1,129		
Veterinary medicine:					
Schools		6	14		
Students		323	326	1	
Graduates		81	109		
Nurse training:					
Schools	9	33	377		
Students		1,093	8,805	706	
Graduates		421	9,027		

a From 1888 to 1898.

LAW SCHOOL OF THE UNIVERSITY OF MAINE.[1]

The trustees of the University of Maine voted to open a law school October 5, 1898, in the city of Bangor, having a population of about 23,000; the university proper being at Orono, 9 miles distant. With no law school in New England north of Boston, the constituency to which it appeals is a wide one, and it is believed that there is abundant room for the development of a large and prosperous school.

In conformity to the requirements for admission to the bar in the State of Maine, the course of study has been arranged to cover two years.

CONSOLIDATION OF MEDICAL COLLEGES.

At the graduating exercises of the *Medical College of New York University* (in 1898), the chancellor, Rev. Dr. Henry M. MacCracken, announced that a consolidation of the medical department with the Bellevue Hospital Medical College had been effected, and that the resulting institution would be called "The University and Bellevue Hospital Medical College." Dr. Edward G. Janeway, it was stated, would be the dean of the faculty.[2]

Atlanta Medical College and the Southern Medical College have been united under the name of the Atlanta College of Physicians and Surgeons. For many years both of these schools have been in a very flourishing condition, and naturally both have been rivals for popular prestige. The Atlanta college was the older,

[1] Announcement, 1898-99.

[2] New York Medical Record, May 28, 1898.

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and, in fact, one of the oldest in the South, while on the other hand, the Southern had already attained a high position for its thorough curriculum.[1]

The *Cleveland Medical College of Ohio* and the Cleveland University of Medicine and Surgery were united in May, 1897, under the name of the Cleveland Homeopathic Medical College.

Buffalo University medical department and the Niagara University medical school were consolidated in 1898. The faculties of the two institutions will henceforth work together under the charter of the University of Buffalo. This will add materially to the teaching strength of the institution, as the Niagara faculty brings not only a number of strong and experienced teachers, but also a quantity of valuable apparatus, books, pathological specimens, and a great amount of material for clinical instruction.[2]

Rush Medical College[3] entered into relations of affiliation with the University of Chicago in April, 1898. One of the conditions precedent to affiliation was the removal of a debt of $71,000 against the college. This was raised by the gift of $25,000 each from Dr. Nicholas Senn, professor of surgery, and Dr. Ephraim Ingals, professor emeritus of materia medica and therapeutics. The remainder of the debt was raised by subscription from the other members of the faculty. In view of the generous gifts of the above-named gentlemen, the trustees established the Nicholas Senn professorship of surgery and the Ingals professorship of therapeutics and preventive medicine.

Rush Medical College has adopted the quarterly system in vogue at the University of Chicago, which will go into effect the present year.[4] The academic year will begin July 1, and will be divided into four quarters, designated the summer, autumn, winter, and spring quarters, and beginning on the first day of July, October, January, and April, respectively. Instruction will be given in all departments during each quarter, and the several courses will be so arranged that a student can begin his medical study at the commencement of any quarter, and continue it advantageously. He may continue in residence at the college as many successive quarters as he desires, but credit will not be given for more than three successive quarters. Attendance upon twelve quarters will be required for graduation, and at least forty-five months must intervene between the beginning of a student's first course of medical study and the date of his graduation.

CORNELL UNIVERSITY MEDICAL COLLEGE.[5]

The event of the year, and one of the epoch-making events in the entire history of Cornell University, was the establishment of the medical college. Ever since the university opened, its sanguine friends have dreamed of a medical department; but the treasury was always overdrawn for the support of existing departments, and no benefactor came forward with an endowment for a department of medicine. It is true that from time to time proposals were received for the federation of independent medical schools in other cities, but such unions offered no prospect for the advancement of medical education, and the university shrank from even a nominal connection with proprietary institutions whose ultimate object was economic and financial, not scientific and educational.

But if Cornell had no medical department, she cultivated with special zeal and assiduity those biological sciences which form the scientific foundation of the medical profession. Furthermore, this university recognized the indispensable importance of these sciences to the physician and surgeon at a time when—to

[1] Atlanta Medical and Surgical Journal, July, 1898.
[2] Announcement of 1898-99.
[3] Report to this office for year 1897-98.
[4] New York Medical Record, February 11, 1899.
[5] President's Report, 1897-98, page 45.

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quote from Prof. Burt G. Wilder's writings in 1875—students of medicine were accustomed to hear "lectures upon surgery without any knowledge of anatomy, and upon therapeutics while ignorant of physiology." Indeed, within two years after its opening in 1868, Cornell University had arranged a four-years' course in natural history, leading to the degree of bachelor of science, which was well adapted to the needs of students who contemplated the study of medicine; and, in 1878, for such students as could not take this full course, a shorter two-years' course was provided, in which a large amount of time was devoted to practical work in anatomy, physiology, histology, and chemistry. Thus, Cornell University, from the beginning, has recognized and acted upon the first great principle of medical education, the principle so emphatically enunciated by Professor Huxley in his address to the medical students of University College, London: "I do not believe that all the talking about and thinking of medical education will do the slightest good until the fact is clearly recognized that men must be thoroughly grounded in the theoretical branches of their profession."

The theoretical branches of the medical profession have been well taught in the scientific laboratories of Cornell University, and they must be even more fully and thoroughly taught in the future. But medicine is an art as well as a science. The practical part of the curriculum presupposes hospitals, clinics, and dispensaries, which exist in sufficient supply only in a large city. If a medical course is given in a small city or village where these facilities do not exist, it is no better than the teachings of physics and chemistry without a laboratory. It follows, therefore, as a second principle of medical education, that for the purely professional subjects of the curriculum students should have access to the hospitals and dispensaries of a large city, which, in the case of Cornell University, should undoubtedly be the city of New York. The ideal arrangement would be for students to complete their scientific training in the extensive laboratories of the university at Ithaca and then take their professional branches under medical professors in New York who are entitled to utilize, for teaching purposes, the vast quantity and variety of clinical material found in the great city hospitals.

For Cornell University, therefore, situated as it is in a small city, the ideal of a medical department would be one which should be located in New York City, but which should at the same time utilize the scientific instruction offered in the academic department at Ithaca. In practice this means provision for a full four-years' course in New York, with the duplication at Ithaca of the first two years of the course—the scientific bases of medicine—anatomy, physiology, chemistry, bacteriology, histology, etc. For Cornell University, therefore, Huxley's saying is especially true, that "the question of medical education is, in a very large and broad sense, a question of finance."

Thanks to the generosity and wisdom of Col. Oliver H. Payne, this ideal is an actuality. A gift for the establishment and maintenance of a medical department of this university having been tendered to the trustees by him, it was, at a special meeting of the board, held April 14, 1898, voted to "establish a medical department in New York City, to be known and designated as the Cornell University Medical College, of which a portion of the instruction may be duplicated in Ithaca." Six professors were then elected to chairs in the new department, to which were subsequently added 5 more members of the faculty and 56 clinical professors, instructors, clinical assistants, etc. With this teaching staff of 67 in the medical college, assisted by the professors in the scientific departments of the university, the new department will begin its first year on October 4, 1898.

All the advantages of Cornell University, rural and urban, will be combined for the student of the science of medicine. The great hospitals of New York City, with which an unusually large proportion of the faculty are connected in the capacity of surgeons or physicians, make it imperative that the last two years of

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the course should be taken by all students of the college in that city, where the opportunities of clinical instruction are literally unsurpassed.

To the student, too, who aims to excel in his profession, and to that end is not contented with completing the bare minimum of work necessary to obtaining his professional degree, Cornell University offers further encouragement. In the academic department the student has absolute liberty in the choice of studies, so that, if the future medical student enters that course he may, while cultivating letters and philosophy, at the same time master thoroughly his anatomy, physiology, histology, chemistry, physics, and botany, and at the end of four years receive his A. B. degree. There then would remain of the medical curriculum only the professional branches, which he could compass in the next two years in New York City. Thus, thanks to the elective system, he would win both the A. B. and the M. D. degrees in six years, though each separately requires four years.

A building in the grounds of the Bellevue Hospital has been leased from the commissioner of charities for the use of the medical college during the year 1898-99. A site for the permanent home of the department has been purchased at a cost of $150,000. It comprises the entire First Avenue front of the block lying between Twenty-seventh and Twenty-eighth streets, a space of 100 by 200 feet.

HIGHER TRAINING FOR MILITARY SURGERY AND SANITATION.

[By GEORGE M. KOBER, M. D., Washington, D. C.[1]]

Perhaps no subject just now is of greater interest to the profession and the public than the training of medical men as future medical officers of the Army. Few men will question that military surgery and sanitation should have a place in the medical-college curriculum. Those who are in doubt will simply have to recall our experience in past wars and consider the probabilities of the future.

In the Crimean war the French army lost 1 man out of 3 of the whole army, and of 95,613 lives lost only 10,240 were killed, about as many died of wounds, while the remainder, more than 75,000, died of disease.

The total deaths in the Union Army during our civil war numbered 259,496, or over 15 per cent of the entire number of enlistments. Of this number, 124,586, or nearly one-half, died from disease, while 134,910 were killed in battle or died from the effects of wounds. Indeed it is calculated that in that war the Union Army treated over 6,000,000 cases, including 151,384 cases of continued fever, mostly typhoid, 1,739,135 cases of diarrhea and dysentery, 76,318 cases of measles, 18,952 cases of smallpox, and 24,812 cases of erysipelas.

"What an excess of pain and sorrow—what an ocean of tears and blood—are contained in these figures!"

Consider, if you please, that in addition to this terrible sacrifice of human life a generous nation expends $140,000,000 a year for the support of invalids of this war.

In spite of this array of preventable diseases, Professor Virchow, the highest medical authority in Germany, in reviewing the medical history of that war, said: "That the French in the Crimea learned from their experience little or nothing, and the Americans during the civil war so much, was not due to the magnitude of the need which the Americans had to suffer—for this was not greater than that experienced by the French in the Crimea—but rather to the critical and truly scientific spirit, the open mind, the sound and practical common sense which in America gradually permeated all departments of army organization, and which, under the wonderful cooperation of an entire nation, reached the highest point of humane effort ever attained in a great war."

From this time dates a new era in military medicine, and the knowledge purchased at so vast an expense, has had a beneficial influence upon other armies and borne fruit in our recent brief but glorious war; for, notwithstanding the most unjust criticism of the press, the work of the Medical Department of the Army, in the face of adverse climatic conditions, shows a marked improvement over that performed heretofore.

We ought not to judge the efficiency of the Medical Corps by a few isolated cases of suffering and distress incident to the exigencies of war; but should estimate the work by the grand total accomplished.

[1] From address delivered at the decennial anniversary of the Medical and Surgical Society of the District of Columbia.

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The War Department, on October 4, posted a bulletin showing the number of deaths from all causes between May 1 and September 30 to have been as follows:

Killed, 23 officers and 257 enlisted men; died of wounds, 4 officers and 61 enlisted men; died of disease, 80 officers and 2,485 enlisted men, being an aggregate of 2,910 out of a total force of 274,777 officers and enlisted men, or a percentage of 1.59.

In estimating these percentages due allowances should, of course, be made for the comparative short duration of the recent war; and reliable conclusions can only be drawn by comparing the statistics of the first six months of our civil war with the corresponding period of the Spanish-American war. This, at present, is not practicable; but we do know that among 20,000 troops stationed at Camp Alger, Va., at the close of the second month of its recent occupancy, there were only 39 cases of typhoid fever, while at the corresponding period of 1861 the same number of troops near Washington furnished 166 cases.

When it is remembered that the largest percentage of sickness and mortality generally occurs during the first few months of a war—because large numbers of unseasoned troops are aggregated in military camps, and their very ages, from 18 to 30, together with a radical change in the mode of living, render them especially liable to typhoid fever infection—we may confidently expect that future comparisons with troops exposed to similar influences will show that the Medical Corps has kept pace with the progress of preventive medicine. Indeed, the medical statistics so far at hand clearly demonstrate its success in diminishing the horrors of war.

All this is the more creditable when we consider that the United States, with a small standing army and a small corps of trained medical officers, was suddenly involved in war, absolutely unprepared for the struggle, except that we had men gifted with good common sense, powers of observation and application, and a generous nation to provide the necessary means.

If the American medical staff accomplished so much without special training, how much more might have been achieved had the volunteer medical officers enjoyed instruction in military surgery and sanitation such as is given in the Army Medical School in this city, established by Surgeon-General Sternberg five years ago, as one of his first official acts.

Some one will say, "Necessity is the mother of invention. Experience is the best teacher. We did it before, and we can do again." Yes; but who can deny that had the medical officers of our wars known more of army diseases, their causes and prevention; had they appreciated the importance of military sanitation and the routine of their official duties, the results, creditable as they are, would have been still more satisfactory?

It is true the volunteer medical officer is perfectly familiar with surgery and medicine. Their practice from civil life does not differ save in the circumstances which surround them; but it is not so with his official and sanitary duties, and, as well expressed by a competent critic, "the difficulties encountered by the Army Medical Department were due to the impossibility of having in so short a time an experienced and well-disciplined medical force sufficiently strong in numbers to control the sanitary situation in an aggregation of a quarter of a million of men hurriedly thrown together in military camps."

Our Army certainly needs reorganization. Instead, however, of attacking a faulty system, for which the people or their representatives in Congress are largely to blame, the present chief of the Army Medical Department has been made a target for most unjust criticism. He appears to be held responsible for the care of every individual sick, for the sanitary condition of camps, for the misdeeds of his subordinates, for the failure of the Quartermaster's Department to land medical supplies, etc.; but this earnest, hard-working officer needs no vindication at my hands. History will do this when the facts are known, and the facts already developed reflect the highest credit upon his administration.

His circular of April 25, four days after the declaration of war, in which he urged on medical and commanding officers the importance of sanitary precautions for the prevention of disease in camps, has alone saved thousands of lives, as judged by the experience of former wars.

The question naturally arises, What can be done to secure an experienced sanitary corps of medical officers in the event of future wars? And the answer must be, we should either have a large standing army, fully trained and equipped for any and every emergency, or provide this special training in some other way.

One of our Presidents has said that, "under our system of government we will never have a large standing army, and our strength and safety are in a general dissemination of military knowledge among the people." This advice has been acted upon by numerous educational institutions teaching the coming men of America the elements of the art of war; but so far scarcely any of our medical colleges have deemed it necessary to teach their students the duties of medical officers. It is true the National Guard affords an opportunity for this training,

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but even if all the medical officers of the State troops were on the high plane of efficiency that a few have attained, they could not fill the demand of those needed in a war of any proportion, requiring at least one medical officer for every 200 fighting men; and we should, therefore, look to our medical schools for a systematic diffusion of military sanitation.

Our medical colleges have very generally introduced instruction in personal and public hygiene, and there should be no difficulty in convincing them that it is a patriotic duty to establish a course on military surgery and sanitation.

As a matter of fact, one of the medical schools in this city established such a course in 1894, and it is believed that interest in the general course on hygiene has been promoted thereby.

It is no more difficult to interest the average student in this than in any of the subjects taught, provided the course is made obligatory and he is required to pass a satisfactory examination. This is sufficient to insure prompt attendance and attention; but apart from this we can appeal to the patriotism and ambition of the student.

It can not be expected that every young physician will or can choose the Army or other public service for his professional career; but there will be ample opportunities for the application of the knowledge thus acquired as sanitary officers in connection with health boards, as physicians and surgeons in charge of hospitals, reform schools, jails, prisons, and asylums, as ship and police surgeons, pension examiners, surgeons in the employ of railroad and mining companies, or of surveying expeditions, as medical examiners of insurance companies, and in the home of almost every patient.

When a student is told, for example, that the general rules to be observed in the examination of recruits will enable him to select able-bodied men for the police force and life insurance policies, and that the question of food, its preparation and the care of cooking utensils are of practical importance in the management of his patients, his interest in these subjects will be stimulated. Indeed, he will soon learn that the aphorisms of the army cook's creed are not less applicable to the civilian. Take, for instance, the following, the truth of which the soldier learned from bitter experience:

"Cleanliness is next to godliness both in persons and kettles. It is less dangerous to work your elbows than your comrade's bowels. Remember, that beans badly boiled kill more than bullets, and too much grease is more fatal than powder."

The average student of to-day will not forget the import of these aphorisms, and takes pride in being able to explain that dirty and greasy pots furnish food for certain saprophytic germs and consequent toxic products, which in turn produce cholera morbus and other gastro-enteric disorders; that an excess of grease and improperly cooked beans render the digestive tract vulnerable to the germs of typhoid fever and dysentery, and are, to a great extent, responsible for the many cases of simple and chronic diarrhea. He will also appreciate the necessity of a prompt and correct diagnosis and proper disinfection, in order to limit the spread of typhoid fever and other infectious diseases, and will scarcely forget that good wholesome food and personal hygiene secure pure blood, which offers the best possible defense against microbial invaders.

The lectures on military hygiene and surgery may very properly be devoted to the following subjects:

1. The national necessity of instruction in military surgery and sanitation.
2. The duties of medical officers, professional and administrative.
3. The duties of medical officers as sanitary officers.
4. The importance of examination of recruits and discharges on surgeons' certificates.
5. The training of the hospital corps.
6. The hygiene of troops in permanent posts.
7. The hygiene of troops upon the march and in camps.
8. Preparation and supplies for field service and active hostilities.
9. Modern firearms, explosives, and projectiles.
10. The effects of modern firearms in battle and probable amount of surgical work in a given number of wounded.
11. General consideration of gunshot, sabre, and bayonet wounds.
12. Dressing stations, field, base, and general hospital.
13. Army diseases, their causes and prevention.

In order to supplement theoretical instruction by practical experience, legislation should be invoked to enable respectable medical colleges to recommend to the Surgeon-General a certain number of qualified students for admission to the Army Medical School. Upon completion of their course, those passing the most creditable examination might be chosen to fill vacancies in the regular corps, while the

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remainder should be appointed additional assistant surgeons for a term of two years, at the expiration of which they should return to civil life, obligated to render service whenever the exigencies of war require it.

The advantage of this plan, apart from supplying the public service with superior talent, would be the creation of a strong reserve, whose special training would be invaluable, not only to State troops, but to the nation, in peace as well as in war.

In conclusion, let us not relax our efforts to elevate the standard of our beneficent profession. Progress has crowned our past. We will not retrograde. Let us, hand in hand, with heart and mind, join in promoting the welfare of American medicine until she has reached the proudest pinnacle in the world of learning, until she has become the fountainhead of all that is pure in scientific medicine.

ELECTIVE STUDIES IN MEDICINE.

[By Dr. H. P. BOWDITCH, of the Harvard Medical School.[1]]

During the last quarter of a century the improvement in medical education in this country has consisted chiefly in increasing the requirements for admission, in lengthening the course, and in extension of the laboratory method of instruction. Important as these improvements have been, it may fairly be asked whether they have kept pace with the requirements imposed upon teachers by the remarkable advance in every department of medicine during the last thirty years.

During this period we have seen the germ theory of disease established upon a firm basis and extended so as to throw light upon a large number of morbid processes with which it was formerly supposed to have no connection. Antiseptic methods have revolutionized the surgeon's art. The study of the internal secretion of glands has led to the development of a system of glandular therapeutics. The use of the antitoxin treatment has robbed one at least of the most dreaded diseases of more than half of its terror, while the use of instruments of precision has increased the accuracy of our diagnosis in nearly all the ills to which flesh is heir. * * *

To extend the course of instruction in the medical schools of this country beyond the present four-year limit does not, under the prevailing conditions of education in America, seem desirable, and the curriculum of most of our schools is already so crowded that no considerable amount of instruction can possibly be added. In what way, then, can we give to our medical students an adequate amount of information on all subjects embraced in the constantly widening domain of medical science and art? In other words, how shall instruction keep pace with knowledge?

In seeking an answer to this question it may be assumed that a medical school of the first rank should be an institution in which the most advanced instruction in all departments of medicine can be obtained, and on this assumption it is, of course, impossible to arrange a course of study that every student *must* follow in all its details, for in the time which may properly be devoted to a course of professional study it is quite impossible for even the most intelligent students to assimilate all the varied information which such a school may reasonably be expected to impart.

It seems, therefore, to be evident that in arranging a course of medical study a distinction must be made between those subjects which it is *essential* that *every* student should know and those subjects which it is *desirable* that *certain* students should know, that is, between those things of which no man who calls himself a physician can afford to be ignorant and those which are important for certain physicians but not for all; in other words, provision must be made both for required and for elective studies.

The introduction of the elective system into a professional school is not an altogether novel proposition. For several years a large part of the instruction in the fourth year of the Harvard Medical School has been given in elective courses in various specialties, such as ophthalmology, otology, etc. The extension of the elective system to the earlier years of the course would be attended by no difficulty as far as details of administration are concerned, and has, indeed, been advocated by President Eliot in a speech at the dinner of the Harvard Medical Alumni Association in 1895. * * *

Any one who is familiar with the existing methods of medical instruction is aware that in nearly every department many things are taught which are subsequently found to be of use to only a fraction of those receiving the instruction.

[1] Extract from address before the Society of American Naturalists, December 29, 1898. See Boston Medical and Surgical Journal, December 29, 1898.

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Thus, the surgical anatomy of hernia is taught to men who will subsequently devote themselves to dermatology; future obstetricians are required to master the details of physiological optics, and the microscopical anatomy of tumors forms a part of the instruction of men destined to a career as alienists. Now, no one can question the propriety of including instruction on all these subjects in the curriculum of a medical school, but it may be fairly questioned whether every student should be forced to take instruction in them all. It may, perhaps, be urged that no choice of studies can be made without determining to some extent the direction in which the work of a future practitioner is to be specialized, and that such specialization can not be properly and safely permitted until the student has completed his medical studies. To this it may be answered that, whatever may be the dangers of too early specialization, the dangers of crowding the medical course with instruction of which many students do not feel the need, and of thus encouraging perfunctory and superficial work, are certainly no less serious. Moreover, it will doubtless be found perfectly possible to establish such a relation between the required and the elective courses that the requirements in each department will be in no way lowered, while a certain freedom of choice is permitted with regard to the direction in which the work is pursued.

It would doubtless be found desirable in practice not to confine the possibility of taking elective courses to the year in which the required instruction is given; for a student may frequently in the latter part of his course become interested in a subject like mental diseases, for instance, and will then be glad of an opportunity to take special instruction on the physiology of cerebral localization. The elective courses should, therefore, be so arranged that they may be taken in any part of the medical curriculum. * * *

Under the existing conditions of medical education the introduction of the elective system in some form or other seems to be an essential condition to any further important advance. If it be said that under this system the medical degree will cease to have the definite meaning now attached to it, and that it will be impossible to tell from his diploma in what way a physician has been educated, it may be replied that, though the degrees of A. B., A. M., Ph. D., and S. D. are affected with exactly this same uncertainty of signification, their value seems in no way diminished thereby. As long as the M. D. degree stands for a definite amount of serious work on medical subjects, directed on lines above indicated, we may be reasonably sure that those who hold it will be safe custodians of the health of the community in which they practice.

If it be urged that the elective system in medical education will lead to the production of a class of physicians who, owing to the early specialization of their work, will be inclined to overrate the importance of their specialty and to see in every disease an opportunity for the display of their special skill, it may be pointed out that this result is apt to be due not so much to early as to imperfect instruction in the work of a specialist, and that, since the elective system tends to encourage thoroughness in special instruction, the evil may be expected to diminish rather than to increase.

COST OF MEDICAL EDUCATION IN GREAT BRITAIN.[1]

The educational number of the British Medical Journal, August 27, contains the following data, which may prove interesting for a comparison with the requirements in this country:

The fee paid to medical schools for the full curriculum—the composition fee—varies a good deal and ranges from a little under £100 to a little over £150. The difference, however, when spread over five years, is not very considerable, and we do not think that very much weight should be attached to this point in choosing a school. From £30 to £50 must be added for various necessary additional expenses—for extra classes, materials used in practical work, instruments, books, and subscriptions to clubs—so that it may be roughly estimated that the sum paid by the medical student for his education should not exceed about £200 and may be made, perhaps, about £50 less. The fees to be paid for degrees or diplomas vary very much, but they may be set down, perhaps, at about £50.

As has been observed, the cost of living varies very much in different places. It is, for instance, decidedly lower in Aberdeen or Edinburgh than it is in London; but we may, perhaps, assume that a fair average will be about £100 a year, provided that the student lives free of expense during the Easter and summer vacations. To this must be added a suitable allowance for clothing and traveling expenses.

[1] New York Medical Journal, September 17, 1898.

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From this it will be seen that the estimated minimum, allowing £500 ($2,500) for five years' maintenance during the curriculum, and, say £20 ($100) a year for five years for incidentals—total $500, will enable him to get his diplomas for from $3,900 to $4,250. But, as the editor says:

On the whole, it should not be expected that a student should be able to pass through the prescribed curriculum and obtain the necessary degrees or diplomas for an expenditure of less than £1,000 ($5,000), and it must be recognized that this amount is very likely to be exceeded. In former times it was sometimes possible for the student to earn something during the last year or two of the curriculum, but this has now become extremely difficult, and the attempt ought not to be encouraged. The five years now prescribed is all too short a period within which to crowd the immense number of subjects with which the student is expected to become familiar.

THE METRIC SYSTEM OF WEIGHTS AND MEASURES.[1]

The committee on weights and measures of the American Pharmaceutical Association, at its meeting in Baltimore, 1898, reported as follows:

Your committee, however, are pleased to report substantial progress in the adoption and use of the metric system by the world at large. The most important advance in its recognition is the use of the metric system of weights and measures in the recently issued British Pharmacopœia; and although the old imperial system has also been given in this work, it is probable that the action taken is the stepping-stone to the exclusive adoption of the metric system in future editions of this authority. In addition to this a bill has passed both Houses of Parliament legalizing the system in Great Britain, and probably before this date has received royal assent. Russia has also made the adoption of the metric system a certainty after a stipulated date.

It is to be regretted that our own physicians do not more generally use the metric system in their everyday prescription writing. Our American physicians do not take up its use as rapidly as we would expect from members of a profession so progressive in science and in investigation.

This is no doubt largely due to the fact that medical students are still taught mainly in the old system of weights and measures, and the difficulty they experience in adapting new terms and calculations to the dosage which they have been taught prevents their serious consideration of the subject.

We can hope for no rapid progress in the use of the metric system in medicine until our medical schools and colleges teach this system alone and medical authors at least give it the preference rather than stating the equivalent in metric terms. In view of this fact your chairman would suggest that a resolution be passed by this association to be presented to the American Medical Association at its next meeting, to be held at Columbus, Ohio, requesting the American Medical Association to use its influence in bringing about the exclusive use of the metric system of weights and measures by all colleges and schools of medicine recognized by them in the United States.

This would require only such men as are engaged in scientific instruction in teaching medicine to change their old established methods of dosage and calculations, and all students coming under their instruction would from their entrance in college know no other system of weights and measures.

In accordance with this suggestion, a resolution covering the proposition is herewith presented:

"Whereas the metric system of weights and measures is used exclusively in the United States Pharmacopœia, and is official in the pharmacopœias of nearly all other nations; and

"Whereas it has become the universal system of weights and measures in scientific calculations; be it

"*Resolved*, That the members of the American Pharmaceutical Association request the American Medical Association to use its influence with all colleges and schools of medicine recognized by them in the United States, to use exclusively the metric system of weights and measures in the instruction of students, beginning with the classes entering said colleges and schools in the college year of 1900."

H. M. Whelpley, M. D., St. Louis, Mo., spoke as follows:

During the past fifteen years I have paid considerable attention to the work of introducing the metric system among pharmacists and physicians. I find that the

[1] Proceedings of American Pharmaceutical Association, 1898, pages 89, 450.

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doctors claim that a pharmacist can not fill their prescriptions if written in the metric system, while the druggists say that the physicians are unable to write prescriptions in the metric system.

I have made no attempt to canvass the subject of teaching the metric system in colleges of pharmacy, for I believe that every American institution teaching pharmacy insists upon the students becoming familiar with the metric system.

In order to learn the extent to which the metric system is taught in the colleges of medicine, I sent a copy of the following inquiries to each one of the 154 medical institutions in the United States recognized by the Illinois Board of Health:

1. Is the metric system taught in your college?
2. If so, are the students obliged to become familiar with it before graduation?
3. About how many, if any, of your teachers use the metric system in their regular practice?
4. Has your college ever taken any united action favoring the general use of the metric system in prescription writing?
5. Name of the college.

Unfortunately these queries were sent out during the college vacation, and this fact undoubtedly accounts for the small number of answers received. Up to date 67 colleges have answered. A summary of the responses is as follows:

Fifty-one out of the 67 colleges answering are teaching the metric system.

Forty-three of the 67 colleges answering state that students are obliged to become familiar with the metric system before graduation.

Four of the 67 colleges answering state that all of their teachers who are practicing physicians use the metric system.

No united action has been taken by the teachers of any medical college among the 67 answering to favor the general use of the metric system in prescription writing further than is done by teaching it to the students.

From this report I judge that the metric system is taught in nearly all of the medical colleges, but fear that the members of the faculty fail to use it in prescription writing, or impress upon the graduates that it is a practical and convenient as well as scientific system of weights and measures. Some colleges seem to teach it out of a sense of duty rather than from belief in its utility. I suggest that the members of the American Pharmaceutical Association living in the vicinity of medical colleges and acquainted with the teachers take pains to impress upon such physicians the importance of using as well as teaching the metric system.

Mr. RYAN said: In regard to the charge made by physicians that pharmacists are not equipped for the use of the metric system I want to say this: The secretary of the Erie County Pharmaceutical Association, including the city of Buffalo, sent out 150 postal cards to members asking if they were acquainted with the metric system, and how many of the last 100 prescriptions filled by them had been written in the metric system, and this was the result: Seventy-one cards were returned; 60 of the 71 had full sets of metric weights and measures; 7 had none; 2 had partial sets, and 2 did not reply to this portion of the question. The report on the last 100 prescriptions, 71 being returned, made 7,100 prescriptions, and of these 769, or a trifle over 10 per cent, were in the metric system. One druggist replied that his last 100 prescriptions had all been written in the metric system. An investigation took place, and he was found to be a Polish druggist, handling all his prescriptions from one Polish doctor, who wrote all his prescriptions in that system.

UNIVERSITY OF PENNSYLVANIA—THE NEW DENTAL HALL.[1]

Realizing the need for more ample facilities for properly carrying on its educational work, the dental faculty had for several years urged the necessity for a more commodious building devoted exclusively to the requirements of dental teaching, where the most approved methods of instruction could be pursued. The matter having received the favorable consideration of the trustees, a committee was appointed to consider and report upon plans for a new building. A subcommittee was instructed to make a study of a number of the representative dental schools of this country, with a view to learning the best that had been done in the construction of dental-college buildings, their equipment, and the pedagogical methods pursued. The report of this committee embodied the results of their study of 10 representative dental colleges, and the valuable suggestions thus acquired formed the basis of the plans drawn for the new Dental Hall.

[1] Catalogue University of Pennsylvania, 1897-98, p. 299.

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The arrangement of the interior is such that facilities are provided for the thorough education of the student in every important detail of his professional work. The clinical operating room occupies one entire floor of the main building, giving a floor space 180 by 50 feet, furnished with 100 latest pattern Wilkerson operating chairs, each provided with a fountain cuspidor, with running water attached, and attachment for the Fisk saliva ejector. Both chairs and cuspidors were specially designed and manufactured for this department. Each chair is provided with a bracket arm and table for holding instruments, besides a separate table for the instrument case. Electric service is provided for each chair. A complete locker system in connection with the operative clinic furnishes means for the safe storage of instruments when not in use. In fitting up the operating room the aim has been to make the appointments as nearly as possible like those of a first-class private office, so that from the beginning of his course the student is familiarized with the conditions he will meet in practice.

One large general laboratory for prosthetic work is provided, and separate departments for crown and bridge work, orthodontia technics, prosthetic technics, operative technics, metallurgical work, vulcanizing and modeling, special clinic rooms, and laboratories. Ample arrangements are provided for the convenience and comfort of the students in the care of instruments, tools, etc. There are also hat and coat rooms, lavatories, etc., a bicycle room, laundry, store rooms, and living apartments of the janitor, and an assembly room for the exclusive use and recreation of the students when not on duty. The laboratories are fitted with the most approved appliances for work and instruction in the several departments of dentistry. Compressed air is supplied to the laboratory tables for melting and soldering operations, as well as for metallurgical work. The laboratory lathes are driven by an electric motor, and no feature which could add to the facilities for thorough and accurate work has been omitted.

The lecture amphitheater will comfortably seat 350. It joins the main building by a corridor, and in relation with it are arranged the dental museum and library.

VETERINARY STUDY IN MASSACHUSETTS.[1]

The last legislature of Massachusetts appropriated $25,000 for the erection and equipment of a veterinary laboratory and stable hospital in connection with the State Agricultural College. Provision was also made for an annual appropriation of $1,000 as a maintenance fund for the veterinary laboratory, to provide means of instruction, and to carry on investigations of the diseases of domestic animals. This allowance is to be made from January 1, 1899. Two new buildings are to be erected. One will be used as a hospital, and the other will contain the class rooms for students in veterinary science, the private office of the professor in the department, his cabinet of specimens, and other rooms connected with the work. The cabinet will open into the laboratory, so that the specimens can be used for either class room or laboratory work. The Agricultural College, although giving a thorough preliminary course in veterinary medicine, does not grant any degree. Those who wish for this must take the regular courses in professional veterinary schools.

NOTE.—In Chapter XXV, entitled "The Learned Professions and Social Control," by Mr. Addis, which appeared in the Commissioner's Report for 1896-97, on page 1202, under the head of Pennsylvania and in the second column, the words "Others must stand an examination" should be "All [except licentiates of New Jersey] must stand an examination before board." The error of the text is due to the writer of the chapter and not to Dr. Latta, secretary of the Medical Council of Pennsylvania, whose answer is reproduced correctly on page 1234 under Pennsylvania. In reply to the note explaining the cause of the error Dr. Latta has further favored this Bureau with the following information: "The latter clause of the thirteenth section of the act of 1893 provides for the acceptance of certificates from other States in lieu of examination, but the council has held that it has the authority to determine what certificates shall be recognized, and at present it recognizes the certificate from New Jersey only."

[1] New York Medical Record, August 13, 1898.

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TABLE 3.—*Summary of statistics of schools of theology for 1897-98.*

States.	Schools.	Instructors.	Students.			Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in libraries.
			In attendance.	Graduating in 1898.	Having A. B. or B. S.				
United States	155	958	8,371	1,673	2,796	$13,863,628	$17,977,325	$614,776	1,360,720
North Atlantic Division	49	382	3,119	728	1,355	8,126,432	11,125,441	373,435	786,400
South Atlantic Division	21	132	1,007	180	188	1,415,000	1,542,034	29,800	187,600
South Central Division	17	73	848	118	263	601,400	1,281,500	46,902	44,442
North Central Division	59	330	3,221	628	943	3,308,796	3,190,143	147,039	301,928
Western Division	9	41	176	19	49	412,000	838,207	17,600	40,350
North Atlantic Division:									
Maine	2	13	86	18	15	125,000	270,000	0	24,100
Massachusetts	8	75	540	114	243	1,440,000	1,614,414	56,341	138,250
Connecticut	3	36	195	59	156	435,877	1,170,657	23,362	97,029
New York	15	123	988	219	351	3,704,500	3,486,404	246,132	206,823
New Jersey	5	34	486	127	339	1,010,000	2,188,000	1,800	148,348
Pennsylvania	16	101	824	191	251	1,411,055	2,395,966	45,800	171,850
South Atlantic Division:									
Maryland	6	65	509	88	21	580,000	17,000	6,000	93,000
District of Columbia	4	26	138	18	64	363,000	490,000	0	13,300
Virginia	4	16	175	34	56	182,000	368,034	21,600	39,300
North Carolina	2	7	32	5	8	140,000	.....	.....	8,500
South Carolina	3	11	55	18	30	50,000	267,000	.....	22,000
Georgia	2	7	98	17	7	100,000	400,000	2,200	11,500
South Central Division:									
Kentucky	4	26	559	80	157	320,000	880,000	12,500	32,942
Tennessee	8	35	232	33	103	260,000	392,000	20,000	7,600
Alabama	3	9	41	5	3	10,400	9,500	12,887	3,700
Texas	2	3	16	0	0	11,000	0	1,515	200
North Central Division:									
Ohio	12	68	449	104	165	389,500	536,147	31,232	49,400
Indiana	3	19	107	12	0	6,000	0	450	880
Illinois	13	94	1,220	208	463	1,199,725	1,941,570	65,353	101,798
Michigan	3	11	124	13	21	10,000	68,500	0	6,400
Wisconsin	4	31	170	65	44	335,000	80,000	12,202	34,500
Minnesota	8	41	320	64	36	450,000	310,000	18,500	41,150
Iowa	5	16	208	17	21	63,571	63,226	6,442	8,800
Missouri	7	34	558	127	187	780,000	140,000	12,770	56,700
Nebraska	3	13	58	14	3	75,000	0	.....	2,200
Kansas	1	3	7	4	3	0	700	.....	100
Western Division:									
Colorado	2	10	40	3	11	165,000	100,000	1,600	11,200
Oregon	2	8	41	.....	3	7,000	3,500	3,000	650
California	5	23	95	16	35	240,000	734,707	13,000	28,500

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TABLE 4.—*Summary of statistics of schools of law for 1897–98.*

States.	Schools.	Instructors.	Students.			Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in libraries.
			In attendance.	Graduating in 1898.	Having A. B. or B. S.				
United States	83	845	11,615	3,065	a 1,825	a $1,431,000	a $752,500	$52,700	243,054
North Atlantic Division	13	226	3,951	976	1,091	516,000	405,000	700	146,237
South Atlantic Division	17	118	1,631	487	168	122,000	115,000	16,000	18,750
South Central Division	14	66	643	208	32	170,000	0	0	12,841
North Central Division	32	359	4,899	1,280	463	573,000	97,500	35,500	61,051
Western Division	7	76	491	114	71	50,000	135,000	500	4,175
North Atlantic Division:									
Massachusetts	2	46	986	204	570	375,000	400,000	700	51,700
Connecticut	1	36	200	42	74	.....	.....	.....	12,000
New York	7	108	2,274	572	311	141,000	5,000	0	63,633
Pennsylvania	3	36	491	158	136	.....	.....	.....	18,904
South Atlantic Division:									
Maryland	2	16	277	70	25	10,000	0	0	1,400
District of Columbia	5	66	841	280	67	112,000	115,000	0	8,900
Virginia	2	10	90	28	6	.....	.....	16,000	8,750
West Virginia	2	6	238	42	27	.....	.....	.....	3,000
North Carolina	2	6	95	6	12	.....	0	0	1,500
South Carolina	1	1	23	13	10	.....	0	0	0
Georgia	3	13	67	48	21	.....	0	0	200
South Central Division:									
Kentucky	1	3	48	20	.....	50,000	0	0	0
Tennessee	6	26	227	76	7	120,000	0	0	7,400
Alabama	1	2	9	0	4	.....	0	0	.....
Mississippi	1	7	52	27	16	.....	.....	0	1,541
Louisiana	1	5	82	28	.....	.....	.....	.....	.....
Texas	2	9	164	48	.....	.....	.....	.....	3,900
Arkansas	2	14	61	9	5	.....	.....	.....	.....
North Central Division:									
Ohio	5	54	523	118	85	380,000	0	30,000	14,500
Indiana	5	34	440	130	5	3,000	0	0	8,200
Illinois	9	115	1,351	310	127	.....	0	4,000	5,160
Michigan	2	47	893	240	137	.....	.....	1,500	.....
Wisconsin	2	7	225	28	.....	80,000	20,000	0	4,000
Minnesota	1	21	437	94	.....	40,000	.....	.....	6,000
Iowa	2	13	336	115	74	.....	.....	.....	11,200
Missouri	3	36	381	129	44	70,000	77,500	0	11,991
Nebraska	2	24	141	46	21	0	0	0	0
Kansas	1	8	172	70	.....	.....	.....	.....	.....
Western Division:									
Colorado	2	40	98	30	11	.....	0	500	4,000
Oregon	2	16	65	32	.....	.....	.....	.....	.....
California	3	20	328	52	60	50,000	135,000	.....	175

a So far as reported.

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TABLE 5.—*Summary of statistics of schools of medicine, dentistry, pharmacy, and for nurses and veterinarians, for 1897-98.*

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.a	Endowment funds.a	Volumes in libraries.
			Men enrolled.	Women enrolled.	Total attendance.	Graduating in 1898.	Having A.B. or B.S.a			
A.—BY CLASSES.										
Regular medical	122	3,423	19,957	1,045	21,002	5,023	1,938	$9,282,500	$1,577,272	94,165
Homeopathic	21	629	1,495	201	1,786	387	107	1,827,263	338,800	53,630
Eclectic	6	147	498	45	528	151	36	137,500	.....	3,486
Physiomedical	2	48	91	16	107	36	13	17,000	.....	200
Total medical	151	4,247	22,036	1,307	23,433	5,597	2,094	11,264,263	1,906,072	151,433
Dental	50	961	6,612	162	6,774	1,848	.....	1,019,836	50,000	6,901
Pharmaceutical	45	401	3,538	174	3,712	1,129	.....	656,588	16,056	22,156
Nurse training	377	.....	801	8,004	8,805	3,027	.....	.....	.....	.....
Veterinary	14	173	326	.....	326	109	3	.....	.....	.....
B.—BY STATES AND CLASSES.										
Regular medical.										
Maine	2	31	167	0	167	33	26	12,000	.....	3,769
New Hampshire	1	15	120	0	120	40	23	.....	.....	.....
Vermont	1	35	238	0	238	69	.....	.....	.....	.....
Massachusetts	3	155	833	66	899	168	251	30,000	25,000	2,300
Connecticut	1	24	122	0	122	31	22	.....	100,000	.....
New York	9	373	2,442	140	2,582	623	396	2,820,500	497,000	7,756
Pennsylvania	5	191	1,983	159	2,142	392	352	1,235,000	349,272	14,625
Maryland	6	191	1,225	50	1,275	339	205	738,900	427,000	10,095
District of Columbia	5	127	437	20	457	77	28	.....	.....	.....
Virginia	3	65	565	0	565	113	22	165,000	.....	240
North Carolina	3	23	165	0	165	14	4	18,700	5,000	1,700
South Carolina	1	11	87	0	87	14	.....	.....	.....	.....
Georgia	3	48	419	0	419	89	.....	90,000	.....	5,200
Kentucky	4	101	1,026	0	1,026	419	.....	175,000	.....	500
Tennessee	8	166	1,473	13	1,486	355	27	182,400	13,000	1,000
Alabama	3	49	212	3	215	35	25	2,000	.....	100
Louisiana	2	26	338	0	338	94	.....	200,000	.....	2,777
Texas	2	44	350	9	365	58	.....	320,000	0	2,500
Arkansas	1	18	103	1	104	19	0	16,000	.....	.....
Ohio	10	252	1,074	62	1,136	373	48	615,000	.....	7,600
Indiana	3	102	300	23	323	127	3	70,000	.....	4,500
Illinois	8	357	1,757	189	1,946	333	105	635,000	60,000	6,625
Michigan	4	131	701	77	778	147	.....	135,000	.....	14,200
Wisconsin	2	61	179	0	179	51	18	202,000	.....	.....
Minnesota	2	85	289	27	316	23	42	100,000	.....	1,000
Iowa	5	97	629	40	669	211	45	111,000	10,000	1,200
Missouri	12	318	1,793	19	1,812	555	128	580,000	1,000	1,100
Nebraska	2	62	157	15	172	39	20	125,000	.....	.....
Kansas	2	63	129	27	156	40	6	10,000	.....	157
Colorado	3	92	156	17	173	38	24	20,000	.....	.....
Oregon	2	36	58	14	72	10	11	.....	.....	1,500
California	3	84	424	74	498	94	37	674,000	84,000	3,000
North Atlantic Division	22	814	5,905	365	6,270	1,356	1,080	4,097,500	977,272	28,381
South Atlantic Division	21	465	2,898	70	2,968	646	259	1,012,600	432,000	17,225
South Central Division	20	404	3,508	26	3,534	980	52	895,400	13,000	6,877
North Central Division	50	1,528	7,008	479	7,487	1,899	475	2,583,000	71,000	36,582
Western Division	9	212	638	105	743	142	72	694,000	84,000	5,100
United States	122	3,423	19,957	1,045	21,002	5,023	1,938	9,282,500	1,577,272	94,165
Homeopathic.										
Massachusetts	1	35	139	57	196	46	31	200,000	35,000	3,500
New York	2	59	132	26	158	28	19	450,000	0	4,500
Pennsylvania	1	36	273	0	273	63	.....	523,763	223,800	15,000
Maryland	1	21	22	10	32	7	.....	30,000	.....	600
Kentucky	1	20	22	14	36	11	.....	.....	.....	.....

a So far as reported.

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TABLE 5.—*Summary of statistics of schools of medicine, dentistry, etc.*—Cont'd.

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.	Endowment funds.	Volumes in libraries.
			Men enrolled.	Women enrolled.	Total attendance.	Graduating in 1898.	Having A.B. or B.S.			
B.—BY STATES AND CLASSES—cont'd.										
Homeopathic—Cont'd.										
Ohio	2	73	190	30	220	68	6	$125,000	.....	2,000
Illinois	5	204	443	95	537	95	24	391,000	$70,000	17,700
Michigan	1	9	51	8	59	6	.....	50,000	.....	7,000
Minnesota	1	26	25	2	27	0	5	.....	.....	2,000
Iowa	1	12	58	7	65	8	6	30,000	.....	400
Missouri	3	89	98	26	124	35	12	22,000	.....	210
Colorado	1	29	33	11	43	13	.....	5,500	.....	200
California	1	16	11	5	16	2	4	.....	.....	500
North Atlantic Division	4	130	544	83	627	142	50	1,173,763	258,800	23,000
South Atlantic Division	1	21	22	10	32	7	.....	30,000	.....	900
South Central Division	1	20	22	14	36	11	.....	.....	.....	.....
North Central Division	13	413	864	168	1,032	212	53	618,000	70,000	29,310
Western Division	2	45	43	16	59	15	4	5,500	.....	700
United States	21	629	1,495	291	1,786	387	107	1,827,263	328,800	53,610
Eclectic.										
New York	1	28	67	15	82	16	10	40,000	.....	2,258
Georgia	1	16	58	3	61	14	.....	10,000	.....	.....
Ohio	1	16	159	7	166	45	26	60,000	.....	500
Illinois	1	44	111	10	121	43	.....	25,000	0	500
Missouri	1	17	48	10	58	18	.....	2,500	.....	200
Nebraska	1	26	50	.....	50	15	.....	.....	.....	.....
North Atlantic Division	1	28	67	15	82	16	10	40,000	.....	2,258
South Atlantic Division	1	16	58	3	61	14	.....	10,000	.....	.....
North Central Division	4	103	308	27	395	121	26	87,500	.....	1,200
United States	6	147	493	45	538	151	36	137,500	.....	3,458
Dentistry.										
Massachusetts	1	34	130	0	130	37	.....	.....	50,000	120
New York	3	89	435	11	446	124	.....	161,000	.....	148
Pennsylvania	5	101	1,387	47	1,434	358	.....	240,000	.....	100
Maryland	3	55	497	2	499	156	.....	200,000	.....	.....
District of Columbia	3	37	124	1	125	22	.....	40,000	.....	100
Virginia	1	17	27	0	27	10	.....	65,000	.....	240
Georgia	2	23	263	0	263	74	.....	15,000	.....	.....
Kentucky	1	15	150	0	150	52	.....	.....	.....	.....
Tennessee	4	47	311	3	314	77	.....	.....	.....	200
Alabama	1	11	34	0	34	8	.....	.....	.....	.....
Ohio	5	72	498	15	513	126	.....	75,000	.....	2,743
Indiana	2	34	209	2	211	53	.....	30,000	.....	.....
Illinois	4	109	1,094	20	1,114	360	.....	26,000	.....	.....
Michigan	2	27	218	8	226	80	.....	155,336	.....	600
Wisconsin	1	17	87	0	87	17	.....	.....	.....	.....
Minnesota	1	15	96	0	96	14	.....	.....	.....	150
Iowa	2	37	155	15	170	61	.....	.....	.....	.....
Missouri	4	93	464	12	476	141	.....	12,500	.....	2,100
Nebraska	1	23	53	5	58	9	.....	.....	.....	.....
Colorado	1	18	43	4	47	5	.....	.....	.....	.....
Washington	1	17	33	2	35	9	.....	.....	.....	200
California	2	70	304	15	319	55	.....	.....	.....	200
North Atlantic Division	9	224	1,952	58	2,010	519	.....	401,000	50,000	368
South Atlantic Division	9	132	911	3	914	262	.....	320,000	.....	340
South Central Division	6	73	495	3	498	137	.....	.....	.....	200
North Central Division	22	427	2,874	77	2,951	861	.....	298,836	.....	5,593
Western Division	4	105	380	21	401	69	.....	.....	.....	400
United States	50	961	6,612	162	6,774	1,848	.....	1,019,836	50,000	6,901

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TABLE 5.—*Summary of statistics of schools of medicine, dentistry, etc.*—Continued.

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.	Endowment funds.	Volumes in libraries.
			Men enrolled.	Women enrolled.	Total attendance.	Graduating in 1898.	Having A. B. or B. S.			
B.—BY STATES AND CLASSES—cont'd.										
Pharmacy.										
Maine	1	22	15	1	16	6	.....	.....	.....	.....
Massachusetts	1	11	185	16	201	24	.....	$68,850	$13,675	5,132
New York	4	48	602	24	626	234	.....	204,067	2,381	724
New Jersey	1	6	26	0	26	13	.....	.....	.....	260
Pennsylvania	2	17	501	15	516	129	.....	166,000	.....	10,300
Maryland	1	6	112	1	113	35	.....	37,000	0	300
District of Columbia	1	5	51	3	54	15	.....	15,000	0	500
Virginia	1	10	17	0	17	4	.....	.....	.....	240
North Carolina	1	1	7	0	7	1	.....	2,000	.....	.....
South Carolina	1	5	19	0	19	11	.....	.....	.....	.....
Georgia	1	4	32	0	32	12	.....	.....	.....	.....
Kentucky	1	8	54	0	54	11	.....	21,000	0	200
Tennessee	2	12	36	1	37	7	.....	.....	.....	.....
Alabama	2	8	41	0	41	4	.....	4,000	.....	.....
Louisiana	1	6	20	3	23	10	.....	.....	.....	.....
Texas	1	4	44	0	44	10	.....	.....	.....	.....
Oklahoma	1	2	6	3	9	7	.....	.....	.....	.....
Ohio	5	47	403	8	411	112	.....	12,000	.....	650
Indiana	2	29	196	6	202	106	.....	.....	.....	.....
Illinois	2	16	371	13	384	133	.....	75,000	.....	2,350
Michigan	2	20	104	3	107	25	.....	.....	.....	.....
Wisconsin	1	6	56	5	61	15	.....	.....	.....	.....
Minnesota	1	16	57	3	60	12	.....	.....	.....	.....
Iowa	2	25	243	49	292	68	.....	.....	.....	.....
Missouri	2	17	189	4	193	56	.....	27,500	.....	200
South Dakota	1	4	24	0	24	4	.....	.....	.....	.....
Kansas	1	11	38	3	41	17	.....	16,000	.....	1,000
Washington	2	25	23	10	33	22	.....	.....	.....	.....
California	1	10	66	3	69	26	.....	8,000	0	300
North Atlantic Division	9	104	1,329	56	1,385	400	.....	438,917	16,056	16,416
South Atlantic Division	6	31	238	4	242	78	.....	54,000	0	1,040
South Central Division	8	40	201	7	208	49	.....	25,000	.....	200
North Central Division	19	191	1,681	94	1,775	548	.....	130,500	.....	4,200
Western Division	3	35	89	13	102	48	.....	8,000	.....	300
United States	45	401	3,538	174	3,712	1,129	.....	656,417	16,056	22,156
Nurse training.										
Maine	3	.....	0	65	65	18	.....	.....	.....	.....
New Hampshire	8	.....	8	95	103	38	.....	.....	.....	.....
Massachusetts	46	.....	102	1,065	1,167	393	.....	.....	.....	.....
Rhode Island	4	.....	8	101	109	44	.....	.....	.....	.....
Connecticut	8	.....	4	152	156	76	.....	.....	.....	.....
New York	67	.....	256	1,714	1,970	674	.....	.....	.....	.....
New Jersey	18	.....	22	267	289	96	.....	.....	.....	.....
Pennsylvania	53	.....	29	1,200	1,229	445	.....	.....	.....	.....
Delaware	2	.....	0	16	16	6	.....	.....	.....	.....
Maryland	9	.....	1	182	183	27	.....	.....	.....	.....
District of Columbia	5	.....	0	116	116	49	.....	.....	.....	.....
Virginia	7	.....	7	81	88	29	.....	.....	.....	.....
West Virginia	1	.....	0	10	10	5	.....	.....	.....	.....
North Carolina	1	.....	4	25	29	0	.....	.....	.....	.....
South Carolina	2	.....	20	40	60	20	.....	.....	.....	.....
Georgia	3	.....	0	66	66	7	.....	.....	.....	.....
Florida	1	.....	0	10	10	5	.....	.....	.....	.....
Kentucky	4	.....	1	54	55	24	.....	.....	.....	.....
Tennessee	3	.....	0	24	24	12	.....	.....	.....	.....
Alabama	1	.....	7	22	29	12	.....	.....	.....	.....
Louisiana	3	.....	0	56	56	21	.....	.....	.....	.....
Texas	1	.....	0	18	18	6	.....	.....	.....	.....
Ohio	17	.....	28	291	319	105	.....	.....	.....	.....

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TABLE 5.—*Summary of statistics of schools of medicine, dentistry, etc.*—Continued.

States and classes.	Schools.	Instructors.	Students.					Value of grounds and buildings.	Endowment funds.	Volumes in libraries.
			Men enrolled.	Women enrolled.	Total attendance.	Graduating in 1926.	Having A.B. or B.S.			
B.—BY STATES AND CLASSES—cont'd.										
Nurse training—Cont'd.										
Indiana	7	.....	49	121	170	80	.....	.....	.....	.....
Illinois	33	.....	27	835	862	243	.....	.....	.....	.....
Michigan	14	.....	69	327	396	187	.....	.....	.....	.....
Wisconsin	4	.....	2	81	83	47	.....	.....	.....	.....
Minnesota	13	.....	81	268	349	104	.....	.....	.....	.....
Iowa	8	.....	52	128	180	46	.....	.....	.....	.....
Missouri	8	.....	4	132	136	42	.....	.....	.....	.....
Kansas	4	.....	13	39	52	13	.....	.....	.....	.....
Colorado	4	.....	0	58	58	34	.....	.....	.....	.....
Utah	1	.....	0	20	20	4	.....	.....	.....	.....
Washington	1	.....	0	8	8	4	.....	.....	.....	.....
Oregon	3	.....	0	61	61	20	.....	.....	.....	.....
California	10	.....	7	256	263	91	.....	.....	.....	.....
North Atlantic Division	207	.....	429	4,659	5,088	1,784	.....	.....	.....	.....
South Atlantic Division	31	.....	32	546	578	148	.....	.....	.....	.....
South Central Division	12	.....	8	174	182	75	.....	.....	.....	.....
North Central Division	108	.....	325	2,222	2,547	867	.....	.....	.....	.....
Western Division	19	.....	7	403	410	153	.....	.....	.....	.....
United States	377	.....	801	8,004	8,805	3,027	.....	.....	.....	.....

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TABLE 6.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	St. Bernard, Ala..	St. Bernard College (R. C.).....	1893	Benedict Menges.....
2	Talladega, Ala ...	Talladega College, Theological Dept. (Cong.).	1872	George W. Andrews, D. D.
3	Tuscaloosa, Ala...	Stillman Institute (Presb.).....	1878	O. B. Wilson.....
4	Berkeley, Cal	Berkeley Bible Seminary (Disciples).	1896	Samuel M. Jefferson, A. M., LL. D.
5	Oakland, Cal.....	Pacific Theological Seminary (Cong.)	1869	John Knox McLean, D. D.
6	San Anselmo, Cal.	San Francisco Theological Seminary (Presb.).	1871	Henry C. Minton, D. D., clerk.
7	San Mateo, Cal...	Church Divinity School of the Pacific (P. E.).	1893	William F. Nichols, D. D..
8	University, Cal...	Maclay College of Theology, University of Southern California (M. E.).	1886	George Cochran, D. D.....
9	Denver, Colo.	Denver Theological School, or Matthew's Hall (P. E.).	1872	John F. Spaulding, D. D...
10	University Park, Colo.	Iliff School of Theology, University of Denver (M. E.).	1892	Arthur H. Briggs, A. M...
11	Hartford, Conn...	Hartford Theological Seminary (Cong.).	1834	Chester D. Hartranft, D. D.
12	Middletown, Conn	Berkeley Divinity School (P. E.)....,	1854	John Williams, D. D., LL. D.
13	New Haven, Conn	Yale Divinity School (Cong.).....	1822	George P. Fisher, D. D., LL. D.
14	Washington, D. C.	Catholic University of America, Theological Dept. (R. C.).	1889	Thomas J. Shahan, D. D..
15	.....do.....	Howard University, Theological School (nonsec.).	1871	John L. Ewell, D. D.....
16	.....do.....	King Hall Theological School (P. E.).	1890	William V. Tunnell.....
17	.....do.....	Wayland Seminary (Bapt.).....	1865	George R. Hovey.....
18	Atlanta, Ga.....	Atlanta Baptist Seminary.....	1867	George Sale, A. M.....
19	.....do.....	Gammon Theological School (M. E.).	1883	Wilbur P. Thirkield, D. D.
20	Chicago, Ill.....	Chicago Theological Seminary (Cong.)	1858	Franklin W. Fisk, D. D., LL. D.
21	.....do.....	Evangelical Lutheran Theological Seminary.	1891	R. F. Weidner, D. D., LL. D
22	.....do.....	German Theological Seminary (Ev. Luth.).	1885	J. D. Severinghaus, D. D...
23	.....do.....	McCormick Theological Seminary (Presb.).	1830	Andrew C. Zenos, D. D ....
24	.....do.....	University of Chicago, Divinity School (Bapt.).	1867	Eri B. Hulbert, D. D .....
25	.....do.....	Western Theological Seminary (P. E.)	1885	Wm. J. Gold, S. T. D., warden.
26	Eureka, Ill.....	Eureka College, Bible Department (Disciples).	1890	J. H. Hardin.....
27	Evanston, Ill.....	Garrett Biblical Institute, Northwestern University (M. E.).	1855	Charles J. Little.....
28	.....do.....	Norwegian-Danish Theological Seminary, Northwestern University (M. E.).	1885	Nels E. Simonsen, D. D ...
29	Galesburg, Ill.....	Ryder Divinity School, Lombard University (Univ.).	1881	C. Ellwood Nash, A. M., D. D.
30	Naperville, Ill	Union Biblical Institute (Ev. Asso.)..	1876	Thomas Bowman.....
31	Rock Island, Ill...	Augustana Theological Seminary (Ev. Luth.).	1860	Olof Olsson, Ph. D., D. D..
32	Springfield, Ill....	Concordia College (Ger. Ev. Luth.)...	1846	Reinhold Pieper.....
33	Merom, Ind.....	Union Christian College, Theological Dept. (Christian).	1859	L. J. Aldrich .....
34	St. Meinrad, Ind ..	St. Meinrad's Ecclesiastical Seminary (R. C.).	1860	A. Schmitt, abbot .....
35	Upland, Ind.....	Taylor University, Theological School (M. E.).	1894	T. C. Reade, D. D .....
36	Charles City, Iowa	Charles City College, Theological School (M. E.).	1891	J. F. Hirsch, A. M.....
37	Des Moines, Iowa.	Drake University, Bible College (Disciples).	1881	Harvey W. Everest .....
38	Dubuque, Iowa ...	German Presbyterian Theological School of the Northwest (Presb.).	1852	Adam W. Ringland, D. D.

a Approximately.

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theology, for the year 1897–98.

Regular session closes—	Instructors.		Students.					Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Whole number.	Graduating in 1898.	Students having A. B. or B. S.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
June 20	5	0	17	0	17	4	2	3	40	.....	$1,500	.....	.....	1
June 15	2	....	15	0	15	1	1	3	33	$4,400	8,000	$504	2,200	2
May 28	2	....	9	0	9	0	0	3	32	6,000	.....	12,263	a 1,500	3
Apr. 27	1	0	12	6	18	0	0	3	32	0	50,000	10,000	0	4
....do....	6	1	24	0	24	4	7	3	32	75,000	a 230,000	.....	a 7,500	5
Apr. 28	6	1	31	0	31	9	25	3	31	150,000	400,000	3,000	a 17,000	6
June 1	3	2	7	0	7	2	2	3	40	15,000	38,000	.....	a 2,000	7
June 10	3	0	12	3	15	1	1	3	36	.....	16,707	.....	2,000	8
May 31	4	....	5	0	5	0	....	3	35	100,000	0	0	a 8,000	9
June 10	5	1	34	1	35	3	11	3	36	65,000	100,000	1,600	3,200	10
May 28	12	7	55	9	64	19	59	3	32	200,000	180,000	17,108	68,029	11
June 5	5	2	31	0	31	13	12	3	37	85,877	340,657	1,730	20,000	12
May 20	7	3	100	0	100	27	85	3	32	150,000	650,000	4,594	a 9,000	13
June 7	5	2	64	0	64	10	64	2	36	338,000	450,000	.....	11,000	14
May 28	2	8	34	0	34	4	....	3	33	.....	40,000	.....	a 1,200	15
June 2	5	....	10	0	10	1	....	3	35	25,000	.....	.....	600	16
May 23	1	8	30	0	30	3	0	2	34	.....	0	0	a 500	17
May 25	1	....	18	0	18	7	0	2	24	0	0	.....	500	18
May 13	4	2	80	0	80	10	7	3	32	100,000	400,000	2,200	11,000	19
May 11	12	4	164	0	164	45	90	3	32	300,000	998,320	17,228	a 20,000	20
Apr. 24	2	7	54	0	54	23	31	3	30	100,000	0	7,000	4,000	21
May 11	3	....	10	....	10	5	....	3	33	11,000	.....	.....	.....	22
May 5	8	2	147	0	147	50	....	3	32	422,725	464,000	25,000	20,000	23
(b)	16	3	339	32	371	37	236	3	48	100,000	251,650	10,425	40,000	24
May 28	5	2	23	0	23	5	5	3	35	125,000	200,000	0	4,000	25
.....	3	0	37	11	48	....	....	3	39	.....	3,000	.....	340	26
May 26	8	2	158	1	159	20	48	3	32	.....	.....	.....	11,558	27
May 6	1	....	11	....	11	....	....	4	32	16,000	5,000	700	200	28
June 5	5	....	9	2	11	4	0	4	38	.....	.....	.....	.....	29
June 23	2	0	33	1	34	9	8	2,3	36	.....	22,000	500	500	30
May 26	3	1	61	0	61	10	43	3	32	.....	25,000	.....	.....	31
.....	4	1	127	0	127	....	....	3	40	125,000	2,100	4,500	1,200	32
June 15	3	4	29	6	35	2	....	3	36	.....	.....	450	480	33
June—	8	0	35	0	35	10	0	5	40	6,000	0	0	a 400	34
.....	2	2	33	4	37	....	....	3	36	.....	.....	.....	.....	35
June 9	1	0	9	0	9	0	0	3	39	.....	9,000	500	500	36
June 15	3	2	94	31	125	0	....	3	36	.....	23,676	0	1,000	37
Apr. 27	2	0	11	0	11	1	....	3	32	28,571	18,550	2,337	a 2,800	38

b Open all the year.

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TABLE 6.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
39	Dubuque, Iowa	Wartburg Seminary (Ev. Luth.)	1854	S. Fritschel, D. D
40	Mount Pleasant, Iowa.	German College, Theological School (M. E.).	1873	E. E. Schnette
41	Atchison, Kans	Western Theological Seminary (Ev. Luth.).	1895	Frank D. Altman, D. D
42	Danville, Ky	Presbyterian Theological Seminary	1853	J. M. Worrall, D. D., ch
43	Lexington, Ky	College of the Bible, Theological course (Christian).	1865	J. W. McGarvey
44	Louisville, Ky	Louisville Presbyterian Theological Seminary.*	1893	Wm. Hoge Marquess, D. D.
45	do	Southern Baptist Theological Seminary.	1859	Wm. H. Whitsitt, D. D., LL. D.
46	Bangor, Me	Bangor Theological Seminary (Cong.)	1816	None
47	Lewiston, Me	Cobb Divinity School, Department of Bates College (Free Bapt.).	1840	James A. Howe, D. D
48	Baltimore, Md	St. Joseph's Seminary (R. C.)	1888	J. R. Slattery
49	do	St. Mary's Seminary (R. C.)	1791	A. Magnien, D. D
50	Ilchester, Md	Redemptorist College of Ilchester (R. C.).	1867	Ferdinand A. Litz
51	Mount St. Marys, Md.	Mount St. Mary's Theological School (R. C.).	1808	Willis L. O'Hare, A. M
52	Westminster, Md	Westminster Theological Seminary (Meth. Prot.).	1882	Hugh L. Elderdice, A. M
53	Woodstock, Md	Woodstock College (R. C.)	1869	Burchard Villiger
54	Andover, Mass	Andover Theological Seminary (Cong.).	1808	George Harris, D. D
55	Boston, Mass	Boston University, School of Theology (M. E.).	1839	Marcus D. Buell, A. M., D. D.
56	do	St. John's Boston Ecclesiastical Seminary (R. C.).	1884	J. Hogan, D. D
57	Cambridge, Mass	Episcopal Theological School (P. E.)	1867	George Hodges, D. D
58	do	Harvard University, Divinity School (nonsec.).	1817	Charles C. Everett, D. D., LL. D.
59	do	New Church Theological School (Swedenborgian).	1866	James Reed
60	Newton Center, Mass.	Newton Theological Institution (Bapt.)	1825	Alvah Hovey, D. D., LL. D.
61	Tufts College, Mass.	Tufts College, Divinity School (Univ.).	1869	Charles H. Leonard, D. D.
62	Adrian, Mich	Adrian College, School of Theology (Meth. Prot.).	1882	David Jones, D. D
63	Hillsdale, Mich	Hillsdale College, Theological School (F. W. Bapt.).*	1873	George F. Mosher, LL. D.
64	Holland, Mich	Western Theological Seminary (Ref. Ch. in Amer.).	1869	John W. Beardslee, D. D.
65	Collegeville, Minn	St. John's Seminary (R. C.)	1867	Peter Engel, Ph. D
66	Faribault, Minn	Seabury Divinity School (P. E.)*	1860	Henry B. Whipple, D. D., LL. D.
67	Minneapolis, Minn	Augsburg Seminary (Ev. Luth.)	1869	Georg Sverdrup
68	Red Wing, Minn	Red Wing Seminary (Ev. Luth.)	1879	M. G. Hanson
69	Robbinsdale, Minn	Luther Seminary (Ev. Luth.)	1876	J. B. Frich
70	St. Paul, Minn	Luther Seminary (Ev. Luth.)	1885	H. Ernst, D. D
71	do	St. Paul's College (M. E.)	1889	C. W. Hertzler
72	do	St. Paul Seminary (R. C.)	1894	Patrick R. Heffron, D. D., LL. D.
73	Canton, Mo	Christian University (Christian)	1857	Clinton Lockhart
74	Florisant, Mo	St. Stanislaus Seminary (R. C.)	1823	Frederick P. Hagemann
75	Kansas City, Mo	Redemptorist Seminary of the St. Louis Province (R. C.).	1887	Ferreol Girardey, rector
76	St. Louis, Mo	Concordia Theological Seminary (Ev. Luth.).	1839	Francis Pieper
77	do	Kenrick Theological Seminary (R. C.)	1893	Francis V. Nugent
78	do	Theological Seminary of the Evangelical Synod of North America, Eden College.	1850	Louis Haeberle
79	Warrenton, Mo	Central Wesleyan College (M. E.)	1864	George B. Addicks
80	Blair, Nebr	Trinity Seminary (Ev. Luth.)	1886	Peter S. Vig

* In 1896-97.

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theology, for the year 1897–98—Continued.

Regular session closes—	Instructors.		Students.					Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Whole number.	Graduating in 1898.	Students having A. B. or B. S.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
June 23	3	0	53	0	53	16	21	3	38	$35,000	$12,000	$3,605	4,500	39
.....	3	2	10	0	10	....	....	4	38	.....	.....	.....	.....	40
June 1	1	2	7	0	7	4	3	2	37	.....	700	.....	100	41
May 5	3	2	34	....	34	10	17	3	33	30,000	200,000	1,000	7,000	42
.....	4	1	157	0	157	23	0	3	40	40,000	80,000	a 11,500	1,942	43
.....	6	1	65	0	65	....	....	3	31	.....	200,000	.....	3,000	44
June 1	7	2	303	0	303	47	140	3	33	250,000	400,000	.....	b 21,000	45
May 18	6	1	38	0	38	11	3	3	35	125,000	270,000	0	20,300	46
...do....	4	2	41	7	48	7	12	3	37	.....	.....	.....	3,800	47
June 21	2	....	32	0	32	6	....	3½	42	.....	.....	.....	.....	48
June 23	16	0	270	0	270	62	....	3	40	175,000	13,000	.....	30,000	49
July 1	7	1	38	0	38	0	0	5	44	b 150,000	0	0	b 18,000	50
June 23	8	....	30	0	30	9	20	4	40	50,000	.....	5,000	20,000	51
May 10	5	11	10	....	10	0	1	2	30	5,000	4,000	1,000	a 5,000	52
June 29	11	4	129	0	129	11	....	....	40	b 200,000	.....	.....	b 20,000	53
June 10	7	1	41	0	41	9	39	3	35	300,000	850,000	17,500	51,000	54
June 1	7	7	162	8	170	30	103	3	33	145,000	.....	.....	b 6,000	55
June 24	10	1	145	0	145	24	....	3	39	400,000	.....	.....	15,000	56
June 16	6	2	35	0	35	15	28	3	36	285,000	218,000	.....	b 10,000	57
June 29	8	2	40	0	40	3	30	3	38	.....	.....	.....	27,500	58
June 22	3	3	8	0	8	2	2	3	38	60,000	120,000	0	2,000	59
June 9	6	1	71	4	75	22	36	3	39	200,000	336,414	36,841	22,250	60
June 22	5	6	21	5	26	9	7	3	36	50,000	90,000	2,000	b 4,500	61
June 23	3	0	25	0	25	2	0	3	36	.....	20,000	0	b 400	62
.....	4	....	42	33	75	4	5	3	38	.....	.....	.....	.....	63
Apr. 27	3	1	24	0	24	7	16	3	32	10,000	48,500	.....	6,000	64
June 25	4	....	44	0	44	9	....	5	40	.....	.....	0	b 12,000	65
.....	6	2	31	....	31	....	....	3	36	.....	.....	.....	8,000	66
June 7	2	....	28	0	28	9	12	3	35	40,000	.....	.....	.....	67
May 27	2	1	25	0	25	5	4	3	34	25,000	10,000	12,500	250	68
June 15	4	0	42	0	42	17	0	3	40	.....	.....	.....	500	69
....do....	2	1	30	0	30	9	0	3	40	35,000	0	0	400	70
June 9	1	....	9	0	9	3	0	3	37	.....	.....	.....	.....	71
June 17	11	5	111	0	111	12	20	4	40	350,000	300,000	6,000	20,000	72
June 2	3	....	47	0	47	0	0	3	38	.....	15,000	1,500	500	73
June 28	5	....	90	0	90	21	....	4	....	150,000	100,000	.....	.....	74
July 22	4	0	28	0	28	0	1	....	45	30,000	0	0	b 7,000	75
June 28	6	0	192	0	192	61	185	3	40	250,000	0	0	25,000	76
June 15	8	2	87	0	87	15	....	....	40	250,000	.....	.....	b 20,000	77
....do....	3	1	67	0	67	24	0	3	37	100,000	0	11,270	4,200	78
June 9	2	0	47	0	47	6	1	3	40	.....	25,000	.....	.....	79
June 1	3	....	14	0	14	4	0	3	33	15,000	.....	.....	200	80

a The institution received a bequest of $6,000 from Mrs. Sallie Logan, of Lexington, Ky.
b Approximately.

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TABLE 6.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
81	Omaha, Nebr.....	Presbyterian Theological Seminary .	1891	Joseph J. Lampe, Ph. D., D. D., chairman.
82	Santee Agency, Nebr.	Santee Normal Training School (Cong.).	1870	Alfred L. Riggs .....
83	Bloomfield, N. J..	German Theological School of Newark (Presb.).	1869	Charles E. Knox, D. D ....
84	Madison, N. J.....	Drew Theological Seminary (M. E.).	1867	Henry A. Buttz, D. D., LL. D.
85	New Brunswick, N. J.	Seminary of the Reformed (Dutch) Church in America.	1784	Samuel M. Woodbridge, D. D., LL. D.
86	Princeton, N. J...	Theological Seminary of the Presbyterian Church.	1812	William Henry Green, D. D., LL. D.
87	South Orange, N.J	Seminary of the Immaculate Conception (R. C.).	1856	Joseph J. Synnott, D. D ..
88	Alfred, N. Y.....	Alfred University, Theological Dept. (7th Day Bapt.).	1857	Boothe C. Davis, Ph. D....
89	Allegany, N. Y...	St. Bonaventure's Seminary (R. C.).	1860	Joseph F. Butler .....
90	Auburn, N. Y	Auburn Theological Seminary (Presb.).	1821	Henry M. Booth, D. D., LL. D.
91	Buffalo, N. Y. ...	German Martin Luther Seminary (Ev. Luth.).	1854	John A. Graban.....
92	Canton, N. Y	Canton Theological Seminary of St. Lawrence University (Univ.).	1858	Isaac M. Atwood, D. D....
93	Hamilton, N. Y ...	Hamilton Theological Seminary, Colgate University (Bapt.).	1819	Sylvester Burnham, D. D.
94	Hartwick Seminary, N. Y.	Hartwick Seminary (Ev. Luth.).....	1816	John G. Traver, A. M., principal.
95	New York, N. Y..	General Theological Seminary of the Protestant Episcopal Church.	1817	Eugene A. Hoffman, D. D., LL. D., D. C. L.
96	.....do.....	Jewish Theological Seminary (Hebrew).	1886	Joseph Blumenthal .....
97	.....do.....	Union Theological Seminary (Presb.).*	1836	Charles C. Hall, D. D .....
98	Niagara University, N. Y.	Niagara University, Theological Dept. (R. C.).	.....	J. P. Cribbins, director ....
99	Rochester, N. Y ..	Rochester Theological Seminary (Bapt.).	1851	Augustus H. Strong, D. D., LL. D.
100	.....do.....	St. Bernard's Seminary (R. C.).....	1893	James J. Hartley .....
101	Stanfordville, N. Y.	Christian Biblical Institute (Christian).	1869	John B. Weston, D. D.....
102	Yonkers, N. Y	St. Joseph's Seminary (R. C.).....	1896	Edward R. Dyer .....
103	Charlotte, N. C ...	Biddle University, School of Theology (Presb.).	1868	D. J. Sanders, D. D.....
104	Raleigh, N. C	Shaw University, Theological School (Bapt.).	.....	M. W. D. Norman, A. M., prof.
105	Berea, Ohio	German Wallace College, Theological Dept. (M. E.).	1865	William Nast.....
106	Carthagena, Ohio.	St. Charles Borromeo Theological Seminary (R. C.).	1860	Boniface Russ.....
107	Cincinnati, Ohio ..	Hebrew Union College (Hebrew)	1875	Isaac M. Wise.....
108	.....do.....	Lane Theological Seminary (Presb.).	1829	David S. Schaff., D. D., sec.
109	Columbus, Ohio ..	German Lutheran Seminary (Ev. Luth.).	1850	F. W. Stellhorn, D. D.....
110	Dayton, Ohio	Union Biblical Seminary (United Breth.).	1871	George A Funkhouser, D. D.
111	Gambier, Ohio....	Kenyon College, Divinity School (P. E.).	1828	Hosea W. Jones, D. D.....
112	Oberlin, Ohio	Oberlin College, Theological Dept. (Cong.).	1835	Owen H. Gates, Ph. D., registrar.
113	Springfield, Ohio .	Wittenberg College, Theological School (Ev. Luth.)	1845	Samuel A. Ort, D. D., LL. D.
114	Tiffin, Ohio	Heidelberg Theological Seminary (Ref. Ch.)	1850	David Van Horne, D. D., LL. D.
115	Wilberforce, Ohio	Payne Theological Seminary (Af. M. E.).	1892	John G. Mitchell, A. M., D. D.
116	Xenia, Ohio	Xenia Theological Seminary (U. Presb.).	1794	James Harper, D. D., LL D.
117	Eugene, Oregon ..	Eugene Divinity School (Disciples)..	1895	Eugene C. Sanderson, D. D.

* In 1896-97.

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theology, for the year 1897–98—Continued.

Regular session closes—	Instructors.		Students.					Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Whole number.	Graduating in 1898.	Students having A. B. or B. S.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Apr. 28	6	1	30	0	30	8	3	3	32	.....	.....	.....	2,000	81
June 18	2	1	10	4	14	2	0	3	38	$60,000	0	.....	0	82
May 25	3	0	9	0	9	6	0	3	32	25,000	$59,000	.....	.....	83
May 20	6	0	168	0	168	47	95	3	36	485,000	400,000	0	43,000	84
May 25	5	2	41	0	41	11	8	3	34	.....	360,000	$1,800	43,700	85
May 7	8	4	238	0	238	60	206	3	33	500,000	1,389,000	.....	61,648	86
June 18	5	1	30	0	30	3	30	4	....	.....	.....	.....	.....	87
June 23	3	0	4	0	4	0	3	3	38	0	26,000	.....	.....	88
June 22	6	3	60	0	60	13	0	4	42	25,000	0	0	2,265	89
May 5	6	4	104	0	104	42	85	3	33	300,000	626,417	a 24,143	25,010	90
June 24	2	2	11	0	11	0	0	4	40	12,500	.....	850	1,201	91
June 28	4	3	19	4	23	5	3	3	38	50,000	154,000	730	8,000	92
June 20	5	4	48	0	48	13	20	3	36	.....	.....	.....	.....	93
June 22	3	1	7	0	7	2	0	3	39	10,000	15,000	0	.....	94
May 25	10	4	155	0	155	44	98	3	36	1,353,000	1,260,967	187,741	28,183	95
June 15	3	3	26	0	26	3	0	....	46	27,000	.....	10,000	b 8,000	96
.....	7	5	133	1	134	331	13	3	36	500,000	1,350,000	20,000	71,576	97
.....	7	....	70	....	70	....	....	3	....	.....	.....	.....	.....	98
May 15	12	1	152	0	152	40	29	3	35	.....	.....	.....	29,608	99
June 13	9	0	66	0	66	11	....	....	40	300,000	.....	.....	9,000	100
May 11	7	2	21	1	22	2	0	3	34	27,000	54,000	2,668	1,980	101
June 25	8	....	106	0	106	11	....	4	39	1,100,000	.....	.....	22,000	102
June 5	5	1	16	0	16	5	8	3	32	140,000	.....	.....	8,500	103
.....	1	....	16	0	16	....	....	....	....	.....	.....	.....	.....	104
.....	2	....	28	0	28	5	....	....	....	.....	.....	.....	.....	105
June 15	3	1	18	0	18	2	....	4	40	40,000	0	0	3,200	106
June 17	4	5	71	0	71	7	0	5	40	80,000	60,000	18,000	16,000	107
May 5	4	3	35	0	35	12	22	3	32	.....	.....	.....	.....	108
June 22	3	3	42	0	42	15	38	3	40	125,000	.....	.....	6,000	109
May 1	4	1	32	4	36	11	10	3	34	38,000	67,000	8,000	3,000	110
.....	4	2	21	0	21	....	....	3	36	35,000	110,000	.....	8,000	111
May 12	8	3	47	1	48	10	11	3	32	75,000	144,147	5,232	.....	112
....do...	3	1	38	....	38	8	30	3	32	30,000	50,000	.....	.....	113
Apr. 20	5	0	25	0	25	11	15	3	28	1,500	25,000	.....	.....	114
June 20	2	3	35	2	37	5	0	3	36	10,000	.....	.....	2,200	115
Apr. 28	4	0	45	5	50	18	39	3	34	5,000	130,000	.....	6,000	116
June 8	1	2	12	2	14	....	3	3	32	7,000	3,500	3,000	550	117

a Legacy of late John W. Howe, of Rochester, $9,543. b Approximately.

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TABLE 6.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
118	University Park, Oreg.	Portland University, Department of Theology (M. E.).	1891	Harvey K. Hines, D. D
119	Allegheny, Pa	Allegheny Theological Seminary (U. Presb.).	1825	James A. Grier, D. D
120	do	Reformed Presbyterian Theological Seminary (Ref. Presb.).	1856	David B. Willson
121	do	Western Theological Seminary (Presb.)	1827	Thomas H. Robinson, D. D
122	Beatty, Pa	St. Vincent's Seminary (R. C.)	1846	Leander Schnerr
123	Bethlehem, Pa	Moravian Theological Seminary	1807	Augustus Schultze, D. D
124	Chester, Pa	Crozer Theological Seminary (Bapt.)	1858	Henry G. Weston
125	Collegeville, Pa	Ursinus School of Theology (Ref. Ch. in U. S.).	1871	Henry T. Spangler, D. D
126	Gettysburg, Pa	Evangelical Lutheran Theological Seminary.	1826	Milton Valentine, D. D., LL. D.
127	Lancaster, Pa	Theological Seminary of the Reformed Church.	1825	Emanuel V. Gerhart, D. D., LL. D.
128	Lincoln University, Pa	Lincoln University, Theological Dept (Presb.).	1872	Isaac N. Rendall, D. D
129	Meadville, Pa	Meadville Theological School (Unitarian).	1844	George L. Cary, A. M., L. H. D.
130	Overbrook, Pa	Theological Seminary of St Charles Borromeo (R. C.).	1832	Patrick J. Garvey
131	Philadelphia, Pa	Lutheran Theological Seminary (Ev. Luth.).	1864	Henry E. Jacobs, D. D., LL. D.
132	do	St. Vincent's Seminary (R. C.)	1868	James McGill
133	Selins Grove, Pa	Susquehanna University, Theological Dept. (Ev. Luth.).	1858	J. R. Dimm, A. M., D. D
134	Villanova, Pa	Augustinian College, Theological School (R. C)	1843	Thomas C. Middleton, D. D.
135	Columbia, S. C	Presbyterian Theological Seminary	1829	William M. McPheeters, D. D., chairman.
136	Duewest, S. C	Erskine Theological Seminary (A. R. P.).	1837	W. L. Pressly, D. D
137	Newberry, S. C	Evangelical Lutheran Theological Seminary.	1892	A. G. Voigt, D. D
138	Chattanooga, Tenn	U. S. Grant University, School of Theology (M. E.).	1886	G. T. Newesent, D. D
139	Clarksville, Tenn	Southwestern Presbyterian University, Divinity School.	1885	George Summey, D. D
140	Knoxville, Tenn	Knoxville College, Theological Dept. (U. Presb.).	1893	J. R. Millin
141	Lebanon, Tenn	Cumberland University, Theological School (Cumb Presb.).	1853	J. M. Hubbert, D. D
142	Nashville, Tenn	Central Tennessee College, Theological Dept. (M. E.).	1867	J. Braden, D. D
143	do	Fisk University, Theological Dept. (Cong.).	1892	E. M. Cravath, D. D
144	do	Vanderbilt University, Biblical Dept. (M. E.)	1875	Wilbur F. Tillett, D. D
145	Sewanee, Tenn	University of the South, Theological Dept. (P. E.).	1878	William P. Dubose, M. A., S. T. D.
146	El Paso, Tex	Rio Grande Congregational Training School (Cong.).	1890	A. C. Wright
147	Marshall, Tex	Wiley University, Theological Dept. (M. E.).*		M. W. Dogan, A. M
148	Petersburg, Va	Bishop Payne Divinity School (P. E.).	1878	C. R. Hains, D. D
149	Richmond, Va	Richmond Theological Seminary (Bapt.).	1886	Charles H. Corey, A. M., D. D.
150	do	Union Theological Seminary (Presb.)	1824	W. W. Moore, D. D., LL. D.
151	Theological Seminary, Va	Episcopal Theological Seminary (P. E.).	1823	Cornelius Walker, D. D
152	Franklin, Wis	Mission House of the Reformed Church in the United States.	1860	H. A. Muehlmeier, D. D
153	Nashotah, Wis	Nashotah House (P. E.)	1842	Wm. Walter Webb, D. D.
154	St. Francis, Wis	Provincial Seminary of St. Francis of Sales (R. C.).	1856	Joseph Rainier
155	Wauwatosa, Wis	Evangelical Lutheran Theological Seminary.	1878	A. Hoenecke

*In 1896-97.

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theology, for the year 1897–98.

Regular session closes—	Instructors.		Students.					Years in the course.	Weeks in year.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year.	Volumes in library	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Whole number.	Graduating in 1898.	Students having A. B. or B. S.							
5	6	7	8	9	10	11	12	13	14	15	16	17	18	
June 6	5	....	27	....	27	....	....	3	36	.....	.....	.....	100	118
May 20	4	....	76	....	76	25	....	3	32	$60,000	$218,000	$10,000	6,000	119
Apr. 30	2	....	28	0	28	9	24	3	32	25,000	74,323	.....	3,450	120
May 12	5	2	99	0	99	27	26	3	32	780,055	530,055	20,000	27,500	121
.....	4	....	35	0	35	....	....	3	42	.....	.....	.....	.....	122
June 15	4	1	12	0	12	....	....	2	40	.....	.....	.....	6,000	123
June 5	6	2	95	0	95	16	....	3	36	.....	464,500	.....	14,500	124
May 3	5	2	17	0	17	9	11	3	30	.....	.....	.....	.....	125
June 2	4	0	51	0	51	24	48	3	36	160,000	201,687	.....	12,000	126
May 12	5	1	42	0	42	11	35	3	33	110,000	175,000	0	12,000	127
June 5	8	....	46	0	46	17	43	3	33	63,000	136,900	4,800	.....	128
June 10	5	8	16	2	18	4	2	3	38	18,000	353,701	0	28,000	129
June 18	12	1	142	0	142	8	....	4	44	.....	.....	.....	25,000	130
May 31	4	1	92	0	92	32	58	3	31	175,000	198,800	9,000	24,800	131
June 28	5	3	39	0	39	7	....	4	40	.....	0	0	12,600	132
June 12	2	....	10	0	10	2	4	3	39	20,000	43,000	2,000	.....	133
.....	5	....	22	....	22	....	....	....	40	.....	.....	.....	.....	134
May 12	5	1	33	0	33	6	22	3	32	50,000	235,000	.....	20,000	135
June 20	4	....	14	0	14	7	....	2	36	.....	32,000	.....	2,000	136
June 5	1	....	8	0	8	5	8	3	33	.....	.....	.....	.....	137
... 10	3	1	32	....	32	3	....	....	32	.....	.....	.....	2,000	138
June 12	5	1	23	0	23	5	11	2	40	.....	.....	.....	.....	139
.....	1	....	5	0	5	2	2	3	36	.....	.....	.....	0	140
June 5	8	....	57	8	65	11	35	3	32	10,000	82,000	a20,000	1,000	141
....do...	2	1	24	0	24	2	0	2,4	36	.....	.....	.....	.....	142
June 1	2	1	4	0	4	0	0	2,3	35	30,000	0	0	600	143
June 20	5	0	46	0	46	6	38	3	34	170,000	250,000	.....	4,000	144
Aug. 4	4	1	33	0	33	4	17	3	40	50,000	60,000	.....	.....	145
May 28	1	1	6	0	6	0	0	4	40	11,000	0	1,515	200	146
.....	1	....	10	....	10	....	....	....	....	.....	.....	.....	.....	147
June 7	2	0	10	0	10	4	1	3	39	12,000	.....	2,500	300	148
Apr. 28	4	....	59	0	59	4	1	4	30	.....	60,000	5,100	5,000	149
June 5	5	1	68	0	68	17	54	3	39	170,000	308,034	14,000	16,000	150
June 27	4	....	38	0	38	*9	....	3	42	.....	.....	.....	18,000	151
June —	3	2	24	0	24	12	12	3	38	.....	.....	8,792	6,000	152
May 29	4	4	46	0	46	4	6	3	32	110,000	80,000	3,000	14,000	153
June 21	13	1	65	....	65	34	....	3	45	150,000	.....	500	13,500	154
June 28	3	1	35	0	35	15	26	3	40	75,000	0	0	1,000	155

a From estate of Mrs. A. J. McDaniel, Hopkinsville, Ky.

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TABLE 7.—*Statistics of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
1	University, Ala..	University of Alabama, School of Law.	1873	Wm. S. Thorington.....	June 22
2	Little Rock, Ark.	Arkansas Industrial University, Law Dept.	1890	F. M. Goar.....	June 7
3	.....do.....	University of Arkansas, Law Dept.	1887	John H. Carmichael.....	May 31
4	Los Angeles, Cal.	Los Angeles Law School.....	1897	James B. Scott, A. M., D. C. L.	June 21
5	San Francisco, Cal.	University of California, Hastings College of the Law.	1878	Charles W. Slack.....	May 18
6	Stanford University, Cal.	Leland Stanford Junior University, Law Dept.	1893	Nathan Abbott.....	May 25
7	Boulder, Colo....	University of Colorado, Law School.	1892	Moses Hallett, LL. D....	June 2
8	Denver, Colo	University of Denver, Denver Law School.	1892	Albert E. Pattison.....	June 8
9	New Haven, Conn.	Yale University, Law Dept....	1824	Francis Wayland, LL. D.	June 27
10	Washington, D. C	Catholic University of America, Law Dept.	1895	William C. Robinson, LL. D.	June 8
11	.....do.....	Columbian University, Law School.	1826	Walter S. Cox, LL. D.	June 1
12	.....do.....	Georgetown University, School of Law.	1870	Jeremiah M. Wilson, LL. D.	....do...
13	.....do.....	Howard University, School of Law.	1869	Benjamin F. Leighton, LL. D.	May 28
14	.....do.....	National University, Law Dept*	1870	Richard H. Alvey.....	May 25
15	Athens, Ga	University of Georgia, Law Dept.	1859	Sylvanus Morris, A. M., sec.	June 15
16	Atlanta, Ga.....	Morris Brown College, Law School.	1896	C. H. J. Taylor	June 1
17	Macon, Ga	Mercer University, Law School	1875	Emory Speer	....do...
18	Bloomington, Ill.	Bloomington Law School, Illinois Wesleyan University.	1874	Owen T. Reeves, LL. D.	June 12
19	Chicago, Ill	Chicago College of Law, Lake Forest University.	1888	Thomas A. Moran, LL. D	June 1
20	.....do.....	Chicago Law School.....	1896	George W. Warvelle, LL. D.	May 27
21	.....do.....	Illinois College of Law.....	1897	Howard N. Ogden, Ph. D., L. H. D.	May 28
22	.....do.....	Kent College of Law.....	1892	Marshall D. Ewell, LL. D	May 20
23	.....do.....	Northwestern University, Law School.	1859	Peter S. Grosscup, LL. D	June 16
24	Lebanon, Ill	McKendree Law School.....	1859	George A. Crow.....	June 8
25	Quincy, Ill	Chaddock College Law School.	1880	Thomas R. Petri, sec....	May 27
26	Urbana, Ill.....	University of Illinois, School of Law.	1897	Andrew S. Draper, LL.D.	June 14
27	Bloomington, Ind	Indiana University, Law School	1842	William P. Rogers.....	June 15
28	Danville, Ind	Indiana Central Law School*..	1888	J. A. Joseph	.....
29	Indianapolis, Ind	Indiana Law School, University of Indianapolis.	1894	William P. Fishback....	May 25
30	Notre Dame, Ind	University of Notre Dame, Law Dept.	1869	William Hoynes, LL. D.	.....
31	Valparaiso, Ind..	Northern Indiana Law School.	1879	Mark L. De Motte.....	June 2
32	Des Moines, Iowa	Iowa College of Law, Drake University.	1886	Chester C. Cole, LL. D..	May 25
33	Iowa City, Iowa.	State University of Iowa, Law Dept.	1865	Emlin McClain, LL. D...	June 8
34	Lawrence, Kans.	University of Kansas, School of Law.	1879	J. W. Green, A. M.....	....do...
35	Louisville, Ky...	University of Louisville, Law School.	1846	W. O. Harris	Apr. 30
36	New Orleans, La.	Tulane University of Louisiana, Law Dept.	1847	Harry H. Hall.....	May 14
37	Baltimore, Md...	Baltimore University, School of Law.	1890	Bernard C. Steiner, Ph. D.	June 8
38	.....do.....	University of Maryland, Law School.	.....	John P. Poe	June 1
39	Boston, Mass.....	Boston University, School of Law.	1872	Samuel C. Bennett, acting.	....do...

* In 1896-97. *a* Approximately. *b* A day course and an evening course.

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schools of law for 1897–98.

Number of professors.	Special or assistant instructors.	Students. Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year 1897–98.	Volumes in library.	Is the instruction given during the day or in the evening?	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
2	0	9	0	0	4	2	36	$75	$3	$153	.....	0	0	.....	Day ..	1
1	6	28	0	....	....	2	40	50	5	105	.....	.....	.....	.....	Eve ..	2
7	....	35	....	9	5	2	35	50	5	105	.....	.....	.....	.....	Eve ..	3
5	7	53	4	....	....	3	40	40	....	130	.....	0	0	175	Both .	4
1	4	127	5	36	60	3	39	10	2	32	$50,000	$135,000	.....	.....	Day ..	5
1	2	137	2	16	....	....	32	25	2	....	.....	.....	.....	.....	Day ..	6
8	17	40	0	9	....	3	38	40	0	120	.....	.....	$500	1,500	Day ..	7
12	3	58	0	21	11	3	36	75	10	235	.....	0	0	a 2,500	(b)	8
11	25	200	0	42	74	3	35	105	5	305	.....	.....	.....	a 12,000	Day ..	9
5	10	31	....	8	23	3	32	75	5	325	.....	a 100,000	.....	1,900	Day ..	10
10	3	311	....	113	30	3	32	80	10	250	.....	.....	.....	2,000	Eve ..	11
10	10	308	0	76	....	2,3	35	80	10	.....	* 60,000	.....	.....	2,000	Eve ..	12
6	3	92	4	35	14	3	32	0	3	33	12,000	15,000	0	3,000	Eve ..	13
3	6	95	0	48	....	3	32	80	2	177	40,000	0	.....	.....	Eve ..	14
4	....	48	0	39	21	1	36	75	....	.....	.....	.....	.....	.....	Day ..	15
2	....	7	....	.....	....	2	36	30	5	65	.....	.....	.....	200	Both .	16
4	3	12	0	9	0	1	35	60	5	.....	.....	0	0	.....	Eve ..	17
6	2	60	1	26	20	3	39	60	5	185	.....	0	0	.....	Day ..	18
12	3	523	12	72	....	3	37	75	5	230	.....	.....	.....	1,200	Eve ..	19
15	13	214	4	108	....	3	36	60	5	200	.....	.....	.....	.....	Eve ..	20
9	15	106	5	20	22	3	36	75	10	250	.....	.....	4,000	960	Eve ..	21
9	6	216	7	62	27	3	36	70	6	216	0	0	0	.....	Eve ..	22
9	0	137	4	12	51	3	36	100	10	315	.....	0	0	1,500	Day ..	23
1	1	8	0	3	0	3	36	45	5	150	.....	.....	.....	0	Both .	24
4	0	9	1	3	1	2	36	60	5	125	.....	0	0	0	Eve ..	25
4	6	37	2	4	6	3	36	50	5	165	.....	0	0	a 1,500	Day ..	26
3	1	114	1	16	....	2	39	37	5	.....	.....	.....	.....	4,000	Day ..	27
2	0	35	0	7	5	....	....	48	5	.....	.....	.....	.....	500	Day ..	28
15	....	112	1	55	....	2	34	80	5	165	0	0	0	a 1,000	Day ..	29
4	3	35	0	8	....	3	42	100	10	.....	.....	.....	.....	2,700	Day ..	30
4	2	140	2	*44	....	2	40	48	5	101	3,000	.....	.....	.....	Day ..	31
6	....	108	3	32	21	2	36	50	5	105	.....	.....	.....	a 2,000	Day ..	32
4	3	222	5	83	53	2	36	60	7	127	.....	.....	.....	9,200	Day ..	33
2	6	164	8	70	....	2	39	0	5	.....	.....	.....	.....	.....	Day ..	34
3	0	48	0	20	....	2	28	80	0	.....	50,000	0	0	0	Day ..	35
5	....	80	2	*28	....	2	25	80	....	160	.....	.....	.....	.....	(c)	36
5	1	83	....	29	....	3	33	40	20	150	0	0	0	400	Eve ..	37
10	....	194	0	41	25	2,3	34	70	10	232	10,000	0	0	a 1,000	(d)	38
10	23	425	8	65	83	3	32	125	10	385	225,000	0	0	a 7,700	Day .	39

c From 4.30 to 6.30 p. m.

d After 4 p. m.

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TABLE 7.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
40	Cambridge, Mass	Harvard University, Law School.	1817	James Barr Ames, A. M.	June 27
41	Ann Arbor, Mich	University of Michigan, Law Dept.	1859	Harry B. Hutchins, LL. D.	June 22
42	Detroit, Mich	Detroit College of Law*	1892	Philip T. Van Zile, LL. D.	June 24
43	Minneapolis, Minn.	University of Minnesota, College of Law.	1888	William S. Pattee, LL. D.	June 1
44	University, Miss.	University of Mississippi, Law Dept.	1854	G. D. Shands, LL. D	June 8
45	Columbia, Mo	University of Missouri, Law Dept.	1872	Alexander Martin, LL. D.	June 6
46	Kansas City, Mo.	Kansas City School of Law	1895	William P. Borland	June 11
47	St. Louis, Mo	St. Louis Law School, Washington University.	1867	William S. Curtis	June 16
48	Lincoln, Nebr	University of Nebraska, College of Law.	1891	M. B. Reese	June 6
49	Omaha, Nebr	Omaha School of Law, University of Omaha.	1897	T. J. Mahoney	June 16
50	Albany, N. Y	Albany Law School, Union University.	1851	J. Newton Fiero, LL. D.	June 2
51	Buffalo, N. Y	Buffalo Law School, University of Buffalo.	1887	Adelbert Moot	May 23
52	Ithaca, N. Y	Cornell University, College of Law.	1887	Francis M. Finch, LL. D.	June 16
53	New York, N. Y.	Columbia University, School of Law.	.....	Wm. A. Keener, LL. D.	June 11
54	do	New York Law School	1891	George Chase	June 9
55	do	New York University, School of Law.	1831	Clarence D. Ashley	do
56	Syracuse, N. Y	Syracuse University, College of Law.	1895	James B. Brooks, A. M., D. C. L.	June 8
57	Chapel Hill, N. C.	University of North Carolina, Law School.	1846	John Manning, LL. D	June 1
58	Raleigh, N. C	Shaw University, Law School	1888	E. A. Johnson	Mar. 15
59	Ada, Ohio	Ohio Normal University, Law School.	1893	S. P. Axline	July 21
60	Cincinnati, Ohio.	University of Cincinnati, Law Dept.	.....	William H. Taft, LL. D.	June 16
61	Cleveland, Ohio	Cleveland College of Law	1897	Sherman Arter, A. M.	June 1
62	do	Franklin T. Backus Law School of Western Reserve University.	1892	Evan H. Hopkins	June 20
63	Columbus, Ohio	Ohio State University, School of Law.	1891	Wm. Forrest Hunter	June 16
64	Portland, Oreg.	University of Oregon, School of Law.	1884	Richard H. Thornton	May 25
65	Salem, Oreg	Willamette University, Law Dept.	1887	S. T. Richardson, A. M.	June 7
66	Carlisle, Pa	Dickinson School of Law	1834	William Trickett, LL. D.	do
67	Philadelphia, Pa.	University of Pennsylvania, Law Dept.	/1790	William Draper Lewis, Ph. D.	June 8
68	Pittsburg, Pa.	Pittsburg Law School, Department of Western University of Pennsylvania.	1895	John D. Shafer	June 3
69	Columbia, S. C	South Carolina College, Law School.	1865	Jos. Daniel Pope, LL. D.	June 23
70	Harriman, Tenn.	American Temperance University, Law Dept.	1893	S. C. Brown, A. M.	May 24
71	Knoxville, Tenn.	University of Tennessee, Law Dept.	1889	Henry H. Ingersoll, LL. D.	June 15
72	Lebanon, Tenn	Cumberland University, Law School.	1847	Andrew B. Martin, LL. D.	June 2
73	Nashville, Tenn.	Central Tennessee College, Law Dept.	1879	John W. Grant	June 2
74	do	Vanderbilt University, Law Dept.	1875	Thomas H. Malone	June 21
75	Sewanee, Tenn	Sewanee Law School, University of the South.	1893	Burr J. Ramage, Ph. D.	Aug. 8
76	Austin, Tex	University of Texas, Law Dept.	1883	George T. Winston	June 21

* In 1896-97.
a A day course and an evening course.
b Has day school and evening school.
c Day course 2 years; evening course 3 years.

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of law for 1897-98—Continued.

Number of professors.	Special or assistant instructors.	Students. Men.	Women.	Graduating.	Having degree A. B. or B. S.	Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year 1897-98.	Volumes in library.	Is the instruction given during the day or in the evening?	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
11	2	553	0	139	487	3	37	$150	0	$450	$150,000	$400,000	$700	44,000	Day	40
12	17	763	4	202	119	3	36	35	$10	125	.....	.....	1,500	.....	Day	41
18	....	121	5	38	18	....	40	....	....	.....	.....	.....	.....	.....	Eve	42
6	15	435	2	94	....	3	40	50	10	170	40,000	.....	.....	6,000	(*a*)	43
2	5	52	0	27	16	2	38	50	0	100	.....	.....	0	1,541	Day	44
3	4	129	2	57	....	2	40	50	3	103	40,000	.....	0	3,991	Day	45
11	2	104	2	28	8	2	39	50	5	105	.....	.....	.....	.....	Eve	46
3	13	140	4	44	36	2	36	80	0	160	30,000	77,500	0	8,000	Day	47
14	....	100	2	39	21	2	33	45	5	100	.....	.....	0	.....	Day	48
10	0	38	1	7	....	2,3	32	15	5	.....	0	0	0	0	Eve	49
5	9	63	2	44	14	1	33	100	10	112	21,000	.....	.....	1,600	Day	50
10	14	102	2	33	28	2	34	100	0	200	0	0	0	0	Day	51
6	2	294	2	105	....	3	35	100	5	305	.....	.....	.....	26,000	Day	52
5	3	366	0	84	....	3	32	150	25	.....	.....	.....	.....	25,000	Day	53
3	15	759	0	150	269	2	36	100	10	210	.....	.....	0	.....	Both *b*	54
11	4	604	21	133	....	*c* 2,3	35	100	20	{220 320	120,000	5,000	0	11,033	Both *b*	55
13	8	59	0	23	....	3	37	100	5	*d* 325	.....	0	0	0	Day	56
3	1	87	0	4	12	2	40	100	5	.....	.....	.....	.....	*d* 1,500	Day	57
1	1	8	0	2	....	3	24	70	10	220	.....	0	0	0	Day	58
2	2	94	2	31	26	3	49	45	12	140	.....	.....	.....	600	Day	59
10	2	144	1	49	....	3	35	100	....	300	350,000	(*e*)	30,000	6,500	Day	60
8	0	36	0	0	6	3	32	60	0	180	0	0	0	0	Eve	61
15	4	90	....	16	23	2	36	100	0	300	30,000	.....	.....	*d* 4,500	Day	62
7	4	156	....	22	....	3	36	45	5	.....	.....	.....	.....	*d* 2,900	Day	63
1	3	38	1	15	....	2	32	60	10	130	.....	.....	.....	.....	Eve	64
12	....	24	2	17	....	2	35	40	10	90	.....	.....	.....	.....	Eve	65
6	6	78	1	37	....	2,3	34	95	10	.....	.....	0	0	.....	Day	66
10	6	362	2	97	136	3	34	160	0	485	.....	.....	.....	18,904	Day	67
8	0	48	0	24	....	2	33	100	5	210	.....	0	.....	.....	(*g*)	68
1	0	22	1	13	10	....	....	40	10	.....	.....	0	0	0	Day	69
1	7	17	1	10	6	2	38	53	5	111	.....	0	0	.....	Day	70
2	5	53	0	11	....	2	38	50	6¼	116	.....	.....	.....	*d* 500	Day	71
2	0	81	0	40	....	1	40	100	5	115	20,000	0	0	300	Day	72
3	2	11	0	2	1	2	36	30	10	70	.....	0	0	200	Day	73
3	0	49	....	12	....	2	38	110	5	225	100,000	.....	.....	6,000	Day	74
1	....	15	....	1	....	2	40	100	10	210	.....	.....	.....	400	Day	75
4	2	145	0	48	....	2	36	0	0	30	.....	.....	.....	3,900	(*h*)	76

d Approximately.
e Yields an income of $7,500.
f Reorganized in 1850.
g From 3.30 to 5.30 p. m.
h In addition to the regular day course there is an evening course covering three years.

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TABLE 7.—*Statistics of schools*

	Location.	Name of institution.	Year of first opening.	President or dean.	Session closes—
	1	2	3	4	5
77	Fort Worth, Tex.	Fort Worth University, Law Dept.	1881	Augustus J. Booty	May 25
78	Lexington, Va...	Washington and Lee University, School of Law.	1849	Charles A. Graves.....	June 15
79	Richmond, Va ...	Richmond College, School of Law.	1870	F. W. Boatwright, A. M.	June 23
80	University of Virginia, Va.	University of Virginia, Law School.	1826	W. M. Lile	June 15
81	Morgantown, W. Va.	West Virginia University, Law Dept.	1878	Okey Johnson, A. M	June 9
82	Madison, Wis....	University of Wisconsin, College of Law.	1868	Edwin E. Bryant.....	June 23
83	Milwaukee, Wis.	Milwaukee Law School.....	1898	Edward R. Veech	May 31

a James C. Carter, of New York, gave $5,000.

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of law for 1897–98—Continued.

Number of professors.	Special or assistant instructors.	Students.				Years in the course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received during the year 1897–98.	Volumes in library.	Is the instruction given during the day or in the evening?	
		Men.	Women.	Graduating.	Having degree A. B. or B. S.											
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
3	0	18	1	.....	.....	2	32	$37	$10	$90	.....	.....	.....	.....	Day ..	77
3	4	45	....	18	....	2	37	75	....	.....	.....	.....	a$16,000	3,000	Day ..	78
3	....	45	....	10	6	2	39	40	5	.....	.....	.....	.....	750	.....	79
3	0	124	0	18	24	2	39	100	....	.....	.....	0	0	3,000	Day ..	80
3	0	112	2	24	3	2	40	0	5	.....	.....	.....	0	.....	Day ..	81
2	2	179	1	28	....	3	34	50	0	150	$80,000	$20,000	0	b4,000	Day ..	82
3	0	43	2	.....	.....	....	33	20	0	.....	.....	.....	.....	.....	Eve ..	83

b Approximately.

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TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes.	Instructors.	
						Professors.	Special or assistant.
	1	2	3	4	5	6	7
		REGULAR.					
1	Bessemer, Ala...	Montezuma University, Medical College.	1896	Edward P. Lacey....	Mar. 22	10	2
2	Birmingham, Ala	Birmingham Medical College.	1894	B. L. Wyman.....	Apr. 1	12	8
3	Mobile, Ala.....	Medical College of Alabama, University of Alabama.	1859	George A. Ketchum.	Apr. 9	9	8
4	Little Rock, Ark	Arkansas Industrial University, Medical Dept.	1879	James A. Dibrell....	Apr. 15	14	4
5	Los Angeles, Cal.	College of Medicine, University of Southern California.	1885	Henry G. Brainerd..	June 5	19	....
6	San Francisco, Cal.	College of Physicians and Surgeons.	1896	Winslow Anderson .	July 1	16	....
7	.....do.....	Cooper Medical College...	1882	Henry Gibbons, jr., A. M.	Nov. 30	15	5
8	.....do.....	University of California, Medical Dept.	1865	Robert A. McLean..	Sept. 1	14	15
9	Boulder, Colo....	University of Colorado, Medical Dept.	1883	Luman M. Giffin.....	June 1	15	6
10	Denver, Colo	Denver Medical College, University of Denver.	1881	Samuel A. Fisk, A. M.	May 7	18	18
11	.....do.....	Gross Medical College.	1187	Thos. H. Hawkins, A. M., LL. D.	Apr. 1	25	10
12	New Haven, Conn.	Yale University, Medical Dept.	1814	Herbert E. Smith...	June 29	14	10
13	Washington, D.C.	Army Medical School.....	1893	C. H. Alden.....	Apr. 1	4	5
14	.....do.....	Columbian University, Medical Dept.	1824	E. A. de Schweinitz, A. M., Ph. D.	June 1	21	6
15	.....do.....	Georgetown University, School of Medicine.	1851	G. L. Magruder, A. M.	May 15	28	14
16	.....do.....	Howard University, Medical Dept.	1868	Thos. B. Hood, A. M.	May 6	8	6
17	.....do.....	National University, Medical Dept.	1884	John T. Winter.....	June 2	27	8
18	Atlanta, Ga.....	Atlanta Medical College..	1854	W. S. Kendrick.....	Mar. 30	8	4
19	.....do.....	Southern Medical College.	1879	James B. Baird.....	Apr. 1	16	2
20	Augusta, Ga.....	Medical College of Georgia, University of Georgia.	1835	Eugene Foster.....	Apr. 1	10	8
21	Chicago, Ill	American Medical Missionary College.	1895	John H. Kellogg.....	Aug. 31	13	6
22	.....do.....	College of Physicians and Surgeons, University of Illinois.	1882	William E. Quine....	Apr. 20	38	32
23	.....do.....	Harvey Medical College..	1891	Frances Dickinson..	June 15	48	....
24	.....do.....	Illinois Medical College...	1895	Wm. F. Waugh, A.M.	Sept. 14	18	13
25	.....do.....	Jenner Medical College...	1893	Clark W. Hawley....	June 18	25	10
26	.....do.....	Northwestern University Medical School, Chicago Medical College.	1859	Nathan S. Davis, A. M., LL. D.	June 15	33	21
27	.....do.....	Northwestern University, Woman's Medical School.	.....	Isaac N. Danforth...	June 17	27	17
28	.....do.....	Rush Medical College	1843	Henry M. Lyman, A. M.	May 25	17	39
29	Fort Wayne, Ind	Fort Wayne College of Medicine, Taylor University.	1879	Christian B. Stemen, A. M., LL. D.	Mar. 16	21	3
30	Indianapolis, Ind	Central College of Physicians and Surgeons.	1879	Samuel E. Earp, M. S.	Mar. 24	22	18
31	.....do.....	Medical College of Indiana, University of Indianapolis.	1869	Joseph W. Marsee...	Apr. 1	22	16

a Approximately. *b* No tuition fee the fourth year.

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medicine, for the year 1897–98.

Students.					Course.		Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1897–98.	Volumes in library.	Instruction during day or in evening.	When did a class first enter upon the four years' course?	
Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Having A. B. or B. S.	Years in course.	Weeks in year.										
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
10	0	10	3	0	3	24	$90	$30	.....	.....	0	0	0	Day ..	.....	1
78	3	81	7	25	3	24	75	30	.....	$2,000	.....	0	100	Day ..	.....	2
124	0	124	25	....	3	26	100	25	.....	.....	.....	.....	.....	Day ..	.....	3
103	1	104	19	0	4	24	63	25	.....	16,000	0	0	.....	Day ..	1895	4
82	10	92	12	7	4	32	100	40	a$463	14,000	.....	$300	200	Day ..	1894	5
80	12	92	16	8	4	....	100	25	425	.....	$25,000	0	0	Day ..	1896	6
156	35	191	46	....	4	24	130	40	b 445	460,000	59,000	0	2,900	Day ..	1894	7
106	17	123	20	22	4	33	100	25	462	200,000	0	0	a 500	Day .	1896	8
28	4	32	0	0	4	36	40	10	170	.....	.....	0	.....	Day ..	1894	9
48	8	56	12	12	4	28	75	25	360	.....	0	0	.....	Day ..	1894	10
80	5	85	26	12	4	28	75	....	380	20,000	.....	.....	.....	Day ..	1896	11
122	0	122	31	22	4	34	140	30	525	.....	106,000	.....	.....	Day ..	1896	12
10	0	10	....	10	....	20	0	0	0	.....	.....	.....	.....	Day ..	.....	13
214	0	214	24	....	4	30	110	10	450	.....	.....	.....	.....	Eve ..	1893	14
94	0	94	17	16	4	32	105	0	425	.....	0	0	.....	Both c	1893	15
98	12	110	33	2	4	28	60	....	280	.....	.....	.....	.....	Eve ..	1893	16
21	8	29	3	....	4	33	100	....	405	.....	.....	.....	.....	Eve ..	.....	17
142	0	142	33	....	3	25	100	30	350	25,000	0	0	200	Day ..	.....	18
90	0	90	27	....	3	25	75	30	.....	30,000	.....	.....	.....	Day ..	.....	19
187	0	187	29	....	3	25	104	30	.....	35,000	0	0	a 5,000	Day ..	.....	20
58	35	93	0	....	4	36	100	....	a 600	40,000	.....	0	400	Day ..	1895	21
391	17	408	106	....	4	39	110	0	a 520	140,000	.....	.....	2,000	Day ..	.....	22
150	25	175	17	....	4	36	.....	....	.....	.....	.....	.....	.....	Eve ..	1894	23
77	5	82	26	....	4	25	100	....	.....	.....	.....	0	300	Day ..	(d)	24
85	6	91	13	....	4	40	75	0	315	.....	.....	.....	125	Eve ..	.....	25
358	0	358	82	88	4	34	125	....	505	225,000	50,000	0	2,000	Day ..	1892	26
.....	101	101	24	....	4	30	75	30	385	30,000	.....	.....	.....	Day ..	.....	27
638	0	638	65	77	4	32	130	0	.....	200,000	10,000	50,000	a 2,000	Day ..	1895	28
30	1	31	14	3	4	26	70	....	285	5,000	.....	.....	1,500	Day ..	1896	29
94	7	101	34	....	4	25	60	25	.....	15,000	.....	.....	3,000	Day ..	1895	30
176	15	191	79	....	....	....	....	....	.....	50,000	.....	.....	.....	.....	.....	31

c Day course only hereafter.

d Four-year course will begin in 1899.

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TABLE 8.—*Statistics of schools of*

	Location.	Name of institution	Year of first opening.	President or dean.	Regular session closes—	Instructors.	
						Professors.	Special or assistant.
	1	2	3	4	5	6	7
		REGULAR—continued.					
32	Des Moines, Iowa	Iowa College of Physicians and Surgeons, Drake University.	1882	Lewis Schooler.....	Mar. 20	12	8
33	Iowa City, Iowa.	State University of Iowa, Medical Dept.	1872	Wm. D. Middleton, A M.	Mar. 29	11	9
34	Keokuk, Iowa ...	College of Physicians and Surgeons.	1849	Joseph C. Hughes ...	Mar. 16	11	6
35	.....do	Keokuk Medical College..	1890	Geo. F. Jenkins, A.M.	Mar. 15	12	6
36	Sioux City, Iowa	Sioux City College of Medicine.	1890	Edward Hornibrook	Apr. 15	14	8
37	Kansas City, Kans.	College of Physicians and Surgeons.	1894	J. W. May	Mar. 28	26	6
38	Topeka, Kans....	Kansas Medical College ..	1889	John E. Minney, A.M	Mar. 22	22	9
39	Louisville, Ky...	Hospital College of Medicine.	1874	P. Richard Taylor...	June 30	10	23
40	.....do	Kentucky School of Medicine.	1850	Samuel E. Woody ...	June 25	8	12
41	.....do	Louisville Medical College	1869	Clinton W. Kelley...	Mar. 23	13	6
42	.....do	University of Louisville*.	1837	J. M. Bodine.....	.....	11	8
43	New Orleans, La.	New Orleans University, Medical College.	1889	L. G. Adkinson, A. M., D. D.	Feb. 10	8	....
44	.....do	Tulane University of Louisiana, Medical Dept.	1834	Stanford E. Chaillé, A. M.	Apr. 15	7	11
45	Brunswick, Me..	Medical School of Maine, Medical Department of Bowdoin College.	1820	Alfred Mitchell, A. M.	June 22	12	4
46	Portland, Me	Portland School for Medical Instruction.	1856	Charles D. Smith....	Dec. 22	13	2
47	Baltimore, Md...	Baltimore Medical College	1881	David Street. A. M..	Apr. 21	12	35
48	.....do	Baltimore University, School of Medicine.	1885	Bernard P. Muse	Apr. 1	11	12
49	.....do	College of Physicians and Surgeons.*	1872	Thomas Opie	Mar. 31	12	14
50	.....do	Johns Hopkins Medical School.	1893	William H. Welch, LL. D.	June 12	16	24
51	.....do	University of Maryland, School of Medicine.	1807	Charles W. Mitchell.	Apr. 20	11	20
52	.....do	Woman's Medical College of Baltimore.	1882	Eugene F. Cordell...	June 1	17	7
53	Boston, Mass	College of Physicians and Surgeons.	1880	Augustus P. Clarke, A. M.	June 20	30	12
54	.....do	Harvard Medical School.	1782	Wm. L. Richardson .	June 1	21	55
55	....do	Tufts College Medical School.	1893	John L. Hildreth	May 28	18	19
56	Ann Arbor, Mich.	University of Michigan, Department of Medicine and Surgery.	1850	Victor C. Vaughan..	June 22	16	22
57	Detroit, Mich....	Detroit College of Medicine.	1867	Theodore A. McGraw.	May 12	21	26
58	.....do	Michigan College of Medicine and Surgery.*	1887	Hal C. Wyman	.....	14	6
59	Saginaw, Mich..	Saginaw Valley Medical College.	1896	L. W. Bliss.....	May 17	24	2
60	Minneapolis, Minn.	Minneapolis College of Physicians and Surgeons, Hamline University.	1883	Leo M. Crafts, A. M..	June 12	24	13
61	.....do	University of Minnesota, College of Medicine and Surgery.	1885	Parks Ritchie.....	May 17	33	15
62	Columbia, Mo....	University of Missouri, Medical Dept.	1845	A. W. McAlester	June 5	8	5
63	Kansas City, Mo.	Kansas City Medical College	1869	Franklin E. Murphy.	Mar. 20	20	18
64	.....do	Medico-Chirurgical College.	1897	George O. Coffin.....	Apr. 18	20	8

* In 1896-97.

a Four years hereafter.

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medicine, for the year 1897–98—Continued.

Students.					Course.		Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1897–98.	Volumes in library.	Instruction during day or in evening.	When did a class first enter upon the four years' course?	
Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Having A. B. or B. S.	Years in course.	Weeks in year.										
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
56	2	53	*22	....	4	24	$65	$25	$250	.....	$10,000	.....	.....	Day ..	.....	32
192	8	200	50	16	4	26	65	0	260	.....	.....	.....	1,200	Day ..	1896	33
107	14	121	47	24	4	26	33	30	.....	$60,000	0	0	.....	Both .	1896	34
232	14	246	80	....	a 3	26	43	30	.....	40,000	0	0	0	Both .	1896	35
42	2	44	12	5	4	28	48	20	237	11,000	.....	.....	.....	Day ..	1895	36
60	10	70	22	6	3	24	60	25	.....	.....	.....	.....	157	Day ..	.....	37
69	17	86	18	....	3	26	60	30	.....	10,000	.....	.....	.....	Day ..	.....	38
300	0	300	138	....	4	26	115	30	495	.....	0	0	.....	Day ..	1896	39
309	0	309	140	....	4	26	75	10	.....	75,000	0	0	500	Both .	.....	40
180	0	180	73	....	4	26	75	30	400	100,000	.....	0	.....	Day ..	1896	41
237	0	237	68	....	3	26	75	30	.....	.....	.....	.....	.....	.....	.....	42
17	0	17	*8	....	4	24	30	10	150	.....	.....	.....	.....	.....	.....	43
321	0	321	86	....	3	26	150	30	465	200,000	0	0	2,777	Day ..	.....	44
126	0	126	33	27	3	24	78	25	.....	12,000	0	0	3,700	Day ..	.....	45
41	0	41	(b)	9	....	22	50	....	.....	.....	0	0	.....	Day ..	.....	46
400	0	400	147	....	4	28	90	30	.....	250,000	0	0	0	Day ..	1895	47
149	0	149	54	....	a 3	26	50	30	c 300	.....	.....	0	.....	Day ..	.....	48
284	0	284	83	....	4	26	100	30	430	80,000	.....	.....	0	Day ..	.....	49
134	33	167	22	167	4	35	200	0	.....	92,900	427,000	$3,000	7,712	Day ..	1893	50
258	0	258	33	30	4	28	100	30	470	300,000	0	2,000	c 2,000	Day ..	1895	51
0	17	17	0	8	4	32	100	30	430	16,000	0	0	373	Day ..	1895	52
98	18	116	1	....	4	36	100	30	c 475	30,000	25,000	5,000	1,500	Day ..	1895	53
563	0	563	126	c 232	4	40	200	30	723	.....	.....	.....	0	Day .	1892	54
172	48	220	41	19	4	30	100	30	.....	.....	.....	.....	800	Day ..	1896	55
351	58	409	*63	....	4	36	.....	....	300	.....	.....	.....	10,000	Day ..	.....	56
191	0	191	30	....	4	28	60	30	415	110,000	0	0	1,200	Day ..	1895	57
104	14	118	46	....	4	24	50	25	290	25,000	.....	.....	3,000	Day ..	.....	58
55	5	60	8	....	3	34	50	25	250	0	0	0	0	Day ..	.....	59
90	8	98	19	18	4	36	65	0	238	.....	0	0	0	Day ..	1895	60
199	19	218	13	24	4	32	100	....	410	100,000	.....	.....	1,000	Day ..	1895	61
48	1	49	13	....	3	36	20	3	120	.....	.....	0	c 200	Day ..	.....	62
130	0	130	41	....	3	26	75	20	225	15,000	.....	.....	.....	Day ..	.....	63
33	0	33	1	7	a 3	28	50	25	200	.....	.....	.....	.....	.....	.....	64

b This is a preparatory school; does not confer degrees. *c* Approximately.

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TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes—	Instructors.	
						Professors.	Special or assistant.
	1	2	3	4	5	6	7
		REGULAR—continued.					
65	Kansas City, Mo.	University Medical College.	1881	S. G. Gant	Mar. 20	15	15
66	....do	Woman's Medical College	1895	Flavel B. Tiffany	May 3	20	....
67	St. Joseph, Mo.	Central Medical College	1894	T. E. Potter	Mar. 1	17	0
68	....do	Ensworth Medical College	1877	Hiram Christopher		16	4
69	St. Louis, Mo.	Barnes Medical College	1892	C. H. Hughes	Apr. 13	22	6
70	....do	Beaumont Hospital Medical College.	1885	Frank J. Lutz, A. M.	Apr. 21	29	5
71	....do	Marion Sims College of Medicine.	1890	Young H. Bond, A. M.	Apr. 9	19	8
72	....do	Missouri Medical College	1840	P. G. Robinson, LL. D.	Mar. 29	16	22
73	....do	St. Louis Medical College	1842	Henry H. Mudd	Apr. 26	21	13
74	Omaha, Nebr.	John A. Creighton Medical College.	1892	D. C. Bryant, A. M.	Sept. 25	25	10
75	....do	Omaha Medical College	1881	Harold Gifford	Apr. 22	23	4
76	Hanover, N. H.	Dartmouth Medical College.	1798	Wm. T. Smith, LL. D.	Feb. 26	13	2
77	Albany, N. Y.	Albany Medical College	1838	Willis G. Tucker, Ph. D.	Apr. 20	14	28
78	Buffalo, N. Y.	Niagara University, Medical Dept. *c*	1883	Thomas Lothrop, M. A., Ph. D.	May 11	27	11
79	....do	University of Buffalo, Medical Dept. *c*	1845	Matthew D. Mann, A. M.	Apr. 26	7	25
80	New York, N. Y.	Bellevue Hospital Medical College. *d*	1861	Austin Flint, LL. D.	May 9	28	10
81	....do	College of Physicians and Surgeons. Medical Dept. of Columbia University.	1807	James W. McLane	June 12	24	50
82	New York (Brooklyn), N. Y.	Long Island College Hospital. *	1860	Jarvis S. Wight	....	20	22
83	New York, N. Y.	University Medical College. *d*	1841	Egbert Le Fevre	May 18	8	34
84	....do	Woman's Medical College of the New York Infirmary for Women and Children.	1866	Emily Blackwell	May 26	9	22
85	Syracuse, N. Y.	Syracuse University, College of Medicine.	1872	Henry D. Didama, LL. D.	June 8	16	18
86	Chapel Hill, N. C.	University of North Carolina, Medical School.	1890	Edwin A. Alderman, D. C. L.	May 30	5	1
87	Davidson, N. C.	North Carolina Medical College.	1893	John P. Munroe	May 1	5	3
88	Raleigh, N. C.	Leonard Medical School of Shaw University.	1882	James McKee	Mar. 15	8	1
89	Cincinnati, Ohio.	Cincinnati College of Medicine and Surgery.	1851	S. C. Ayres, A. M.	Oct. 1	13	10
90	....do	Laura Memorial Woman's Medical College.	1889	John M. Withrow, A. M.	Apr. 28	19	2
91	....do	Medical College of Ohio, University of Cincinnati.	1819	W. W. Seely	May 3	12	14
92	....do	Miami Medical College	1853	N. P. Dandridge, A. M.	....do	11	11
93	Cleveland, Ohio.	Cleveland College of Physicians and Surgeons, Medical Dept. of Ohio Wesleyan University.	1865	Charles B. Parker, M. R. C. S. Eng.	May 4	21	9
94	....do	Western Reserve University, Medical College.	1843	Hunter H. Powell, A. M.	June 16	20	3
95	Columbus, Ohio.	Ohio Medical University.	1890	George M. Waters, A. M.	Apr. 5	34	8

* In 1896-97. *a* Approximately. *b* Four years hereafter.

c The medical departments of Niagara University and Buffalo University were consolidated in 1898.

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medicine. for the year 1897–98—Continued.

Students.					Course.										
Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Having A. B. or B. S.	Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1897-98.	Volumes in library.	Instruction during day or in evening.	When did a class first enter upon the four years' course?	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
275	0	275	67	*a*60	*b*3	24	$60	$25	$200	$35,000	.....	.....	100	Day ..	.....	65
0	15	15	7	4	3	32	100	30	270	.....	$1,000	.....	0	Day ..	.....	66
71	2	73	25	....	3	26	40	25	.....	25,000	0	0	0	Both ..	.....	67
39	1	40	12	....	3	25	50	25	*a*200	.....	.....	0	*a* 300	Day ..	.....	68
604	0	604	177	....	4	28	55	25	292	140.000	0	0	.....	Day ..	1897	69
74	0	74	27	33	3	28	85	....	250	50,000	.....	$1,000	.....	Day ..	.....	70
215	0	215	72	....	4	26	75	25	225	65,000	.....	.....	500	Day ..	1897	71
215	0	215	85	....	4	26	100	....	405	100,000	.....	.....	.....	Day .	1897	72
89	....	89	28	24	4	28	100	....	305	150,000	.....	.....	.....	Day .	1897	73
76	8	84	12	20	4	28	75	....	300	100,000	.....	.....	0	Day ..	1894	74
81	7	88	27	....	*b*3	26	65	30	*a*250	25,000	0	0	.....	Day ..	1895	75
120	0	120	40	23	4	28	110	25	.....	.....	.....	0	.....	Day ..	1898	76
195	0	195	57	26	3	29	100	25	*a*450	100,000	12,500	5,000	.....	Day ..	.....	77
54	3	57	10	....	4	30	75	25	.....	75,000	.....	.....	*a* 600	Day ..	1897	78
209	30	239	63	....	4	30	100	10	520	173,500	4,500	0	6,323	Day ..	1896	79
503	0	503	132	59	4	32	150	30	.....	300,000	0	0	0	Day ..	1897	80
765	0	765	145	298	4	32	200	25	830	2,000,000	480,000	.....	0	Day ..	1894	81
383	0	383	71	....	3	26	125	25	475	.....	.....	.....	.....	.....	.....	82
244	0	244	103	....	3	38	175	30	.....	.....	.....	.....	.....	Day ..	.....	83
0	100	100	18	13	4	34	130	30	535	102,000	.....	.....	833	Day ..	1893	84
89	7	96	24	....	4	32	125	25	517	70,000	0	2,700	.....	Day ..	1896	85
39	0	39	0	4	(*e*)	32	90	....	.....	.....	0	0	1,500	Day ..	.....	86
62	0	62	4	....	3	32	75	25	240	3,700	0	0	*a* 200	Day ..	.....	87
64	0	64	10	....	4	24	75	10	310	15,000	5,000	2,200	.....	Day ..	1882	88
83	11	94	26	....	4	30	75	25	335	.....	.....	.....	.....	Day ..	1895	89
0	22	22	7	2	4	28	50	25	260	30,000	.....	1,000	.....	Day ..	1894	90
214	0	214	29	....	4	28	100	25	.....	70,000	.....	.....	.....	.....	1895	91
81	0	81	12	12	4	26	100	25	430	.....	.....	.....	.....	.....	1895	92
91	5	96	43	....	3	32	100	30	.....	65,000	.....	.....	.....	Day ..	1895	93
123	0	123	37	....	4	33	125	....	*a*525	300,000	.....	30,000	.....	Day ..	1896	94
207	16	223	95	34	4	28	50	10	271	50,000	.....	.....	2,000	Day ..	1895	95

d Bellevue Hospital Medical College and University Medical College of New York were consolidated in 1898.

e This is a preparatory school.

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TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening	President or dean.	Regular session closes—	Instructors.	
						Professors.	Special or assistant.
	1	2	3	4	5	6	7
		REGULAR—continued.					
96	Columbus, Ohio	Starling Medical College.	1847	Starling Loving, LL. D.	Apr. 14	16	12
97	Lebanon, Ohio	National Normal University, College of Medicine.	1890	Selden S. Scoville, A. M.	Mar. 19	9	1
98	Toledo, Ohio	Toledo Medical College	1883	Daniel E. Haag, Ph.C.	Apr. 5	17	10
99	Portland, Oreg	University of Oregon, Medical Dept.	1887	S. E. Josephi	Apr. 1	14	6
100	Salem, Oreg	Willamette University, Medical Dept.	1865	W. H. Byrd	Mar. 30	16	....
101	Philadelphia, Pa	Jefferson Medical College of Philadelphia.	1825	James W. Holland	May 15	24	14
102	.....do	Medico-Chirurgical College of Philadelphia.	1881	Seneca Egbert, A. M.	May 21	25	17
103	.....do	University of Pennsylvania, Dept of Medicine.	1765	John Marshall, Nat. Sc. D.	June 12	14	3
104	.....do	Woman s Medical College of Pennsylvania.	1850	Clara Marshall	May 18	10	24
105	Pittsburg, Pa	Western Pennsylvania Medical College, Medical Department Western University of Pennsylvania.	1884	J. C. Lange	May 30	20	40
106	Charleston, S.C	Medical College of the State of South Carolina.	1828	Francis L. Parker	Apr. 1	8	3
107	Chattanooga, Tenn	Chattanooga Medical College.	1889	J. R. Rathmell, A. M.	Mar. 15	10	7
108	Knoxville, Tenn	Tennessee Medical College.	1889	J. C. Cawood	Mar. 29	13	1
109	Memphis, Tenn	Memphis Hospital Medical College.	1880	W. B. Rogers	Mar. 31	10	18
110	Nashville, Tenn	Central Tennessee College, Meharry Medical Dept.	1876	G. W. Hubbard	Feb. 1	10	4
111	.....do	University of Nashville, Medical Dept.	1850	William G. Ewing	Apr. 5	12	10
112	.....do	University of Tennessee, Medical Dept.	1876	Paul F. Eve	Mar. 29	14	6
113	.....do	Vanderbilt University, Medical Dept.	1873	William L. Dudley	Apr. 27	12	21
114	Sewanee, Tenn	Sewanee Medical College, University of the South	1892	John S. Cain	Jan. 16	12	6
115	Fort Worth, Tex	Fort Worth University, Medical Dept.	1894	Bacon Saunders	Apr. 5	14	6
116	Galveston, Tex	University of Texas, Medical Dept.	1891	Henry P. Cooke	May 15	12	12
117	Burlington, Vt	University of Vermont, Medical Dept.	1823	A. P. Grinnell	June 30	7	18
118	Richmond, Va	Medical College of Virginia.	1838	Christopher Tompkins.	May 4	12	12
119	.....do	University College of Medicine.	1893	J. Allison Hodges	May 11	18	14
120	University of Virginia, Va	University of Virginia, Medical Dept.	1825	John W. Mallet, Ph.D., LL.D., F.R.S.	June 18	6	3
121	Milwaukee, Wis	Milwaukee Medical College.	1894	William H. Earles	Apr. 5	23	4
122	.... do	Wisconsin College of Physicians and Surgeons.	1893	W. H. Washburn, sec.	Apr. 27	21	13
		ECLECTIC.					
123	Atlanta, Ga	Georgia College of Eclectic Medicine and Surgery.	1889	C. F. Durham	Apr. 1	8	8

* In 1896-97
a This is a preparatory school.
b Approximately.
c Tuition fee fourth year, $20.

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medicine, for the year 1897–98—Continued.

Students.					Course.											
Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Having A. B. or B. S.	Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1897–98.	Volumes in library.	Instruction during day or in evening.	When did a class first enter upon the four years' course?	
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
182	0	182	97	....	4	25	$50	$25	$284	$75,000	0	0	4,000	Day ..	1896	96
30	3	33	0	....	(a)	28	50	....	.....	.....	0	0	100	Day ..	.....	97
63	5	68	27	....	4	28	55	25	285	25,000	.....	.....	1,500	Day ..	1896	98
37	12	49	0	5	4	26	130	30	.....	.....	.....	.....	b1,500	Day ..	1895	99
21	2	23	10	6	4	24	c100	30	350	.....	.....	.....	.....	Day ..	.....	100
453	0	453	55	33	4	34	150	....	605	600,000	.....	.....	300	Day ..	1894	101
400	0	400	112	....	4	33	130	25	b550	.....	0	0	b1,800	Day ..	1897	102
883	0	883	183	182	4	32	200	0	812	400,000	$25,500	0	10,000	Day ..	1893	103
0	159	159	35	17	4	30	129	....	516	110,000	296,772	0	2,025	Day ..	1893	104
247	0	247	7	120	4	33	130	0	520	125,000	0	0	500	Day ..	1894	105
87	0	87	14	....	3	24	100	0	300	.....	.....	.....	.....	Day ..	.....	106
153	0	153	31	....	3	26	80	25	285	.....	0	0	0	Day ..	.....	107
73	0	73	16	....	3	24	65	25	220	40,000	0	0	0	Day ..	.....	108
372	0	372	93	....	3	24	75	25	b270	60,000	.....	.....	.....	Day ..	.....	109
144	7	151	*34	18	4	20	30	10	140	30,000	13,000	.....	700	Day ..	1893	110
224	6	230	56	....	3	26	75	25	b275	42,400	.....	.....	.....	Day ..	.....	111
200	0	200	31	....	3	26	100	25	b350	10,000	0	0	300	.....	.....	112
247	0	247	66	....	3	28	100	25	.....	.....	.....	.....	.....	.....	.....	113
60	0	60	28	9	3	30	65	25	220	.....	.....	.....	.....	Day ..	.....	114
167	4	171	20	....	3	26	50	25	250	30,000	0	$3,779	0	Day ..	.....	115
189	5	194	38	....	4	30	0	0	85	290,000	0	d35,000	2,500	Day ..	1897	116
238	0	238	69	....	....	....	.....	....	.....	.....	.....	.....	.....	.....	.....	117
189	0	189	41	....	3	28	90	30	.....	100,000	.....	5,000	.....	Day ..	.....	118
236	0	236	49	....	3	30	85	30	255	65,000	.....	.....	240	Day ..	.....	119
140	0	140	23	22	3	40	100	0	280	.....	.....	0	.....	Day ..	.....	120
130	0	130	31	18	e3	26	110	10	410	150,000	0	0	0	Day ..	.....	121
49	0	49	20	....	4	27	100	0	377	52,000	0	0	0	Day ..	1895	122
58	3	61	14	....	3	26	90	25	.....	10,000	.....	.....	.....	Day ..	.....	123

d This sum (estimated) has been given for hospital improvement and erection of clinical amphitheater in John Sealy Hospital, to be called "Rebecca Sealy Amphitheater," contributed by children of John and Rebecca Sealy (deceased). "University Hall" (dormitory building) given by G. W. Breckenridge, at a cost of $40,000 (including equipment), is completed and was on May 15, 1897, formally transferred to the university. *e* Four years hereafter.

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TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes.	Instructors.	
						Professors.	Special or assistant.
	1	2	3	4	5	6	7
		ECLECTIC—continued.					
124	Chicago, Ill.....	Bennett College of Eclectic Medicine and Surgery.	1867	Anson L. Clark, A. M.	May 10	23	16
125	St. Louis, Mo....	American Medical College	1873	Edwin Younkin.....	....do...	15	2
126	Lincoln, Nebr...	Cotner University, Lincoln Medical College.	1891	W. S. Latta.....	Mar. 17	17	9
127	New York, N. Y.	Eclectic Medical College of the City of New York.	1865	George W. Boskowitz, A. M.	May 4	13	15
128	Cincinnati, Ohio.	Eclectic Medical Institute	1845	Frederick J. Locke..	May 10	14	2
		HOMEOPATHIC.					
129	San Francisco, Cal.	Hahnemann Hospital College of San Francisco.	1884	A. C. Peterson.....	Apr. 30	13	3
130	Denver, Colo....	Denver Homeopathic Medical College.	1894	Samuel S. Smythe...	Apr. 15	20	9
131	Chicago, Ill.....	Chicago Homeopathic Medical College.	1876	J. S. Mitchell, A. M..	Mar. 22	26	20
132	.....do.....	Dunham Medical College*	1895	C. S. Fahnestock	Apr. 7	19	14
133	.....do.....	Hahnemann Medical College.	1860	C. H. Vilas.....	Mar. 28	17	24
134	.....do.....	Hering Medical College ..	1892	Henry C. Allen	Apr. 10	23	16
135	.....do.....	National Medical College.	1891	Thomas C. Duncan, Ph. D., LL. D.	Mar. 31	21	24
136	Iowa City, Iowa.	State University of Iowa, Homeopathic Medical Dept.	1877	Wilmot H. Dickinson	Mar. 29	9	3
137	Louisville, Ky...	Southwestern Homeopathic Medical College.*	1893	A. Leight Monroe....	Apr. 2	17	3
138	Baltimore, Md...	Southern Homeopathic Medical College.	1891	Henry Chandlee.....	Apr. 9	14	7
139	Boston, Mass.....	Boston University School of Medicine.	1873	I. Tisdale Talbot.....	June 1	18	17
140	Ann Arbor, Mich	University of Michigan, Homeopathic Medical College.	1875	W. B. Hinsdale	June 22	5	4
141	Minneapolis, Minn.	University of Minnesota, College of Homeopathic Medicine and Surgery.	1888	A. P. Williamson, LL. B.	June 2	17	9
142	Kansas City, Mo.	College of Homeopathic Medicine and Surgery of the Kansas City University.	1896	Wm. H. Jenny.....	Mar. 21	12	14
143	.....do.....	Kansas City Homeopathic Medical College.	1888	Peter Deiderich.....	Mar. 25	32	....
144	St. Louis, Mo....	Homeopathic Medical College of Missouri.	1857	Wm. C. Richardson..	Apr. 7	23	8
145	New York, N. Y.	New York Homeopathic Medical College.	1860	Wm. Todd Helmuth, LL. D.	May 5	25	13
146	.....do.....	New York Medical College and Hospital for Women.	1863	J. de la M. Lozier	May 3	20	1
147	Cincinnati, Ohio.	Pulte Medical College	1872	J. D. Buck	.....	18	7
148	Cleveland, Ohio..	Cleveland Homeopathic Medical College.	1849	William A. Phillips...	Apr. 6	28	20
149	Philadelphia, Pa.	Hahnemann Medical College.	1848	Pemberton Dudley..	May 12	8	28
		PHYSIOMEDICAL.					
150	Chicago, Ill.....	Chicago Physiomedical College.*	1891	H. J. Treat	.....	23	5
151	Indianapolis, Ind	Physiomedical College of Indiana.	1873	N. D. Woodard	Mar. 23	17	3

*In 1896-97.

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medicine, for the year 1897–98—Continued.

Students.					Course.		Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1897–98.	Volumes in library.	Instruction during day or in evening.	When did a class first enter upon the four years' course?	
Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Having A. B. or B. S.	Years in course.	Weeks in year.										
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
111	10	121	43	....	4	31	$100	0	$400	$25,000	0	0	500	Day ..	1896	124
48	10	58	18	....	4	32	75	$25	325	2,500	.....	.....	200	Day ..	1896	125
50	....	50	*15	....	4	26	.....	.....	.....	.....	.....	.....	.....	Day ..	.....	126
67	15	82	16	10	4	26	100	25	515	40,000	.....	$2,084	2,258	Day ..	1896	127
159	7	166	45	26	4	27	75	25	275	60,000	.....	.....	500	Day ..	1897	128
11	5	16	2	4	4	27	75	25	.....	.....	.....	.....	500	Day.	.....	129
32	11	43	13	....	4	26	100	0	405	5,500	0	0	a200	Day.	1895	130
137	0	137	30	24	4	26	65	30	300	125,000	0	0	a5,000	Day.	1895	131
39	11	50	8	....	4	28	100	0	405	50,000	0	.....	450	.....	.....	132
122	50	172	28	....	4	28	70	30	375	191,000	$70,000	6,000	12,000	Day.	1894	133
31	25	56	14	....	4	30	100	0	405	25,000	.....	.....	250	Day.	1895	134
113	9	122	15	....	4	26	65	25	315	.....	.....	.....	.....	Day.	1896	135
53	7	65	8	6	4	21	65	0	260	30,000	0	0	400	Day.	1895	136
22	14	36	11	....	4	26	85	0	380	0	0	.....	0	Day.	.....	137
22	10	32	7	....	4	24	100	30	445	30,000	.....	0	a600	Day.	1895	138
139	57	196	46	31	4	30	125	30	520	200,000	35,000	.....	3,500	Day.	1890	139
51	8	59	*6	....	4	36	35	10	240	*50,000	.....	.....	7,000	Day.	.....	140
25	2	27	0	5	4	34	100	0	.....	.....	.....	.....	2,000	Day.	1895	141
12	6	18	0	5	4	26	50	35	230	.....	.....	.....	210	Day.	.....	142
24	12	36	14	....	4	24	80	25	.....	10,000	0	0	0	Day.	1896	143
62	8	70	21	7	4	26	50	25	290	12,000	0	0	0	Day.	1896	144
132	0	132	24	18	4	30	125	30	a540	450,000	.....	10,000	a4,000	Day.	1894	145
0	26	26	4	1	4	26	100	30	460	.....	0	4,000	500	Day.	1893	146
27	7	34	5	6	4	27	75	25	330	25,000	.....	.....	.....	Day.	1894	147
163	23	186	63	....	4	26	75	25	330	100,000	0	700	2,000	Day.	1896	148
273	0	273	68	....	4	30	125	30	550	523,763	223,800	10,600	15,000	Day.	1893	149
45	10	55	13	....	4	30	80	0	340	.....	.....	.....	200	Day.	.....	150
46	6	52	23	13	4	26	65	....	230	17,000	.....	5,000	.....	Day.	1896	151

a Approximately.

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TABLE 8.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.	Regular session closes.	Instructors.	
						Professors.	Special or assistant.
	1	2	3	4	5	6	7
		POSTGRADUATE AND SPECIAL (NOT INCLUDED IN SUMMARY).					
152	Chicago, Ill	Playfair School of Midwifery.	1895	Frances Dickinson		12	3
153	do	Postgraduate Medical School.	1888	W. Franklin Coleman, M. R. C. S.		40	40
154	New Orleans, La	New Orleans Polyclinic	1887	Charles Chassaignac		11	8
155	New York, N. Y	New York Postgraduate Medical School.	1882	D. B. St. John Roosa, LL. D.		17	51
156	do	New York School of Clinical Medicine.	1895	Ferd. C. Valentine, sec.		12	14
157	Philadelphia, Pa	Philadelphia Polyclinic and College for Graduates in Medicine.	1882	Max J. Stern		30	13
158	do	Philadelphia Postgraduate School of Homeopathics.	1891	J. T. Kent		8	5

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medicine, for the year 1897–98—Continued.

Students.					Course.		Tuition fee.	Graduation or examination fees.	Fees of entire course.	Value of grounds and buildings.	Endowment funds.	Benefactions received in 1897–98.	Volumes in library.	Instruction during day or in evening.	When did a class first enter upon the four years' course?	
Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Having A. B. or B. S.	Years in course.	Weeks in year.										
8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
0	10	10	....	....	....	20	$120	....	.....	.....	.....	0	.....	Day.	.....	152
230	8	238	....	....	....	....	.....	....	.....	$80,000	0	0	0	.....	.....	153
75	0	75	....	....	....	....	.....	....	.....	.....	0	0	a 500	.....	.....	154
501	22	523	....	....	....	....	.....	....	.....	531,625	.....	.....	a 500	Day.	.....	155
30	5	35	....	....	....	....	.....	....	.....	.....	0	0	a 250	.....	.....	156
131	10	141	....	....	....	....	.....	....	.....	.....	0	0	0	Day.	.....	157
6	3	9	....	....	....	....	.....	....	.....	8,000	0	0	100	Day.	.....	158

a Approximately.

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TABLE 9.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	Birmingham, Ala	Birmingham Dental College	1893	T. M. Allen
2	San Francisco, Cal	College of Physicians and Surgeons, Dental Dept.	1896	Winslow Anderson
3	do	University of California, College of Dentistry.	1882	L. L. Dunbar
4	Denver, Colo	Denver College of Dentistry, University of Denver.	1887	Alva H. Sawins
5	Washington, D. C	Columbian University, Dental Dept.	1886	J. Hall Lewis
6	do	Howard University, Dental Dept	1882	Thomas B. Hood, A. M.
7	do	Washington Dental College	1897	D. Elmer Wiber
8	Atlanta, Ga	Atlanta Dental College	1893	Wm. Crenshaw
9	do	Southern Medical College, Dental Dept.	1887	Sheppard W. Foster
10	Chicago, Ill	Chicago College of Dental Surgery, Lake Forest University.	1883	Truman W. Brophy, LL. D.
11	do	Columbian Dental College	1891	Frank N. Brown
12	do	German-American Dental College	1888	Fritz W. Huxman
13	do	Northwestern University Dental School.	1886	Greene V. Black, Sc. D.
14	Indianapolis, Ind	Central College of Dentistry	1897	Milton F. Ault
15	do	Indiana Dental College, University of Indianapolis.	1878	George E. Hunt
16	Iowa City, Iowa	State University of Iowa, Dental Dept.	1881	William S. Hosford
17	Keokuk, Iowa	Keokuk Dental College, Dental Department of Keokuk Medical College.	1897	B. C. Hinkley
18	Louisville, Ky	Louisville College of Dentistry	1886	P. Richard Taylor
19	Baltimore, Md	Baltimore College of Dental Surgery	1839	M. W. Foster
20	do	Baltimore Medical College, Dental Dept.	1895	J. W. Smith
21	do	University of Maryland, Dental Dept.	1882	Ferdinand J. S. Gorgas, A. M.
22	Boston, Mass	Harvard University, Dental School	1867	Eugene H. Smith
23	Ann Arbor, Mich	University of Michigan, College of Dental Surgery.	1875	Jonathan Taft
24	Detroit, Mich	Detroit College of Medicine, Dept. of Dental Surgery.	1891	Theodore A. McGraw
25	Minneapolis, Minn	University of Minnesota, College of Dentistry.	1888	Wm. P. Dickinson, sec
26	Kansas City, Mo	Kansas City Dental College	1881	J. D. Patterson
27	do	Western Dental College	1890	D. J. McMillen
28	St. Louis, Mo	Marion Sims College of Medicine, Dental Dept.	1894	Young H. Bond, A. M.
29	do	Missouri Dental College	1866	Henry H. Mudd
30	Omaha, Nebr	University of Omaha, Dental Dept	1894	W. H. Sherraden
31	Buffalo, N. Y	University of Buffalo, Dental Dept	1892	W. C. Barrett
32	New York, N. Y	New York College of Dentistry	1866	Fancuil D. Weisse
33	do	New York Dental School	1893	Dwight L. Hubbard
34	Cincinnati, Ohio	Cincinnati College of Dental Surgery	1893	G. S. Junkerman
35	do	Miami Dental College	1896	C. A. Schuchardt
36	do	Ohio College of Dental Surgery, University of Cincinnati.	1845	H. A. Smith, A. M
37	Cleveland, Ohio	Western Reserve University, Dental Dept.	1892	Henry L. Ambler, M. S.
38	Columbus, Ohio	Ohio Medical University, Dental Dept.	1890	Otto Arnold
39	Philadelphia, Pa	Medico-Chirurgical College, Dept. of Dentistry.	1897	Robert H. Nones
40	do	Pennsylvania College of Dental Surgery.	1856	C. N. Peirce
41	do	Philadelphia Dental College	1863	S. H. Guilford, A. M.
42	do	University of Pennsylvania, Dept. of Dentistry.	1878	Edward C. Kirk
43	Pittsburg, Pa	Pittsburg Dental College, Western University of Pennsylvania.	1896	J. G. Templeton, A. M.

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dentistry, for the year 1897–98.

Regular session closes—	Instructors.		Students.				Course.		Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction given in day or evening.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Total.	Graduates in 1898.	Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
Apr. 5	7	4	34	0	34	8	3	26	$100	$25	$360	0	0	0	Day ..	1
July 2	18	30	156	3	159	11	3	36	100	25	325	0	.....	0	Day ..	2
May 31	7	15	148	12	160	44	3	36	115	25	370	.....	0	a200	.....	3
Apr. 22	12	6	43	4	47	5	3	28	75	25	275	.....	0	0	Day ..	4
May 15	7	3	76	0	76	15	3	34	100	....	.....	$40,000	.....	.....	Eve ..	5
May 1	8	4	23	1	24	5	3	28	60	0	a200	.....	.....	.....	Eve ..	6
Apr. 6	9	6	25	0	25	2	3	26	100	....	300	.....	.....	100	Eve ..	7
Apr. 1	9	0	185	0	185	61	3	24	100	33	350	0	0	.....	Day ..	8
....do....	9	5	78	0	78	13	3	24	105	25	350	15,000	.....	.....	Day ..	9
Apr. 5	19	37	524	0	524	163	3	25	125	0	350	0	0	.....	Day ..	10
Apr. 1	14	8	57	2	59	14	3	26	85	25	280	.....	.....	.....	Day ..	11
Mar. 25	6	3	22	0	22	3	3	25	100	25	325	26,000	0	.....	Day ..	12
Apr. 6	16	6	491	18	509	180	3	26	105	25	340	.....	.....	.....	Day ..	13
Apr. 12	12	6	24	0	24	1	3	26	85	15	260	.....	0	.....	Day ..	14
....do....	14	2	185	2	187	52	3	24	100	10	325	30,000	0	0	Day ..	15
June 4	9	9	135	13	148	61	3	35	75	0	225	.....	.....	.....	Day ..	16
Mar. 15	11	8	20	2	22	0	3	26	50	....	155	.....	.....	.....	Day ..	17
June 30	11	4	150	0	150	52	3	26	115	30	.....	.....	0	0	Day ..	18
Apr. 1	7	12	230	2	232	74	3	26	100	35	345	.....	.....	.....	Day ..	19
Apr. 6	6	18	60	0	60	18	3	26	100	30	330	200,000	.....	.....	Day ..	20
Mar. 31	6	4	207	0	207	64	3	25	105	30	355	.....	.....	.....	Day ..	21
June 27	10	24	130	0	130	37	3	39	150	....	511	.....	$50,000	120	Day ..	22
June 22	4	7	116	8	124	55	3	40	45	10	206	50,000	.....	a600	Day ..	23
June 16	10	6	102	0	102	25	3	34	50	30	265	105,336	.....	.....	Day ..	24
June 1	10	5	96	0	96	14	3	33	100	0	310	.....	0	a150	Day ..	25
Apr. 1	9	4	85	0	85	32	3	24	100	20	325	12,500	.....	.....	Day ..	26
Apr. 4	14	24	194	9	203	54	3	26	100	20	325	.....	0	100	Day ..	27
Apr. 9	15	12	61	3	64	16	3	27	100	....	305	.....	0	2,000	Day ..	28
Apr. 28	9	6	124	0	124	39	3	28	100	....	300	.....	.....	.....	Day ..	29
Apr. 6	12	11	53	5	58	9	3	24	75	20	250	.....	.....	.....	Day ..	30
Apr. 25	12	9	169	5	174	67	3	25	100	30	335	41,000	0	148	Day ..	31
May 15	5	33	225	0	225	48	3	32	165	30	540	120,000	0	0	Day ..	32
....do....	7	23	41	6	47	9	3	29	150	25	475	.....	0	0	Day ..	33
Apr. 1	10	5	88	1	89	18	3	26	100	0	300	25,000	0	300	Day ..	34
Apr. 21	8	3	18	6	24	1	3	26	100	....	300	.....	.....	143	Day ..	35
Apr. 5	6	5	200	6	206	66	3	26	100	25	330	.....	.....	300	Day ..	36
June 15	10	4	91	0	91	27	3	36	100	20	335	.....	.....	.....	Day ..	37
Apr. 5	16	5	101	2	103	14	3	28	50	10	205	50,000	.....	2,000	Day ..	38
Apr. 23	11	22	61	0	61	4	3	30	100	25	350	.....	.....	.....	.....	39
Apr. 6	7	12	346	30	376	100	3	24	100	30	345	70,000	0	.....	Day ..	40
Apr. 1	5	4	393	16	409	141	3	26	100	35	370	170,000	0	.....	Day ..	41
June 8	9	16	437	0	437	95	3	36	100	30	345	.....	.....	.....	Day ..	42
Apr. 1	8	7	150	1	151	18	3	24	100	30	335	.....	.....	100	Day ..	43

a Approximately.

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TABLE 9.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
44	Knoxville, Tenn.. ..	Tennessee Medical College, Dental Dept.	1889	R. N. Kesterson.....
45	Nashville, Tenn.....	Central Tennessee College, Meharry Dental Dept.	1883	G. W. Hubbard .....
46	.....do	Vanderbilt University, Dept. of Dentistry.	1879	William H. Morgan.....
47	.....do	University of Tennessee, Dental Dept	1878	Joseph P. Gray .....
48	Richmond, Va.....	University College of Medicine, Dental Dept.	1893	J. Allison Hodges.....
49	Tacoma, Wash.....	Tacoma College of Dental Surgery ..	1893	John M. Meyer .....
50	Milwaukee, Wis	Milwaukee Medical College, Dental Dept.	1894	George V. I. Brown.....

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dentistry, for the year 1897-98—Continued.

Regular session closes—	Instructors.		Students.				Course.		Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction given in day or evening.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Total.	Graduates in 1898.	Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fee.	Fees of the entire course.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
....do....	12	2	13	0	13	5	3	26	$100	25	$325	.....	.....	0	Day ..	44
Feb. 1	5	1	13	0	19	4	4	20	30	10	137	.....	.....	.....	Day ..	45
Mar. 23	7	3	181	3	184	54	3	24	100	25	350	.....	.....	200	Day ..	46
Apr. 1	13	4	93	0	93	14	3	24	100	25	340	.....	.....	.....	Day ..	47
May 11	10	7	27	0	27	10	3	30	85	30	255	$35,000	.....	240	.....	48
Apr. 6	9	8	33	2	35	9	3	24	100	0	300	0	0	200	Day .	49
Apr. 5	13	4	87	0	87	17	3	25	100	....	334	.....	0	0	Eve ..	50

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TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
1	Auburn, Ala.	Alabama Polytechnic Institute, Department of Pharmacy.	1895	E. R. Miller
2	Mobile, Ala	Medical School of Alabama, School of Pharmacy, University of Alabama.	.....	George A. Ketchum
3	San Francisco, Cal.	California College of Pharmacy, University of California.	1873	William M. Searby
4	Washington, D. C	National College of Pharmacy	1872	Samuel L. Hilton
5	Atlanta, Ga	Atlanta College of Pharmacy	1891	W. S. Kendrick
6	Chicago, Ill	Chicago College of Pharmacy, University of Illinois.	1859	Frederick M. Goodman.
7	.....do	Northwestern University, School of Pharmacy.	1886	Oscar Oldberg
8	Lafayette, Ind	Purdue University, School of Pharmacy.	1886	Arthur L. Green
9	Valparaiso, Ind	Northern Indiana School of Pharmacy.	1894	J. Newton Roe
10	Des Moines, Iowa	Highland Park College of Pharmacy.	1890	S. R. Macy
11	Iowa City, Iowa	State University of Iowa, Department of Pharmacy.	1885	Emil L. Boerner
12	Lawrence, Kans.	University of Kansas, School of Pharmacy.	1885	Lucius E. Sayre
13	Louisville, Ky	Louisville College of Pharmacy	1870	Gordon L. Curry
14	New Orleans, La	Tulane University of Louisiana	1838	Stanford E. Chaillé
15	Orono, Me	University of Maine, Department of Pharmacy.	1895	A. W. Harris
16	Baltimore, Md	Maryland College of Pharmacy	1841	Charles Caspari, jr
17	Boston, Mass.	Massachusetts College of Pharmacy.	1867	Julian W. Baird
18	Ann Arbor, Mich.	University of Michigan, School of Pharmacy.	1868	Albert B. Prescott
19	Detroit, Mich	Detroit College of Medicine, Department of Pharmacy.	1889	John E. Clark
20	Minneapolis, Minn	University of Minnesota, College of Pharmacy.	1892	Frederick J. Wulling
21	Kansas City, Mo.	Kansas City College of Pharmacy	1885	William F. Kuhn
22	St. Louis, Mo	St. Louis College of Pharmacy	1866	James M. Good
23	Newark, N. J	New Jersey College of Pharmacy	1892	P. E. Hommell
24	Albany, N. Y	Albany College of Pharmacy	1881	Willis G. Tucker
25	Brooklyn, N. Y	Brooklyn College of Pharmacy	1891	E. H. Bartley
26	Buffalo, N. Y	Buffalo College of Pharmacy	1886	Willis G. Gregory
27	New York, N. Y.	College of Pharmacy of the City of New York.*	1829	Edward Kemp
28	Raleigh, N. C.	Shaw University, Pharmaceutical Dept.	1890	Wm. Simpson
29	Ada, Ohio	Ohio Normal University, Dept. of Pharmacy.	1883	B. S. Young
30	Cincinnati, Ohio	Cincinnati College of Pharmacy, University of Cincinnati.	1871	Julius H. Eichberg
31	Cleveland, Ohio	Cleveland School of Pharmacy	1881	Joseph Feil
32	Columbus, Ohio	Ohio State University, College of Pharmacy.	1884	George B. Kauffman
33	Scio, Ohio	Scio College, Dept. of Pharmacy	1889	J. H. Beal
34	Norman, Okla	University of Oklahoma, School of Pharmacy.	1893	.....
35	Philadelphia, Pa.	Philadelphia College of Pharmacy	1822	Joseph P. Remington
36	Pittsburg, Pa	Pittsburg College of Pharmacy	1878	Julius A. Koch
37	Charleston, S. C.	Medical College of the State of South Carolina, Dept. of Pharmacy.	1895	Francis L. Parker
38	Brookings, S. Dak.	South Dakota Agricultural College, Dept. of Pharmacy.	1888	B. T. Whitehead, prof
39	Nashville, Tenn	Central Tennessee College, Dept. of Pharmacy.	1889	G. W. Hubbard
40	.....do	Vanderbilt University, Dept. of Pharmacy.	1879	James M. Safford
41	Galveston, Tex	University of Texas, School of Pharmacy.	1893	H. C. Cooke

* In 1896-97.

a Approximately.

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pharmacy, for the year 1897–98.

Regular session closes—	Instructors.		Students.				Course.			Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction given during day or evening.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Years in course.	Weeks in year.	Years of practical training required.	Tuition fee.	Graduation or examination fees.	Fees of entire course.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
.....	1	3	27	0	27	*3	2	36	....	0	0	$24	$4,000	.....	.....	Day ..	1
Apr. 2	3	1	14	...	14	1	2	28	0	$50	$10	120	.....	.....	.....	Day ..	2
June—	4	6	66	3	69	*26	2	28	4	100	20	220	8,000	0	a 300	Day ..	3
Mar. 31	4	1	51	3	54	15	3	26	4	60	0	185	15,000	0	a 500	Eve ..	4
Mar. 30	3	1	32	0	32	12	2	25	2	50	15	130	0	0	.....	Eve ..	5
Apr. 20	5	3	138	2	140	38	2	28	4	75	5	155	0	0	1,800	Day ..	6
June 16	6	2	233	11	244	95	(b)	40	0	150	5	.....	a 75,000	0	a 550	Day ..	7
June 8	3	9	106	....	106	36	2, 4	36	0	a 50	5	a 105	.....	.....	.....	Day ..	8
Aug. 11	7	10	90	6	96	70	1	50	0	43	0	66	.....	0	.....	Day ..	9
July 28	7	8	210	46	256	60	2, 4	24	0	50	10	115	.....	.....	.....	Day ..	10
Mar. 30	5	5	33	3	36	8	2	26	0	75	0	150	.....	.....	.....	Day ..	11
June 8	6	5	38	3	41	17	2, 4	40	0	0	5	45	16,000	.....	a 1,000	Day ..	12
Mar. 24	5	3	54	0	54	11	2	25	4	a 75	10	159	21,000	0	200	Both .	13
Apr. 15	3	3	20	3	23	10	2	26	2	a 70	20	155	.....	0	.....	Day ..	14
June 19	12	10	15	1	16	6	2, 4	36	1, 3	30	3	.....	.....	.....	.....	Day ..	15
May 10	4	2	112	1	113	35	2	32	0	85	15	190	37,000	0	300	Day ..	16
May 12	5	6	185	16	201	24	2	34	4	100	10	215	68,850	$13,675	a 5,132	Day ..	17
June 30	10	4	76	3	79	20	2, 4	36	0	35	10	a 200	.....	.....	.....	Day ..	18
May 12	4	2	28	0	28	5	2	28	0	40	10	110	.....	0	.....	Eve ..	19
June 5	12	4	57	3	60	12	2, 3	32	0	75	10	105	.....	.....	.....	Day ..	20
Apr. 2	6	2	43	2	45	15	2	26	4	60	10	140	2,500	.....	0	Eve ..	21
Apr. 15	5	4	146	2	148	41	2	26	4	66	10	a 175	25,000	.....	c 200	Eve ..	22
Apr. 30	4	2	26	0	26	13	2	30	3	75	15	165	.....	.....	200	(c)	23
Mar. 15	3	4	62	1	63	25	2	22	4	60	10	138	.....	2,381	.....	Eve ..	24
Apr. 14	4	8	104	7	111	48	2	27	4	65	10	145	0	0	600	Day ..	25
Apr. 26	5	12	73	4	77	34	2	25	0	60	10	133	0	0	124	(c)	26
Apr. 30	7	5	363	12	375	127	2	28	0	75	10	160	204,067	.....	.....	Day ..	27
Mar. 15	1	....	7	0	7	1	3	24	0	32	10	106	2,000	0	.....	Day ..	28
July 21	6	2	211	4	215	71	2	20	....	60	3	140	.....	.....	.....	Day ..	29
June 29	5	2	37	....	37	15	1	42	0	80	10	175	12,000	0	.....	Day ..	30
Apr. 8	4	1	51	0	51	0	3	28	0	60	10	190	0	0	150	(c)	31
June 15	10	9	56	3	59	11	2, 4	36	0	0	5	a 20	.....	.....	.....	Day ..	32
June 23	5	3	48	1	49	15	1, 2	36	0	75	5	.....	.....	0	500	Day ..	33
.....	1	1	6	3	9	7	2	38	0	0	5	12	.....	.....	.....	Day ..	34
Apr. 1	5	4	428	12	440	115	3	26	4	90	15	290	150,000	0	10,000	Day ..	35
Mar. 25	5	3	73	3	76	14	2, 3	24	4	75	10	160	16,000	.....	300	Day ..	36
Apr. 1	3	2	19	0	19	11	2	26	2	a 60	....	125	.....	.....	.....	Day ..	37
June 30	4	....	24	0	24	4	2	30	0	12	2	.....	.....	.....	.....	Day ..	38
Feb. 1	3	1	14	1	15	3	3	20	....	30	10	113	.....	.....	.....	Day ..	39
June 23	4	4	22	0	22	4	2	36	0	50	5	a 170	.....	.....	.....	Day ..	40
May 15	3	1	44	0	44	10	2	30	0	0	0	50	.....	.....	.....	Day ..	41

b One year for degree of graduate in pharmacy; two years for degree of pharmaceutical chemist.
c Afternoons and evenings.

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TABLE 10.—*Statistics of schools of*

	Location.	Name of institution.	Year of first opening.	President or dean.
	1	2	3	4
42	Richmond, Va	University College of Medicine, Dept. of Pharmacy.	1893	J. Allison Hodges
43	Pullman, Wash	Washington Agricultural College, School of Pharmacy.	1896	George H. Watt, prof.
44	Seattle, Wash	University of Washington, School of Pharmacy.	1895	Frank P. Graves
45	Madison, Wis	University of Wisconsin, School of Pharmacy.	1883	Edward Kremers

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pharmacy, for the year 1897-98—Continued.

Regular session closes—	Instructors.		Students.				Course.			Fees.			Value of grounds and buildings.	Endowment funds.	Volumes in library.	Instruction given during day or evening.	
	Professors.	Special or assistant.	Men enrolled.	Women enrolled.	Total.	Graduating in 1898.	Years in course.	Weeks in year.	Years of practical training required.	Tuition fee.	Graduation or examination fees.	Fees of entire course.					
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
May 11	4	6	17	0	17	4	2	30	....	$65	$15	$195	.....	.....	240	Day ..	42
June 21	5	0	11	2	13	4	2	38	0	0	0	15	.....	.....	0	Day ..	43
June 1	14	6	12	8	20	18	4	36	2	0	5	15	.....	.....	.....	Day ..	44
June 23	3	3	56	5	61	15	2-4	36	0	0	0	.....	.....	.....	.....	Day ..	45

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TABLE 11.—*Statistics of veterinary schools, for the year 1897–98.*

	Location.	Name of institution.	Year of first opening.	Name of dean.	Session closes—	Instructors.		Students.			Course.		Fees.		
						Professors.	Special or assistant.	In attendance.	Graduating in 1898.	Students having A. B. or B. S.	Years in course.	Weeks in year.	Tuition fee.	Graduation or examination fees.	Fees of entire course.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	San Francisco, Cal	University of California, Veterinary Dept	1895	Frank W. Skaife	Mar. 31	8	2	7	4	....	3	27	$100	$25	$355
2	Washington, D. C	Columbian University, Veterinary Dept	1892	D. E. Salmon	Apr. 15	13	3	11	2	1	3	27	80	10	.....
3	....do	United States College of Veterinary Surgeons	1894	C. Barnwell Robinson	....do	10	3	9	5	0	3	28	70	0	210
4	Chicago, Ill	Chicago Veterinary College*	1883	Richard J. Withers	.....	11	2	45	23	....	3	26	80	10	250
5	....do	McKillip Veterinary College	1894	F. S. Schoenleber	Apr. 1	11	4	32	9	1	3	24	75	10	210
6	Indianapolis, Ind	Indiana Veterinary College	1892	Samuel E. Crose	Mar. 27	9	7	10	2	1	3	25	90	20	195
7	Boston, Mass	Harvard University, School of Veterinary Medicine.	1882	Charles P. Lyman	June 29	10	9	34	10	....	3	36	150	0	460
8	Detroit, Mich	Detroit College of Medicine, Veterinary Dept	1891	H. O. Walker	Mar. 31	7	6	*11	0	....	3	24	50	10	205
9	Ithaca, N. Y	New York State Veterinary College at Cornell University.	1896	James Law	June 22	12	2	17	4	0	3	30	0	5	.....
10	New York, N. Y	American Veterinary College	1874	A. F. Liautard	Mar. 21	7	2	44	26	0	3	36	115	25	.....
11	....do	New York College of Veterinary Surgeons	1857	Harry D. Gill	Apr. 1	8	8	33	10	0	3	26	75	25	295
12	Columbus, Ohio	Ohio State University, College of Veterinary Medicine.	1885	David S. White	June 17	7	....	20	....	0	3	38	0	0	61
13	Philadelphia, Pa	University of Pennsylvania, Dept. of Veterinary Medicine.	1884	John Marshall	June 10	6	2	48	14	....	3	34	100	0	323
14	Pullman, Wash	Washington Agricultural College, School of Veterinary Science.	1896	S. B. Nelson	June 23	4	2	5	0	0	2	36	0	0	10

*In 1896–97.

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TABLE 12.—*Statistics of training schools for nurses, for the year 1897-98.*

	Location.	Name of school.	Year of first opening.	Superintendent.	Session closes	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupil. *a*			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Tuscaloosa, Ala	Alabama Bryce Hospital for the Insane	1894	Mary L. Buck	June 23	7	12	12	2	Yes	336	$8-$18	$12-$25	.....	.....
2	Los Angeles, Cal	California Hospital Training School	1898	Sara E. Neill	May 12	0	22	.....	2	Yes	.....	6	11	.....	.....
3	.....do	College Training School for Nurses *b*	1896	.....	June 5	.....	31	11	2	Yes	110	5	10	.....	.....
4	Oakland, Cal	Fabiola Hospital Training School	1886	Sarah Cais	.....	1	25	17	2	Yes	.....	8	10	.....	.....
5	San Francisco, Cal	California Woman's Hospital	1884	Margaret T. Thompson	(*c*)	.....	26	5	2	Yes	208	8	10	.....	0
6	.....do	City and County Hospital Training School	1891	Mary Patton	June 30	1	27	10	2	Yes	360	10	10	.....	0
7	.....do	French Hospital Training School *	1895	Mrs. M. J. Sichel	.....	0	18	2	2	Yes	150	10	15	.....	.....
8	.....do	Homeopathic Sanatorium	1896	Hannah Goodridge	Apr. 1	.....	10	5	2	Yes	86	8	12	.....	.....
9	.....do	Lane Hospital Training School	1895	Fanny C. Liesy	Dec. 1	5	25	7	2	Yes	150	10	10	.....	0
10	.....do	St. Luke's Hospital Training School	1889	Hannah E. Webster	(*c*)	0	27	14	2	Yes	250	10	15	.....	0
11	.....do	Women and Children's Hospital	1872	Eva P. Pennewill	{Apr. — {Oct. —	0	45	20	2	Yes	.....	8	10	.....	.....
12	Denver, Colo	Arapahoe County Hospital Training School	1887	Lettie G. Welch	.....	.....	22	20	2	Yes	.....	8	8	.....	.....
13	.....do	Denver Homeopathic Hospital	1895	Nellie Morgan	Mar. 1	0	5	3	3	Yes	76	6	8	$8	0
14	.....do	St. Luke's Hospital Training School	1891	Mary J. Kober	Oct. —	.....	25	6	2	Yes	.....	8	12	.....	0
15	Pueblo, Colo	Pueblo Hospital	1893	Susan Bierbower	.....	.....	6	5	3	Yes	.....	10	10	10	.....
16	Bridgeport, Conn	Bridgeport Hospital	1885	Elsie Wallace	.....	0	19	16	2	Yes	.....	8	12	.....	0
17	Danbury, Conn	Danbury Hospital	1894	Sue W. Cuther	July —	.....	9	7	2	Yes	.....	10	12	.....	.....
18	Hartford, Conn	Hartford Hospital	1877	Elizabeth M. Friend	Oct. —	0	35	13	2	Yes	76	10	14	.....	0
19	Middletown, Conn	Connecticut Hospital for Insane	1895	.....	May 30	4	11	7	2	Yes	50	.....	.....	.....	.....
20	New Haven, Conn	Connecticut Training School for Nurses, New Haven Hospital	1873	Sarah Henry	June 30	.....	50	24	2	Yes	104	6	8	.....	.....
21	.....do	Grace Hospital	1895	Julia B. Ham	June 12	.....	11	2	2	Yes	200	6	8	.....	.....
22	New London, Conn	Memorial Hospital Training School	1893	Minnie J Wallace	July 1	.....	7	4	2	Yes	200	10	10	.....	.....
23	Norwich, Conn	William W. Backus Hospital	1893	Mary L. Love	(*c*)	.....	10	3	2	Yes	152	5	8	.....	.....
24	Wilmington, Del	Delaware Hospital Training School	1897	Emma Stilwell	Feb. 8	0	6	0	3	Yes	160	7	9	12	0

* In 1896-97.

a Board and lodging are supposed to be furnished free unless otherwise stated, and uniforms are also frequently furnished.

b Connected with Good Samaritan Hospital, Sixth Street Hospital, and Los Angeles County Hospital.

c No definite session.

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TABLE 12.—*Statistics of training schools for nurses, for the year 1897-98*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Session closes—	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupil.			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
25	Wilmington, Del	Homeopathic Hospital	1888	Mary White		....	10	6	3	Yes	....	$6	$7	$8	....
26	Washington, D. C	Columbia Hospital	1891	Ella Underhill	May 30	....	15	12	2	Yes	140	9	9	....	....
27	do	Freedmen's Hospital	1894	Sarah C. Ebersole	June 1	0	48	17	2	Yes	175	7	7	....	0
28	do	Garfield Hospital	1889	Georgia M. Nevins	May 25	0	25	10	3	Yes	64	7	7	7	0
29	do	National Homeopathic Hospital	1893	Mary H. Ellison	(a)	0	15	5	2	Yes	....	7	10	....	....
30	do	Providence Hospital	1893	M. Alice Raftry	July 1	0	13	5	3	Yes	250	5	....	....	....
31	Jacksonville, Fla	St. Luke's Hospital Training School	1894	Mrs. C. P. Standing	Jan. 1	0	10	5	2	Yes	....	10	12	....	0
32	Atlanta, Ga	Grady Hospital Training School	1897	Adah H. Patterson	June 1	....	17	....	3	Yes	100	9	9	9	....
33	do	Spelman Seminary Nurse Training School	1886	Lena M. Topping	May 25	0	35	2	3	Yes	....	0	0	0	0
34	Augusta, Ga	Augusta City Hospital	1894	Ellen V. Hayes	(a)	....	14	5	2	Yes	150	5	10	....	0
35	Aurora, Ill	Aurora Hospital	1893		May 31	0	6	0	2	Yes	120	5	7	....	....
36	Chicago, Ill	Alexian Brothers' Hospital	1894	Philip Vrainer		20	....	8	2	Yes	52	0	0	....	0
37	do	Augustana Hospital	1894	Julia I. Andersen	June—	0	28	11	2	Yes	76	8	8	....	0
38	do	Bethesda Home Training School	1886	W. Schronchow	July 1	0	16	4	3	Yes	150	....	5	5	....
39	do	Chicago Baptist Hospital	1892	Linnie M. Ousley	Apr. 1	1	29	14	2	Yes	315	8	....	....	....
40	do	Chicago Hospital Training School	1896	Caroline C. Small	Jan. —	....	27	9	2	Yes	400	0	0	....	0
41	do	Englewood Union Hospital	....	Anna Bartle	Apr. 1	....	10	7	2	Yes	200	5	5	....	....
42	do	Garfield Park Sanitarium	1895	Gertrude Brooks		....	7	3	2	Yes	....	4	4	....	....
43	do	German Hospital	1896	Anna M. Wehner	(a)	0	28	0	2	Yes	150	2	4	....	$50
44	do	Hahnemann Hospital	1894	Cora Overholt	June 9	0	26	6	2	Yes	198	0	0	....	0
45	do	Illinois Training School for Nurses, Presbyterian and Cook County Hospitals.	1880	Isabel McIsaac	June 1	0	130	15	3	Yes	90	0	0	....	0
46	do	J. S. Mitchell Training School, Chicago Homeopathic Hospital.	1895	Hattie J. Robinson	May —	0	12	5	2	Yes	112	6	8	....	0
47	do	Lakeside Hospital Training School	1892	Winna McD. Clark		....	20	8	2	Yes	96	5	8	....	50
48	do	Marion Sims Sanitarium	1894	M. C. Stewart	Mar. —	....	10	2	2	Yes	....	8	....	....	....
49	do	Mary Thompson Training School	....	Katharyn E. Keith	(a)	....	24	10	2	Yes	100	....	....	....	....
50	do	Maurice Porter Hospital for Children	1895	Catherine Hewitt	(a)	0	7	3	2	Yes	200	8	12	....	0
51	do	Mercy Hospital Training School	1892	Mary Veronica	June 15	6	40	17	3	Yes	....	b 8	8	8	....
52	do	Michael Reese Hospital	1890	A. E. Nourse	June 30	....	30	1	3	Yes	....	8	12	15	....
53	do	National Temperance Hospital	1886	Gertrude H. Kellogg	June—	....	17	5	2	Yes	....	8	8	....	....

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54	.....do	Norwegian Lutheran Tabitha Hospital	1895	Valborg F. Brekke	June 10	0	9	4	2	Yes.	53	.....	.....	....	100
55	.....do	Polyclinic Hospital	1893	Elizabeth Wetter	.....	0	12	12	2	Yes.	.....	4	6	....	....
56	.....do	Postgraduate Hospital and Chicago Charity Hospital.	1895	Louella Smith	(a)	0	28	9	2	Yes.	80	0	0	....	0
57	.....do	Provident Hospital c	1891	Nina Yomes Price	June 1	0	12	6	2	Yes.	180	0	0	....	0
58	.....do	St. Joseph's Hospital	1893	M. Elizabeth Sheehan	June 29	....	30	9	2	Yes.	270	5	5	....	....
59	.....do	St. Luke's Hospital	1885	Florence Gretcheson	June 24	0	42	20	2	Yes.	75	4	4	....	100
60	.....do	Wesley Hospital	1889	Annie Hewitt Byrne	Dec. 17	....	16	8	2	Yes.	160	6	6	....	....
61	.....do	Woman's Hospital	1883	Lucy C. Ayer	(a)	....	23	12	2	Yes.	192	0	0	....	0
62	Elgin, Ill	Sherman Hospital	1897	Mary C. Wheeler	.....	0	7	0	2	Yes.	80	8	12	....	....
63	Galesburg, Ill	Galesburg Cottage Hospital	1895	Jessie C. Sutcliffe	May 31	....	9	4	2	Yes.	110	4	6	....	0
64	Hospital, Ill	Illinois Eastern Hospital for Insane	1886	Wm. G. Stearns	May 20	....	150	17	2	Yes.	62	.....	.....	....	....
65	Peoria, Ill	Cottage Hospital	1894	Eleanor J. Coolidge	June 1	0	12	6	2	Yes.	140	3	12	...	72
66	Quincy, Ill	Blessing Hospital	1891	H. E. Osborn	.....	....	10	3	2	Yes.	107	8	10	....	....
67	Rockford, Ill	Rockford Hospital	1888	Eliza C. Gleun	June 1	0	9	5	2	Yes.	130	8	12	....	....
68	Evansville, Ind	Evansville Sanitarium	1894	Lucy Glover	(a)	0	6	3	2	Yes.	.....	8	10	....	....
69	.....do	St. Mary's Hospital	1894	Sister Euphemia	June 11	2	12	6	3	Yes.	312	8	8	....	0
70	.....do	Southern Indiana Hospital for Insane	1893	Frank Boren, Mary Shannon.	June 14	19	23	8	2	Yes.	116	16-20	20-22	....	....
71	Fort Wayne, Ind	Hope Hospital	1897	Clara B. Harper	Nov. 1	0	9	0	2	Yes.	196	0	0	....	0
72	Indianapolis, Ind	Indianapolis City Hospital	1896	Alice Ashby	June 30	0	34	16	3	Yes.	60	4	4	4	50
73	Logansport, Ind	Northern Indiana Hospital for Insane	1897	Sarah Dunkle, John Wolf	June 1	28	28	42	2	Yes.	72	18, 22	19, 23	....	....
74	South Bend, Ind	Epworth Hospital	1894	Maggie Brennan	Oct. 26	0	9	5	2	Yes.	86	6	6	....	0
75	Cedar Rapids, Iowa	St. Luke's Hospital	1894	Beatrice B. Barter	.....	0	7	2	2	Yes	64	8	12	....	0
76	Clarinda, Iowa	Iowa Hospital for the Insane	1895	Jennie Scott	May 12	15	17	10	2	Yes.	200	16-20	20-24	....	....
77	Davenport, Iowa	St. Luke's Hospital	1897	L. E. Turner	Oct. 1	0	10	5	2	Yes.	104	5	5	....	....
78	Des Moines, Iowa	Cottage Hospital	1893	Estella Campbell	May 16	0	10	4	2	Yes.	72	7	10	....	0
79	Independence, Iowa	Hospital for the Insane	1889	Florence E. Brown	May 1	25	25	9	2	Yes.	120	14-20	18-22	....	....
80	Iowa City, Iowa	Homeopathic Hospital at Iowa State University.	1887	Adele P. Kimball	Sept. 14	1	36	2	3	Yes.	.....	8	8	10	....
81	.....do	Iowa State University Hospital	.....	Jennie S. Cottle	Mar. 29	....	7	0	3	Yes.	126	5	8	10	....
82	Mount Pleasant, Iowa	Iowa Hospital for the Insane	1896	.....	June —	11	16	14	2	Yes.	150	15-25	16-26	....	....
83	Kansas City, Kans	Bethany Hospital	1893	Mary P. King	Mar. 1	12	12	4	2	Yes.	.....	6	6	....	....
84	Topeka, Kans	Christ's Hospital	1892	Fannie G. McKibben	June 2	1	7	3	2	Yes.	.....	10	10	....	....
85	.....do	Jane C. Stormont Hospital *	1896	Mary E. Williams	.....	0	10	2	2	Yes.	.....	8	15	....	0
86	Wichita, Kans	Wichita Hospital	1896	Eva C. Culter	.....	....	10	4	2	Yes.	.....	4	4	....	100
87	Lexington, Ky	Protestant Infirmary	1890	Anna L. Brubaker	.....	1	13	4	2	Yes.	76	8	12	....	0
88	Louisville, Ky	Jennie Casseday Infirmary or Hospital for Women. *	1893	Ida Beckmann	.....	0	7	3	2	Yes.	42	10	10	....	....
89	.....do	John N. Norton Memorial Infirmary	1889	Nellie Gillette	{Apr. — Oct. —}	...	14	11	2	Yes.	75	0	0	....	0
90	.....do	Louisville City Hospital	1894	Anna M. Sweeney	June 1	0	20	6	2	Yes.	170	5	5	....	75
91	New Orleans, La	Charity Hospital Training School	1894	Adelaide Huyghe	Jan. 5	....	35	16	2	Yes.	80	8	12	....	0
92	.....do	Phyllis Wheatley Sanitarium	1896	Muna A. Keith	Nov. 16	....	6	....	2	Yes.	.....	4	8	....	....
93	.....do	Touro Infirmary	1896	Frances M. Quaife	Oct. 1	....	15	5	2	Yes.	.....	6	12	....	....
94	Bangor, Me	Eastern Maine General Hospital	1892	Ellen F. Paine	.....	0	7	2	2	Yes.	.....	8	12	....	....
95	Lewiston, Me	Central Maine General Hospital	1891	Mary Grace Hills	June 30	0	12	6	2	Yes.	.....	7-8	12	....	0
96	Portland, Me	Maine General Hospital	1885	Amelia L. Smith	June —	....	46	10	2	Yes	238	10	14	....	0
97	Baltimore, Md	Good Samaritan Hospital	1894	Mary E. Goode	May 16	....	10	0	3	Yes.	.....	.....	.....	....	0
98	.....do	Johns Hopkins Hospital	1889	Mary Adelaide Nutting	June 4	0	74	0	3	Yes.	100	0	0	0	0

* In 1896-97.

a No definite session.

b Male nurses, $15.

c For colored pupils.

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TABLE 12.—*Statistics of training schools for nurses, for the year 1897-98*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Session closes—	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupil.			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
99	Baltimore, Md	Maryland General Hospital	1892	Alvira B. Morgan	May 1	0	22	8	2	Yes	200	0	0	....	....
100	.....do	Maryland Homeopathic Hospital	1894	Minnie B. Galbraith	Apr. 14	0	15	5	2	Yes	300	0	....	....	....
101	.....do	Provident Hospital	1896	W. E. Harris	June 16	1	6	1	3	Yes	250	$4	$5	$5	0
102	.....do	St. Agnes Hospital	1896	M. D. McVan	July 1	0	6	0	3	Yes	50	5	5	5	$100
103	.....do	Union Protestant Infirmary	1889	J. E. Feeley	May 31	0	12	5	2	Yes	68	8	12	....	....
104	.....do	University of Maryland Hospital	1889	Elizabeth Fehrmann	May 15	0	30	4	3	Yes	80	5	5	5	....
105	Cumberland, Md	Western Maryland Hospital	1894	Mrs. F. S. Wilton	June 15	0	7	4	3	Yes	260	6	8	12	....
106	Beverly, Mass	Beverly Hospital	1893	S. J. Fisher	....	....	6	3	2	Yes	....	8	12	....	....
107	Boston, Mass	Boston Almshouse and Hospital, Long Island	1897	Mary A. Marris	....	....	27	0	2	Yes	100	10	12	....	....
108	.....do	Boston City Hospital	1878	Lucy L. Drown	(a)	0	124	54	2	Yes	....	7	10	....	....
109	.....do	Carney Hospital Training School	1892	Sister Mary Lucia	June 15	0	43	6	3	Yes	300	8	8	8	0
110	.....do	Children's Hospital	1890	....	June 1	0	24	....	3	Yes	303	0	0	0	0
111	.....do	Massachusetts General Hospital	1873	Maria B. Brown	....	0	77	27	2	Yes	119	10	14	....	0
112	.....do	Massachusetts Homeopathic Hospital	1876	Alice A. Griswold	....	0	32	20	3	Yes	100	6	8	14	....
113	.....do	New England Baptist Hospital	1895	Emma A. Anderson	(a)	0	8	1	2	Yes	150	6	10	....	0
114	.....do	New England Deaconess Home and Hospital	....	Nellie L. Hibbard	....	....	6	3	2	....	....	....	....	....	....
115	Boston (Roxbury), Mass.	New England Hospital for Women and Children.	1863	Clara D. Noyes	May —	....	22	4	2	Yes	98	8	12	....	0
116	Boston, Mass	St. Elizabeth's Hospital	1895	Susan M. Foley	June 15	....	27	4	3	Yes	160	8	8	10	....
117	.....do	Somerville Hospital	1893	Fanny C. Hartwell	June 30	....	20	12	2	Yes	120	9	12	....	....
118	.....do	Woman's Charity Club Hospital	1896	Margaret L. Weill	June 13	....	15	1	2	Yes	120	8	10	....	0
119	Brockton, Mass	Brockton Hospital	1897	Grace B. Beattie	June 30	....	6	0	2	Yes	130	10	12	....	....
120	Clinton, Mass	Clinton Hospital	1893	Ella Freeze	June —	0	13	6	2	Yes	144	7	12	....	0
121	Danvers, Mass	Danvers State Hospital	1888	Grace G. Pillsbury	June —	....	42	12	2	Yes	....	15-16	17-18	....	....
122	Everett, Mass	Whidden Memorial Hospital	1897	Alice M. Hodgson	....	....	6	0	2	Yes	100	8	12	....	....
123	Fall River, Mass	Fall River Hospital	1888	M. M. Brownrigg	(a)	0	10	3	2	Yes	175	10	10	....	0
124	.....do	Home Training School, Emergency Hospital	1894	Abbie A. Bliss	June —	....	27	12	2	Yes	260	8	8	....	....
125	Fitchburg, Mass	Burbank Hospital	1894	Cornelia L. Walker	June 20	0	12	2	2	Yes	142	6	10	....	....
126	Gloucester, Mass	Addison Gilbert Hospital	1897	Emma J. Gordon	....	0	7	0	2	Yes	156	9	12	....	0
127	Greenfield, Mass	Franklin County Hospital	1895	Annie C. Nedwill	July 1	0	12	5	2	Yes	140	7	7	....	....
128	Holyoke, Mass	Holyoke City Hospital	1893	Celemna E. Toner	(a)	0	16	8	2	Yes	.....	10	14	....	0

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129	Lawrence, Mass	General Hospital	1882	Florence Redwood	May 15	0	10	7	2	Yes	208	10	10	....	0
130	Lowell, Mass	Lowell General Hospital	1893	Helen M. Garratt	June 15	0	9	4	2	Yes.	125	7	10	....	....
131	....do	Lowell Hospital	1887	C. Burdett Whitford	May 1	0	9	7	2	Yes.	70	10	14	....	....
132	....do	St. John's Hospital	1893	Sister Camilla	....	3	18	13	3	Yes.	208	5	5	5	....
133	Lynn, Mass	Lynn Hospital	1883	Rose L. Brainerd	(a)	....	14	8	2	Yes.	64	9	12	....	....
134	Malden, Mass	Malden Hospital	1892	Jeanie E. Whitmore	....	....	16	6	2	Yes	312	8	12	....	....
135	Melrose, Mass	Melrose Hospital	1894	Lucy I. Des Brisay	June 8	0	14	8	2	Yes.	180	8	11	....	....
136	New Bedford, Mass	St. Luke's Hospital	1884	Jessie I. Howard	....	0	13	4	2	Yes	....	10	10	....	....
137	Newburyport, Mass.	Anna Jacques Hospital	1888	S. Anna L. Tirrell	....	0	6	3	2	Yes	109	9	12	....	0
138	Newton, Mass	Newton Hospital	1888	Annie McDowell	June—	0	28	12	3	Yes.	200	10	10	10	...
139	North Adams, Mass.	North Adams Hospital	1892	Maria L. Danick	May 25	....	15	6	2	Yes.	....	6	12	....	....
140	Pittsfield, Mass	Bishop Training School of Mercy Hospital	....	Anna G. Clement	Oct. 31	0	31	16	2	Yes.	300	8	12	....	0
141	Quincy, Mass	City Hospital	1890	Blanche M. Thayer	June 15	0	6	3	2	Yes.	125	8	12	....	0
142	Salem, Mass	Salem Hospital	1879	Martha P. Parker	June 30	1	12	7	2	Yes.	90	10	14	....	....
143	South Framingham, Mass.	Framingham Hospital *	1893	Annabel L. N. Stewart	....	0	25	6	2	Yes.	120	8	11	....	....
144	Springfield, Mass	Springfield Hospital	1892	Annie M. Reed	Dec. 6	0	23	6	2	Yes.	100	8	10	....	....
145	Taunton, Mass	Morton Hospital	1888	Ella Sears	(a)	....	6	4	2	Yes.	200	10	10	....	0
146	....do	Taunton Insane Hospital	1895	J. P. Brown	June 1	36	40	8	3	Yes.	102	14-25	.....	....	....
147	Waltham, Mass	Waltham Hospital	1885	Charlotte Macleod	{June— / Jan. —}	....	*40	10	3	Yes.	48	.....	6	8	0
148	Waverly, Mass	McLean Hospital	1882	Lucia E. Woodward	May 31	46	49	31	2	Yes.	125	12-20	15-23	....	0
149	Westboro, Mass	Westboro Hospital for the Insane	1888	Lottie Miller	June 5	12	37	16	2	Yes.	108	16-24	18-26	....	....
150	Worcester, Mass	Washburn Memorial Hospital	1889	Mary E. Silver	May 31	0	18	11	2	Yes.	78	10	14	....	0
151	....do	Worcester City Hospital	1883	Rachel A. Metcalfe	....	4	44	14	2	Yes	....	10	14	....	....
152	Ann Arbor, Mich	Homeopathic Hospital of the University of Michigan.	1895	Mrs. E. G. Fournier	(a)	0	6	2	2	Yes.	225	4	6	....	....
153	....do	Hospital of the University of Michigan	1891	Anna R. Harrison	(a)	....	16	6	2	Yes.	....	4	6	....	....
154	Battle Creek, Mich	Battle Creek Sanitarium *	1877	Abbie Winegar	May 1	44	36	40	....	Yes.	250	.....	0	....	....
155	Detroit, Mich	Emergency Hospital	1888	....	(a)	....	6	2	2	Yes.	....	.....	.....	....	....
156	....do	Farrand Training School of Harper Hospital	1874	Mrs. L. E. Gretter	June 1	0	45	34	3	Yes.	....	0	15	....	100
157	....do	Grace Hospital	1889	Margaret E. Fleming	{Jan. — / July —}	4	28	17	2	Yes.	100	.....	.....	....	100
158	....do	St. Mary's Hospital	1894	Clara B. Opfergilt	....	0	20	10	2	Yes.	100	6	.....	....	....
159	Grand Rapids, Mich	Butterworth Hospital	1891	Jessie M. Blair	....	....	19	15	2	Yes.	150	0	.....	....	....
160	....do	Union Benevolent Association Home and Hospital.	1884	Ida M. Barrett	May 17	0	32	18	2	Yes.	....	0	0	....	0
161	Kalamazoo, Mich	Michigan Asylum	1891	Wm. M. Edwards	Apr. 13	....	b68	18	2	Yes.	70	14-24	18-26	....	....
162	Lake Linden, Mich	Lake Superior General Hospital	1897	Margaret Peattie	Mar. 23	0	5	0	2	Yes.	144	0	0	....	0
163	Pontiac, Mich	Eastern Michigan Asylum	1890	....	June 30	18	28	22	3	Yes.	40	.....	.....	....	....
164	Saginaw, Mich	St. Mary's Hospital	1891	Sister Adelaide	July 1	3	11	0	2	Yes.	156	3	4	....	0
165	....do	Woman's Hospital	1890	L. Amganetta Thompson	....	....	7	3	2	Yes.	120	6	8	....	....
166	Duluth, Minn	St. Luke's Hospital	1889	Ada J. Taylor	....	....	12	7	2	Yes.	100	8	12	....	....
167	Fergus Falls, Minn	Fergus Falls State Hospital for the Insane	1894	....	May —	33	18	24	2	Yes.	....	10-20	14-23	....	....
168	Minneapolis, Minn	Asbury Methodist Hospital	1892	Charlotte E. Bushnell	Oct. —	1	25	11	3	Yes.	....	8	8	8	0
169	....do	City Hospital	1893	Anne E. Bolton	May 31	....	7	6	2	Yes.	148	8	8	....	....
170	....do	Norwegian Lutheran Deaconess Institute	1888	Sr. Ingeborg Spouland	Apr. 29	0	11	11	3	Yes.	....	.....	.....	....	....
171	....do	Northwestern Hospital	1883	Marion A. Mead	....	....	20	....	2	Yes.	156	6	14	....	....
172	....do	St. Barnabas Hospital	1894	Eleanor Weston	....	....	22	6	3	Yes.	80	5	5	5	75
173	Rochester, Minn	Rochester State Hospital (for the insane)	1889	Mary Gleason	June 5	22	29	18	2	Yes.	75	10-20	.....	....	....
174	St. Paul, Minn	City and County Hospital	1891	L. Pickhardt	July 1	0	25	10	2	Yes.	150	0	10	....	0

* In 1896-97.

a No definite session.

b Not classified by sex.

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TABLE 12.—*Statistics of training schools for nurses, for the year 1897-98*—Continued.

	Location	Name of school.	Year of first opening.	Superintendent.	Session closes—	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each day.	Monthly allowance to pupil.			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
175	St. Paul, Minn	St. Joseph's Hospital	1893	Sister Bernardine	.....	....	23	0	3	Yes.	200	$8	$8	$8	....
176	.....do	St. Luke's Hospital	1892	Helen G. Hill	June 1	....	30	9	2	Yes.	.....	0	5	....	....
177	St. Peter, Minn	St. Peter State Hospital	1889		May 1	25	40	....	2	Yes.	50	12-23	12-23	....	....
178	Winona, Minn	Winona General Hospital	1894	Elizabeth D. Davis	(a)	0	6	2	2	Yes.	180	0	0	....	$100
179	Kansas City, Mo	University Medical College Training School, All Saints' Hospital.	1895	Helena Roe	Mar. 1	....	12	6	2	Yes.	115	0	0	....	100
180	St. Joseph, Mo	St. Joseph's Hospital	1895	Sister Mary John	June 1	3	19	4	3	Yes.	.....	5-10	5-10	5-10	0
181	St. Louis, Mo	Missouri Baptist Sanitarium	1895	Franke Shouse	Apr. 5	....	25	10	2	Yes.	.....	6	8	....	....
182	.....do	Pius Hospital	1897	Sister Mary Evangelista	Aug. 1	....	20	....	3	Yes.	80	.....	.....	....	....
183	.....do	Protestant Hospital Training School	1889	Josephine B. Rice	Nov. 1	1	12	4	2	Yes.	160	8	10	....	....
184	.....do	Rebekah Hospital	1893	Mary I. Forbes	.....	0	7	3	2	Yes.	.....	8	10	....	0
185	.....do	St. Ann's Infant Asylum	1895		.....	0	10	10	3	Yes.	.....	.....	.....	....	....
186	.....do	St. Luke's Hospital	1889	Gertrude M. Gibson	(a)	....	27	5	2	Yes.	.....	.....	5	....	....
187	Claremont, N. H	Claremont Cottage Hospital	1895	Alice E. Russell	June 29	0	4	3	2	Yes.	102	8	10	....	....
188	Concord, N. H	Margaret Pillsbury General Hospital	1888	Ellen Smith	.....	1	7	2	2	Yes.	100	10	14	....	....
189	.....do	New Hampshire Asylum for the Insane	1888	Millie C. Godfrey	May 1	7	18	13	2	Yes.	200	15	18	....	....
190	Hanover, N. H	Mary Hitchcock Memorial Hospital	1893	Theresa G. Leach	May 31	0	15	4	2	Yes.	40	10	12	....	....
191	Keene, N. H	Elliott City Hospital	1892	Athel M. Charlton	.....	0	26	8	2	Yes.	176	7	10	....	....
192	Manchester, N. H	Elliott Hospital	1870	Mary E. Barr	May 15	0	11	....	2	Yes.	89	10	.....	....	0
193	.....do	Sacred Heart Hospital	1893	Sister Mary Ursula	.....	....	6	2	2	Yes.	.....	8	10	....	....
194	Portsmouth, N. H	Cottage Hospital	1891	Lizzie J. Woods	.....	....	8	6	2	Yes.	.....	10	14	....	....
195	Camden, N. J	Cooper Hospital	.....	R. Bourke	.....	....	*9	4	2	Yes.	200	9	12	....	0
196	Elizabeth, N. J	Alexian Brothers Hospital	1896	Conrad Schaider	Apr. 6	14	0	....	4	Yes.	48	0	0	0	....
197	.....do	Elizabeth General Hospital	1891	M. M. Goodrich	Oct. 1	0	24	0	2	Yes.	200	8	10	12	0
198	Englewood, N. J	Englewood Hospital	1896	Helen A. Lord	May 1	....	5	0	2	Yes.	50	6	8	....	....
199	Hackensack, N. J	Hackensack Hospital	1888	Emma F. Crum	June—	1	5	3	2	Yes.	100	5	10	....	....
200	Jersey City, N. J	Christ Hospital	1890	Katherine Johnston	.....	0	18	4	2	Yes.	90	6-8	10-12	....	0
201	Montclair, N. J	Mountainside Hospital	1894	L. B. Illick	Oct. 1	0	11	6	2	Yes.	200	10	12	....	0
202	Newark, N. J	City Hospital	1886	Clara Horrigan	June 30	0	22	11	2	Yes.	200	9	14	....	0
203	.....do	Essex County Hospital for the Insane	1886	Livingston J. Hinckley	May 15	7	12	8	2	Yes	120	14,20	17,24	....	....
204	.....do	Newark German Hospital	1892	Vina McDade	(a)	0	15	5	2	Yes.	150	5	5	....	100

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205	....do	St. Barnabas Hospital	1896	Annie E. Krichhoff			15	5	2	Yes.		9	11		
206	Orange, N. J	Memorial Hospital	1883	Fanny S. Smith	(a)	0	50	21	2	Yes.	160	2	7		75
207	Passaic, N. J	Passaic General Hospital	1897	Gertrude M. Healy	Oct. 30		8	0	2	Yes.		7	12		
208	Paterson, N. J	Paterson General Hospital	1883	Eugenia D. Ayers	May 24		24	8	2	Yes.	180	7	12		0
209	....do	St. Joseph's Hospital	1895	B. MacDonell		0	21	10	2	Yes.	250	5	5		0
210	Plainfield, N. J	Muhlenberg Hospital	1894	Louise Moss	May 30	0	9	2	2	Yes.	72	10	10		0
211	Trenton, N. J	City Hospital	1890	Eugénie Hibbard	May 10	0	10	5	3	Yes.		4	6	8	0
212	....do	Mercer Hospital	1895	Alice A. Gorman	May 31	0	8	4	2	Yes.	36	8	10		0
213	Albany, N. Y	Albany Hospital	1897	Emily J. MacDonnell	May 31		25	0	3	Yes.	64	7	7	7	
214	Auburn, N. Y	City Hospital	1880	Emma Grobert	May 15	0	9	5	2	Yes.	100	8	10		0
215	Binghamton, N. Y	....do	1896	Edith Weller	(a)	0	10	5	2	Yes.	40	8	8		0
216	....do	State Hospital (for the insane)	1888		May 20	29	34	24	2	Yes.	136	14,20	16,22		
217	Buffalo, N. Y	Buffalo Hospital of Sisters of Charity	1871	Sister Theresa	Oct. —		38	11	3	Yes.	218	5	5	5	
218	....do	Buffalo State Hospital (for the insane)	1884	A. W. Hurd	May —	30	43	20	2	Yes.	50	14–24	20–30		
219	....do	Children's Hospital	1892	Olivia Moore	June 1		9	3	2	Yes.	72	8	12		0
220	....do	Erie County Hospital	1894	Emma J. Keating		0	47	22	2	Yes.	230	10	15		0
221	....do	General Hospital	1877	E. Van A. Denike	June 1	0	40	16	2	Yes.	192	6	8		0
222	....do	Homeopathic Hospital	1887	Josephine Snetsinger	June—		20	12	2	Yes.	150				100
223	....do	Lexington Heights Hospital	1890	Annie L. Irons	Dec. 9	0	19	8	2	Yes.		5	5		0
224	....do	Providence Retreat (for the insane)	1893	Sister Mary Rose		4	4					8,12			
225	....do	Riverside Hospital	1892		Apr. 30	1	9	3	2	Yes.	150	0	0		
226	....do	Woman's Hospital	1892	Harriet D. Strock	June 1		9	3	2	Yes.	100	8	12		
227	Cortland, N. Y	Cortland Hospital	1891	Helen M. Waters	Sept. 30		6	2	2	Yes.	150	8	12		0
228	Elmira, N. Y	Arnot-Ogden Hospital	1889	Grace R. D. Kinney	June —		11	5	2	Yes.	152	9	12		
229	Gloversville, N. Y	Nathan Littauer Hospital	1895	Ida M. Root	June 30	0	6	2	2	Yes.		6	10		
230	Jamestown, N. Y	Training School of the Women's Christian Association.	1890	Christina Hall	May 20		6	1	2	Yes.	130	6–8	10		0
231	Kingston, N. Y	City Hospital	1894	Emma J. B. Voris			7	2	2	Yes.		8	10		
232	Middletown, N. Y	Middletown State Homeopathic Hospital (for the insane).	1888		Mar. 28	7	8		2	Yes.	25	20,25	21,26		
233	....do	Thrall Hospital	1894	Alice B. Cooke	Mar. 7		9	4	2	Yes.		8	12		
234	Newburg, N. Y	St. Luke's Home and Hospital	1893	C. E. M. Somerville		0	8	3	2	Yes.	120	6	8		
235	New York (Brooklyn), N. Y.	Brooklyn Hospital	1881	M. Isabel Merritt		0	40		3	Yes.	95	7	7	8	
236	....do	Brooklyn Maternity	1871	Sarah A. Allen	Nov. 15	0	23	19	2	Yes.			14		
237	....do	Homeopathic Hospital	1878	Anna L. Alline	Oct. 1		33	9	3	Yes.	80	7	7	12	
238	....do	Kings County Hospital		Martha O'Neil	June 15	0	35	0	2	Yes.	280	8	12		0
239	....do	Long Island College Hospital	1882	Ida L. Sutliffe		0	57	18	3	Yes.		9	12	15	0
240	....do	Long Island State Hospital	1896	Mrs. M. A. Johnson	May 27	13	31	23	2	Yes.	100	14–20	16–22		
241	....do	Memorial Hospital for Women and Children	1891	Bertha M. Smith	June 1	0	21	9	2	Yes.	80	8	12		0
242	....do	Methodist Episcopal Hospital	1888	Carlie G. Patterson	Apr 15	0	40	19	3	Yes.	160	0	0	0	0
243	....do	St. John's Hospital*	1896	Grace C. Barnhardt		0	25	0	3	Yes.	185	5	5		
244	....do	St. Mary's General Hospital	1889	Marcella Doyle	May 15		40	18	3	Yes.	128		8	8	0
245	New York (Flushing), N. Y.	Flushing Hospital	1892	Mrs. A. M. Fleutze		0	17	6	2	Yes		7	12		0
246	New York (New Brighton), N. Y.	Smith Infirmary		Alice I. Twitchell	Mar. 1		25	11	2	Yes.	90	9	10	12	0
247	New York, N. Y	Bellevue Hospital	1873	Agnes S. Brennan	(a)		75	29	2	Yes.		7	12		
248	....do	Beth Israel Hospital	1896		June 1	2	4	0	2	No		10,12	12,15		0
249	....do	German Hospital	1892	Elfrida Rexroth	(a)	35	35	17	2	Yes	40	5	5		
250	....do	Hahnemann Hospital	1894	Elizabeth C. Telford	Oct. 1		30	17	2	Yes.		7	12		

* In 1896-97.

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TABLE 12.—*Statistics of training schools for nurses, for the year 1897-98*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Session closes—	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupil.			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
251	New York, N. Y.	Lebanon Hospital	1893	K. A. Hill	{May — Nov. —	2	17	11	2	Yes.	250	$8	$10	....	0
252	.....do	Mills Training School for Male Nurses, Bellevue Hospital.	1888	Ada J. Willard	Apr. —	72	0	28	2	Yes.	106	10	12	....	....
253	.....do	Mount Sinai Hospital	1881	Mrs. M. F. Dean	May 2	....	65	21	2	Yes.	250	7	12	....	....
254	.....do	New York City Training School (City Hospital, etc.).	1875	Diana C. Kimber	June 1	25	67	39	2	Yes.	200	10	15	....	0
255	.....do	New York Hospital	1877	Irene H. Sutcliffe	(a)	0	68	15	3	Yes.	312	10	13	$16	0
256	.....do	New York Infirmary for Women and Children.	1896	Anne A. Hintze	.....	....	22	4	2	Yes.	200	6	8	8	....
257	.....do	Presbyterian Hospital	1892	Anna C. Maxwell	May 15	0	52	19	2	Yes.	75	9	11	....	0
258	.....do	Roosevelt Hospital	1896	Mary A. Samuel	.....	0	35	11	3	Yes.	....	7	7	7	0
259	.....do	St. Andrew's Infirmary for Women	1890	Sarah M. Hueston	July 1	0	10	3	2	Yes	225	10	10	....	....
260	.....do	St. Ann's Maternity	1897	(a)	....	....	6	6	1	Yes.	....	10	....	....	....
261	.....do	St. Luke's Hospital	1888	Lilly W. Quintard	(a)	0	62	6	3	Yes.	....	10	10	10	0
262	.....do	St. Mark's Hospital	1894	Anna M. Troll	{May — Oct. —	....	30	7	2	Yes.	96	5	5	....	$100
263	.....do	St. Vincent's Hospital	1892	Katharine A. Sanborn	June 30	....	37	19	2	Yes	....	....	....	....	....
264	Ogdensburg, N. Y.	St. Lawrence State Hospital	1890	William Mabon	May 1	12	28	33	2	Yes.	80	14,20	16,22	....	....
265	Poughkeepsie, N. Y.	Hudson River State Hospital (for the insane)	1884	.....	May 15	5	19	13	2	Yes.	200	14–22	16–24	....	....
266	Rochester, N. Y.	Hahnemann Hospital	1890	Nettie A. Romans	June 20	1	10	6	2	Yes.	216	5	5	....	0
267	.....do	Rochester City Hospital	1881	Sophia F. Palmer	(a)	....	35	19	2	Yes.	....	10	12	....	....
268	.....do	Rochester Homeopathic Hospital	1889	Eva Allerton	.....	....	32	9	3	Yes	124	9	11	12	....
269	.....do	Rochester State Hospital	1890	.....	Oct. 1	4	12	16	2	Yes.	84	20–23	14–17	....	....
270	.....do	St. Mary's Hospital	1892	Dr. Turner	June 1	0	40	15	3	Yes	156	5	5	5	0
271	Syracuse, N. Y.	House of the Good Shepherd	.....	.....do	.....	0	23	6	3	Yes	128	8	9	10	0
272	.....do	St. Joseph's Hospital	1898	Amy A. Higgins	Dec. 4	....	12	....	2	Yes	159	5	7	....	....
273	.....do	Women and Children's Hospital	1887	Laura A. Slee	May 1	....	24	9	2	Yes.	200	8	12	....	....
274	Troy, N. Y.	Troy Hospital	1894	Sr. Gabrielle	June 15	....	17	4	3	Yes.	283	5	5	5	....
275	Utica, N. Y.	Faxton Hospital	1891	Katharine Newman	June —	....	15	0	3	Yes.	200	8	12	14	....
276	.....do	St. Luke's Hospital	1886	Harriet A. Sutherland	Oct. 18	0	15	2	3	Yes.	180	10	10	10	....

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277	....do	Utica State Hospital	1892	Amy Sterling	May 19	11	20	6	2	Yes.	70	14-21	16-23	....	....
278	Yonkers, N. Y.	St. John's Riverside Hospital	1894	Mary D. Burnham	June 24	0	18	5	2	Yes.	....	8	12	....	0
279	....do	St. Joseph's Hospital	1896	M. Lucina Kearney	....	....	15	6	2	Yes.	54	4	4	....	....
280	Morganton, N. C	State Hospital	1896	Susan E. Pitts	(a)	4	25	0	2	Yes	72	10,15	12,15	....	....
281	Canton, Ohio	Aultman Hospital	1893	Alice M. Montgomery	June—	0	10	5	2	Yes	152	6	10	....	....
282	Cincinnati, Ohio	Cincinnati Hospital	1893	Olive Fisher	(a)	....	60	....	2	Yes.	300	7	9	....	....
283	....do	Elizabeth Gamble Deaconess Home and Christ Hospital.	1888	Mabel Finney	June 30	....	15	....	2	Yes.	....	0	8	....	....
284	....do	Good Samaritan Hospital	1896	Sr. Sebastian	{June— Nov.—	2	12	9	2	Yes.	....	7	7	....	....
285	....do	Jewish Hospital	1891	Mary H. H. Greenwood	June 1	....	9	4	2	Yes.	148	6	10	....	....
286	....do	Ohio Hospital for Women and Children	....	F. Irene Hunt	....	....	4	....	2	Yes.	52	2	3	....	....
287	....do	Trinidad Hospital	1888	Lillie A. Prage	(a)	2	10	2	2	Yes.	....	....	....	....	....
288	Cleveland, Ohio	Cleveland City Hospital	1897	Caroline Kirkpatrick	Sept. 1	0	10	10	2	Yes.	125	10	10	....	0
289	....do	General Hospital	1894	E. M. Smythe	Apr. 15	....	26	15	2	Yes.	....	0	0	0	0
290	....do	Homeopathic Hospital	1887	W. H. Webber	Apr. 7	0	25	12	2	Yes.	....	6	10	....	0
291	....do	Lakeside Hospital	1898	M. Helena McMillan	June—	0	11	0	3	Yes.	85	0	0	0	0
292	....do	State Hospital (for the insane)	1891	Henry C. Eyman	Apr. 19	21	18	17	2	Yes.	40	16-25	17-27	....	....
293	Columbus, Ohio	Protestant Hospital	1892	S. A. Ballon	July 1	....	19	10	2	Yes.	270	6	8	....	....
294	Toledo, Ohio	St. Vincent's Hospital	1896	Sr. Josephine Tasse	June—	0	15	6	2	Yes.	200	0	0	....	....
295	....do	Toledo Hospital	1893	Mable Morrison	May 15	3	30	10	2	Yes.	80	0	0	....	....
296	Youngstown, Ohio	Youngstown City Hospital	1897	....	June 30	....	12	0	2	Yes.	84	9	12	....	....
297	Zanesville, Ohio	City Hospital	1893	Caroline B. Hall	....	0	5	5	2	Yes.	....	5	8	....	....
298	Portland, Oreg	Good Samaritan Hospital	1891	Emily L. Loveridge	....	0	23	7	2	Yes.	234	7	12	....	....
299	....do	Homeopathic Hospital	1896	M. R. Banks	Apr. 26	0	16	8	2	Yes.	....	7	9	....	....
300	....do	St. Vincent Hospital	1892	....	....	0	22	5	2	Yes.	....	....	....	....	....
301	Allegheny, Pa	Allegheny General Hospital	1886	Alice E. Pierson	....	0	36	19	2	Yes.	....	6	12	....	....
302	....do	Presbyterian Hospital	1895	Margaret Strathie	June 3	....	6	6	3	Yes.	48	7	8	10	....
303	Bradford, Pa	Bradford Hospital	1897	Alice M. Badger	....	0	7	5	2	Yes.	30	8	10	0	....
304	Carbondale, Pa	Carbondale Hospital*	1894	Katherine C. Desmond	....	1	6	3	2	Yes.	72	6	8	....	....
305	Chester, Pa	Chester Hospital	1893	Lizzie D. Magee	June 15	0	10	3	2	Yes.	103	7	10	....	....
306	Danville, Pa	State Hospital for the Insane	1889	....	June 1	11	16	16	2	Yes.	152	16-30	....	....	....
307	Fountain Springs, Pa.	State Hospital for Injured Persons in Anthracite Coal Regions.	1895	J. C. Biddle	Dec. —	0	7	7	2	Yes.	175	7	12	....	....
308	Greensburg, Pa	Westmoreland Hospital	1896	Isabel M. Woodburn	May 31	0	10	6	2	Yes.	148	5	9	....	....
309	Hazleton, Pa	State Hospital	1893	Annie M. Shiels	....	0	6	4	1	Yes.	....	8	....	....	....
310	Johnstown, Pa	Conemaugh Valley Memorial Hospital	1896	Louisa P. Sims	June 1	0	8	4	2	Yes.	100	8	12	....	....
311	McKeesport, Pa	McKeesport Hospital	1894	Mary E. Kelso	Oct. 1	0	11	4	2	Yes.	132	5	9	....	....
312	Meadville, Pa	City Hospital	1887	Ada B. Shaw	June 31	0	8	3	2	Yes.	75	6	8	....	....
313	Norristown, Pa	Charity Hospital	1892	Pena Schneider	Apr. 29	....	8	5	2	Yes.	50	4	10	....	....
314	Oil City, Pa	Oil City Hospital	1894	Anna M. Macpherson	June 30	0	12	3	2	Yes.	200	5	10	....	....
315	Philadelphia, Pa	Children's Homeopathic Hospital	1896	Anna J. Thomas	June 9	0	12	4	2	Yes.	100	7	10	....	....
316	....do	Children's Hospital	1895	F. V. Ludekens	May 1	....	25	10	2	Yes.	150	9	9	....	....
317	....do	Frederick Douglass Memorial Hospital	1895	Hattie E. Mosely	May 24	....	5	1	2	Yes.	....	....	....	....	....
318	....do	Friends' Asylum for the Insane	1894	S. Elizabeth Winter	June 15	1	30	10	2	Yes.	72	16	20	....	....
319	....do	Germantown Hospital	1892	M. Vaughan	Apr. 1	0	16	5	3	Yes.	312	8	9	10	0
320	....do	Gynecean Hospital	1889	Mary A. Knabb	....	0	9	3	2	....	....	10	10	....	0
321	....do	Hahnemann Hospital	1890	Alice Brownlee	May 1	0	42	21	3	Yes.	86	7	10	10	0
322	....do	Howard Hospital	1893	Maud W. Boyd	May 30	....	10	6	2	Yes.	110	5	8	....	....
323	....do	Jefferson Medical College Hospital	1892	Susan C. Earle	May 1	0	40	7	3	Yes.	200	6	7	8	0
324	....do	Jewish Hospital	1882	Elizabeth Hanson	June 30	....	13	3	2	Yes.	144	8-10	12	....	....

* In 1896-97.

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TABLE 12.—*Statistics of training schools for nurses, for the year 1897-98*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Session closes—	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupil.			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
251	New York, N. Y.	Lebanon Hospital	1893	K. A. Hill	{May — {Nov. —	2	17	11	2	Yes.	250	$8	$10	....	0
252	do	Mills Training School for Male Nurses, Bellevue Hospital.	1888	Ada J. Willard	Apr. —	72	0	28	2	Yes.	106	10	12	....	....
253	do	Mount Sinai Hospital	1881	Mrs. M. F. Dean	May 2	....	65	21	2	Yes.	250	7	12	....	....
254	do	New York City Training School (City Hospital, etc.).	1875	Diana C. Kimber	June 1	25	67	39	2	Yes.	200	10	15	....	0
255	do	New York Hospital	1877	Irene H. Sutcliffe	(a)	0	68	15	3	Yes.	312	10	13	$16	0
256	do	New York Infirmary for Women and Children.	1896	Anne A. Hintze	....	....	22	4	2½	Yes.	200	6	8	8	....
257	do	Presbyterian Hospital	1892	Anna C. Maxwell	May 15	0	52	19	2	Yes.	75	9	11	....	0
258	do	Roosevelt Hospital	1896	Mary A. Samuel	....	0	35	11	3	Yes.	....	7	7	7	0
259	do	St. Andrew's Infirmary for Women	1890	Sarah M. Hueston	July 1	0	10	3	2	Yes	225	10	10	....	....
260	do	St. Ann's Maternity	1897	Mrs. I. Camm	(a)	....	6	6	1	Yes.	....	10	....	....	....
261	do	St. Luke's Hospital	1888	Lilly W. Quintard	(a)	0	62	6	3	Yes.	....	10	10	10	0
262	do	St. Mark's Hospital	1894	Anna M. Troll	{May — {Oct. —	....	30	7	2	Yes.	96	5	5	....	$100
263	do	St. Vincent's Hospital	1892	Katharine A. Sanborn	June 30	....	37	19	2	Yes	....	....	....	....	....
264	Ogdensburg, N. Y.	St. Lawrence State Hospital	1890	William Mabon	May 1	12	28	23	2	Yes.	80	14, 20	16, 22	....	....
265	Poughkeepsie, N. Y.	Hudson River State Hospital (for the insane)	1884	....	May 15	5	19	13	2	Yes.	200	14 22	16 24	....	....
266	Rochester, N. Y.	Hahnemann Hospital	1890	Nettie A. Romans	June 20	1	10	6	2	Yes.	216	5	5	....	0
267	do	Rochester City Hospital	1881	Sophia F. Palmer	(a)	....	35	13	2	Yes.	....	10	12	....	....
268	do	Rochester Homeopathic Hospital	1889	Eva Allerton	....	....	32	9	3	Yes	124	9	11	12	....
269	do	Rochester State Hospital	1890	....	Oct. 1	4	12	16	2	Yes.	84	20-23	14-17	....	....
270	do	St. Mary's Hospital	1892	Dr. Turner	June 1	0	40	15	3	Yes.	156	5	5	5	0
271	Syracuse, N. Y.	House of the Good Shepherd	....	....	do	0	23	6	3	Yes.	128	8	9	10	0
272	do	St. Joseph's Hospital	1898	Amy A. Higgins	Dec. 4	....	12	....	2	Yes.	150	5	7	....	....
273	do	Women and Children's Hospital	1887	Laura A. Slee	May 1	....	24	9	2	Yes.	200	8	12	....	....
274	Troy, N. Y.	Troy Hospital	1894	Sr. Gabrielle	June 15	....	17	4	3	Yes	283	5	5	5	....
275	Utica, N. Y.	Faxton Hospital	1891	Katharine Newman	June —	....	15	0	3	Yes.	200	8	12	14	....
276	do	St. Luke's Hospital	1896	Harriet A. Sutherland	Oct. 18	0	15	2	3	Yes.	180	10	10	10	....

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277	do	Utica State Hospital	1892	Amy Sterling	May 19	11	20	6	2	Yes	70	14-21	16-23		
278	Yonkers, N. Y.	St. John's Riverside Hospital	1894	Mary D. Burnham	June 24	0	18	5	2	Yes		8	12		0
279	do	St. Joseph's Hospital	1896	M. Lucina Kearney			15	6	2	Yes	54	4	4		
280	Morganton, N. C	State Hospital	1896	Susan E. Pitts	(a)	4	25	0	2	Yes	72	10, 15	12, 15		
281	Canton, Ohio	Aultman Hospital	1893	Alice M. Montgomery	June—	0	10	5	2	Yes	192	6	10		
282	Cincinnati, Ohio	Cincinnati Hospital	1893	Olive Fisher	(a)		60		2	Yes	300	7	9		
283	do	Elizabeth Gamble Deaconess Home and Christ Hospital.	1888	Mabel Finney	June 30		15		2	Yes		0	8		
284	do	Good Samaritan Hospital	1896	Sr. Sebastian	June— Nov.—	2	12	9	2	Yes		7	7		
285	do	Jewish Hospital	1891	Mary H. H. Greenwood	June 1		9	4	2	Yes	148	6	10		
286	do	Ohio Hospital for Women and Children		F. Irene Hunt			4		2	Yes	52	2	2		
287	do	Trinidad Hospital	1888	Lillie A. Prage	(a)	2	10	2	2	Yes					
288	Cleveland, Ohio	Cleveland City Hospital	1897	Caroline Kirkpatrick	Sept. 1	0	10	10	2	Yes	125	10	10		0
289	do	General Hospital	1894	E. M. Smythe	Apr. 15		26	15	2	Yes		0	0	0	0
290	do	Homeopathic Hospital	1887	W. H. Webber	Apr. 7	0	25	12	2	Yes		6	10		0
291	do	Lakeside Hospital	1898	M. Helena McMillan	June—	0	11	0	3	Yes	85	0	0	0	0
292	do	State Hospital (for the insane)	1891	Henry C. Eyman	Apr. 19	21	18	17	2	Yes	40	16-25	17-27		
293	Columbus, Ohio	Protestant Hospital	1892	S. A. Ballon	July 1		19	10	2	Yes	270	6	8		
294	Toledo, Ohio	St. Vincent's Hospital	1896	Sr. Josephine Tasse	June—	0	15	6	2	Yes	200	0	0		
295	do	Toledo Hospital	1893	Mable Morrison	May 15	3	30	10	2	Yes	80	0	0		
296	Youngstown, Ohio	Youngstown City Hospital	1897		June 30		12	0	2	Yes	84	9	12		
297	Zanesville, Ohio	City Hospital	1893	Caroline B. Hall		0	5	5	2	Yes		5	8		
298	Portland, Oreg	Good Samaritan Hospital	1891	Emily L. Loveridge		0	33	7	2½	Yes	234	7	12		
299	do	Homeopathic Hospital	1896	M. R. Banks	Apr. 26	0	16	8	2	Yes		7	9		
300	do	St. Vincent Hospital	1892			0	22	5	2½	Yes					
301	Allegheny, Pa	Allegheny General Hospital	1886	Alice E. Pierson		0	36	19	2	Yes		6	12		
302	do	Presbyterian Hospital	1896	Margaret Strathie	June 3		6	6	3	Yes	48	7	8	10	
303	Bradford, Pa	Bradford Hospital	1897	Alice M. Badger		0	7	5	2	Yes	30	8	10	0	
304	Carboudale, Pa	Carbondale Hospital*	1894	Katherine C. Desmond		1	6	3	2	Yes	72	6	8		
305	Chester, Pa	Chester Hospital	1893	Lizzie D. Magee	June 15	0	10	3	2	Yes	103	5	10		
306	Danville, Pa	State Hospital for the Insane	1889		June 1	11	16	16	2	Yes	152	16-30			
307	Fountain Springs, Pa.	State Hospital for Injured Persons in Anthracite Coal Regions.	1895	J. C. Biddle	Dec. —	0	7	7	2	Yes	175	7	12		
308	Greensburg, Pa	Westmoreland Hospital	1896	Isabel M. Woodburn	May 31	0	10	6	2	Yes	148	5	9		
309	Hazleton, Pa	State Hospital	1893	Annie M. Shiels		0	6	4	1	Yes		8			
310	Johnstown, Pa	Conemaugh Valley Memorial Hospital	1896	Louisa P. Sims	June 1	0	8	4	2	Yes	100	8	12		
311	McKeesport, Pa	McKeesport Hospital	1894	Mary E. Kelso	Oct. 1	0	11	4	2	Yes	132	5	9		
312	Meadville, Pa	City Hospital	1887	Ada B. Shaw	June 31	0	8	3	2	Yes	75	6	8		
313	Norristown, Pa	Charity Hospital	1892	Pena Schneider	Apr. 29		8	5	2	Yes	50	4	10		
314	Oil City, Pa	Oil City Hospital	1894	Anna M. Macpherson	June 30	0	12	3	2½	Yes	200	5	10		
315	Philadelphia, Pa	Children's Homeopathic Hospital	1896	Anna J. Thomas	June 9	0	12	4	2	Yes	100	7	10		
316	do	Children's Hospital	1895	F. V. Ludekens	May 1		25	10	2	Yes	150	9	9		
317	do	Frederick Douglass Memorial Hospital	1895	Hattie E. Mosely	May 24		5	1	2	Yes					
318	do	Friends' Asylum for the Insane	1894	S. Elizabeth Winter	June 15	1	30	10	2	Yes	72	16	20		
319	do	Germantown Hospital	1892	M. Vaughan	Apr. 1	0	16	5	3	Yes	312	8	9	10	0
320	do	Gynecean Hospital	1889	Mary A. Knabb		0	9	3	2			10	10		0
321	do	Hahnemann Hospital	1890	Alice Brownlee	May 1	0	42	21	3	Yes	80	7	10	10	0
322	do	Howard Hospital	1893	Maud W. Boyd	May 30		10	6	2	Yes	110	5	8		
323	do	Jefferson Medical College Hospital	1892	Susan C. Earle	May 1	0	40	7	3	Yes	200	6	7	8	0
324	do	Jewish Hospital	1882	Elizabeth Hanson	June 30		13	3	2	Yes	144	8-10	12		

* In 1896-97.

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TABLE 13.—*Statistics of training schools for nurses, for the year 1897-98*—Continued.

	Location.	Name of school.	Year of first opening.	Superintendent.	Session closes—	Pupils.			Years in the course.	Do you have a course of lectures and recitations?	Number of hours of such instruction each year.	Monthly allowance to pupil.			Honorarium at graduation.
						Male.	Female.	Graduating.				First year.	Second year.	Third year.	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
325	Philadelphia, Pa	Jewish Maternity Home	1894	Sarah Vasen	May 15	0	7	3	1	Yes	100	$5	.....	....	0
326	....do	Kensington Hospital for Women	1889	Margaret J. Maloney	.....	0	14	7	1	Yes.	75	6	.....	....	0
327	....do	Medico-Chirurgical Hospital	1890	Katharine A. Taylor	May 31	1	33	7	3	Yes.	158	0	0	0	0
328	....do	Methodist Episcopal Hospital	1892	Alice M. Seabrook	May 26	....	25	5	3	Yes	275	6	$8	$5	....
329	....do	Orthopædic Hospital and Infirmary for Nervous Diseases.	1889	M. B. Swain	.....	1	18	8	2	Yes.	250	6	6	....	....
330	....do	Pennsylvania Hospital	1876	Lucy Walker	.....	....	60	12	3	Yes.	.....	10	12	14	0
331	....do	Philadelphia Hospital	1885	Marion E. Smith	.....	0	110	42	3	Yes.	120	9	9	9	0
332	....do	Philadelphia Lying-in Charity and Nurse School.	.....	Jennie M. Shaw	.....	....	24	....	1	Yes.	100	5	.....	....	....
333	....do	Polyclinic Hospital	1892	Maud Banfield	May 31	0	21	4	3	Yes.	.....	5	5	12	0
334	....do	Presbyterian Hospital	1889	Caroline I. Milne	.....	....	40	7	3	Yes.	.....	7	9	12	$50
335	....do	Protestant Episcopal Hospital	1888	Mary S. Littlefield	June —	....	50	19	3	Yes.	120	8	10	12	....
336	....do	St. Agnes Hospital	1890	Sr. Mary Maura	May 31	1	27	11	3	Yes.	160	.....	.....	....	....
337	....do	St. Joseph's Hospital	1894	Sr. Angeline Davis	June 2	0	38	17	3	Yes.	.....	5	5	5	....
338	....do	Samaritan Hospital	1892	Katharine Brown	May 1	0	11	5	2	Yes.	128	5	5	....	....
339	....do	University Hospital	1887	Linda Richards	.....	....	55	15	3	Yes.	72	8	10	18	....
340	....do	West Philadelphia Hospital for Women	1890	Emily A. Rogers	June 10	0	15	4	2	Yes.	58	5	10	....	....
341	....do	Woman's Hospital	.....	Ella B. Everitt	May 10	....	96	30	3	Yes.	72	4	10	10	50
342	....do	Woman's Southern Homeopathic Hospital	1897	Mary Alice Puice	Oct. 27	....	6	2	1	Yes.	.....	5	.....	....	....
343	Pittsburg, Pa	Homeopathic Hospital	1885	Ida F. Giles	Mar. 31	0	30	12	2	Yes.	.....	8	12	....	0
344	....do	South Side Hospital	.....	Mary J. Wier	.....	1	10	7	2	Yes.	.....	8	8	....	....
345	....do	Western Pennsylvania Hospital	1892	Emma Church	Apr. 12	12	34	21	3	Yes.	.....	6	8	10	10
346	Reading, Pa	Reading Hospital	1891	Louise Brakemeier	June 30	0	15	8	2	Yes.	176	3	5	....	....
347	Scranton, Pa	Hahnemann Hospital	1897	Minnie Yardley	Nov. 1	0	10	0	2	Yes.	45	5	.....	....	0
348	....do	Lackawanna Hospital	1893	Elin K. Kraemer	June 10	....	14	5	2	Yes.	90	5	8	....	0
349	....do	Moses Taylor Hospital	1893	Agnes S. Gladding	June 30	0	13	5	2	Yes.	156	5	8	....	0
350	South Bethlehem, Pa	St. Luke's Hospital	1895	Victoria White	Mar. 20	0	14	5	2	Yes	200	0	0	....	....
351	West Chester, Pa	Chester County Hospital	1893	Julie King	June 1	0	12	8	2	Yes.	80	8	10	....	0
352	Wilkesbarre, Pa	City Hospital	1888	Roberta M. West	June 15	0	27	10	2	Yes.	130	0	0	....	0
353	Williamsport, Pa	Williamsport Hospital	1893	Virginia Loomis	May 26	0	18	8	2	Yes.	174	10	12	....	0

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354	Newport, R. I	Newport Hospital	.....	Lucy V. Pickett	Apr. — Oct. —	0	18	8	2½	Yes.	.....	8	10	10	0
355	Providence, R. I	Homeopathic Hospital	1892	Jennie L. Bassett	.....	0	22	7	2	Yes	100	8	10	.....	.....
356	.....do	Providence Lying-in Hospital	1888	Elizabeth R. Smillie	May 31	0	14	9	1½	Yes	90	8	10	.....	0
357	.....do	Rhode Island Hospital	1882	Emma L. Stowe	June 1	8	47	20	3	Yes.	225	8-20	10-22	12-25	.....
358	Charleston, S. C	City Hospital	1895	Lelia V. Jones	.....	.....	14	6	2	Yes.	.....	7	10	.....	0
359	Columbia, S. C	State Hospital (for the insane)	1892	Fannie Irwin	July 1	20	26	14	2	Yes.	80	10, 15	12, 17	.....	.....
360	Memphis, Tenn	City Hospital	.....	Mrs. L. A. Warner	.....	0	9	.....	2	Yes.	.....	10	10	.....	.....
361	.....do	Sanitarium for Women	1889	Anna G. Atkinson	July 15	.....	7	6	3	Yes.	40	10	10	10	.....
362	Nashville, Tenn	City Hospital	1888	H. Van Erson	.....	.....	8	6	2	No.	15	15	.....	.....	.....
363	Galveston, Tex	John Sealy Hospital	1890	Anna Kindbom	May 15	0	18	6	2	Yes.	75	7	7	.....	.....
364	Salt Lake City, Utah	St. Mark's Hospital	1894	Maria Mitchell	June 1	0	8	4	3	Yes.	.....	6	10	12	.....
365	Alexandria, Va	Alexandria Infirmary	1894	Marjorie Adamson	.....	.....	4	2	2	Yes.	.....	6	8	.....	.....
366	Hampton, Va	Hampton Training School, Dixie Hospital	1892	Sarah S. Comache	.....	1	13	5	2	Yes.	200	4	4	.....	.....
367	Marion, Va	Southwestern State Hospital for Insane	1895	.....	.....	6	8	5	2	Yes.	64	15	16	.....	.....
368	Norfolk, Va	St. Vincent's Hospital	1894	Sr. M. Regis	Dec. —	.....	16	4	2	Yes.	250	5	5	.....	.....
369	Petersburg, Va	Home for the Sick	1895	L. Nevins Ions	June 15	0	7	3	2	Yes.	154	9	9	.....	0
370	Richmond, Va	Old Dominion Hospital	1895	S. H. Cabanis	June 12	.....	18	4	2	Yes.	138	0	0	.....	.....
371	.....do	St. Luke's Hospital	1887	Rosa Anderson	July 15	.....	15	6	2	Yes.	80	9	9	.....	.....
372	Tacoma, Wash	Fannie C. Paddock Memorial Hospital	1895	Charles McCutcheon	.....	.....	8	4	2	Yes.	48	5	10	.....	.....
373	Wheeling, W. Va	City Hospital	1891	Mrs. J. E. Johnson	.....	0	10	5	2	Yes.	52	8	10	.....	0
374	Milwaukee, Wis	Trinity Hospital	1885	N. Elizabeth Casey	June 22	2	14	15	2	Yes.	140	0	.....	.....	100
375	.....do	Wisconsin Training School for Nurses	1888	Henrietta V. Randall	June 30	.....	42	24	2	Yes.	110	.....	.....	.....	.....
376	Wausau, Wis	Riverside Hospital	1895	Clara Dunn	.....	0	7	3	2	Yes.	150	.....	.....	.....	100
377	Wauwatosa, Wis	Milwaukee County Hospital	1896	Mrs. E. C. Johnson	Oct. —	0	18	5	2	Yes.	300	8	10	.....	0
		POSTGRADUATE AND SPECIAL (*not included in summary*).													
									Mos.						
378	Washington, D. C	Central Dispensary and Emergency Hospital	1894	Eva Simonton	(*a*)	0	16	16	3	No	.....	5	.....	.....	.....
379	Boston, Mass	Boston Lying-in Hospital	1888	Mrs. E. J. A. Higgins	(*a*)	0	20	20	6	Yes.	.....	12	.....	.....	.....
380	.....do	Infant's Hospital	1895	Caroline W. Cayford	.....	0	12	12	4	Yes.	52	.....	.....	.....	35
381	.....do	Massachusetts Charitable Eye and Ear Infirmary.	1895	Mary Cronahan	.....	0	22	17	4	Yes.	.....	15	.....	.....	0
382	Brookline, Mass	Free Hospital for Women	1895	H. J. Ervin	July 1	0	10	.....	9	Yes.	45	6	.....	.....	.....
383	New York, N. Y	Babies' Hospital	1890	Marianna Wheeler	(*a*)	.....	23	23	6	No	.....	5	.....	.....	.....
384	.....do	New York Cancer Hospital	1893	Isabel Richmond	(*a*)	.....	30	30	6	Yes	.....	10	.....	.....	.....
385	.....do	New York Polyclinic Medical School and Hospital.	1897	Agnes D. Carson	May 1	.....	15	11	7	Yes.	.....	12	.....	.....	0
386	.....do	Old Marion Street Maternity Hospital	.....	Miss Carey	.....	.....	20	20	3	Yes.	.....	0	.....	.....	.....
387	.....do	Woman's Hospital	1895	Frances A. Stone	(*a*)	.....	99	35	6	Yes.	.....	15	.....	.....	.....
388	Philadelphia, Pa	Maternity Hospital	1886	Mrs. A. L. Lippincott	.....	.....	.....	.....	12	3	Yes.	.....	0	.....	.....	0

a No definite session.

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CHAPTER XLIV.

AGRICULTURAL AND MECHANICAL COLLEGES.[1]

NEW BUILDINGS AND CHANGES IN THE COURSE OR IN THE METHODS OF INSTRUCTION (FROM PRESIDENTS' REPORTS).

President William Leroy Broun, Alabama Agricultural and Mechanical College.—Among the 280 students enrolled were 61 from other States. No change in the method of instruction. Much attention is given to laboratory instruction, the college being provided with 10 laboratories in the different scientific departments. For the study of electricity there is the usual experimental lecture course and a full course in electrical engineering, the laboratory of which contains 15 different dynamos. Compressed air is used in the mechanical engineering department.

President John L. Buchanan, Arkansas Industrial University.—No material changes have been made, but there have been some important additions to the course. The chair of economics and sociology was filled by the election of a competent professor and a four years' course of instruction in those subjects provided. The art department was duly organized, and a convenient and commodious studio, with a partial outfit, provided for it. Fuller and more definitely outlined courses in agriculture and horticulture have been introduced. The work of the session suffered somewhat from the war excitement. A number of students volunteered, some of whom, as well as a number of former students, received appointments as officers, owing principally to their military training received here.

A handsome plant or green house, with a room adjoining which serves as a botanical laboratory, has been erected, at a cost of about $2,500, and furnished with a largely increased collection of plants. Two new office rooms have been added to the experiment station building, costing in the neighborhood of $1,000, and a seed and tool house erected on the farm, costing about $200. The plant house and seed and tool house are of wood on a stone foundation; the office rooms are of wood veneered with brick. A sewerage system, with lavatories, toilet rooms, and bath house has been constructed, at a cost of $2,000. The university shops have received an addition to their equipment in the way of machinery and tools, costing between $5,000 and $6,000. The department of civil engineering has been given more commodious quarters and valuable additions have been made to its outfit. The apparatus of the electrical laboratory has been increased by purchases amounting to nearly $1,000—an X-ray outfit, two Kelvin voltmeters, an AC-DC polyphase motor generator, etc. Thus the university is better equipped than ever before for both theoretical and practical instruction. The buildings are in excellent condition and the grounds have been improved.

President Martin Kellogg, University of California.—A college of commerce has been established and will begin its courses at once. Prof. George Davidson, formerly of the Coast Survey, has been appointed to the chair of geography.

What are called the "affiliated college buildings" [professional schools] in San Francisco, built by a State appropriation, have been completed at a cost of $175,672.

[1] Compiled by Mr. Wellford Addis, specialist for obtaining and collating information regarding colleges of agriculture and the mechanic arts.

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At Berkeley several buildings have been erected, at a cost of $55,318, namely: An agricultural hall (to replace the one burned), which has a complete equipment for the agricultural college; a two-story and basement building for the botanical department, with laboratories; a hall for philosophy, including experimental psychology; a large building for zoology (freshman), physics, mechanical drawing, and industrial art. A site for the Wilmerding Trade School has been given by citizens of San Francisco, and valuable additions, chiefly gifts, have been made to the library. The electrical department is fully equipped in the hall of mechanics.

President Alston Ellis, Colorado State Agricultural College.—The college year of thirty-nine weeks, divided into three terms of thirteen weeks each, closed with the exercises of commencement day, Thursday, June 2, 1898. The year was characterized by steady progress in all the departments of instruction. There was nothing connected with the administration of the college that was particularly marked or especially distinguished from that of the year preceding. Experience has shown that the strengthening of the course of study by the addition of another year's work was a step in the right direction. The standard of scholarship has been raised and the work of the institution has reached more to the dignity of what is known as collegiate instruction. It is not supposed that the total revenue received from the State for the support of the college within the next year will exceed $38,000. Fortunately, however, the receipts from the land income fund, those arising from the Congressional act of 1862, are gradually increasing. It is fair to estimate that the increase of receipts from the last-mentioned source will make up the loss of revenue received under the operations of the mill-tax law. The commercial department that was established two years ago now enrolls about 80 students. Its course covers a period of two years and presents a great deal of scholastic work in addition to the peculiar work for which commercial colleges usually make more or less adequate provisions.

The college buildings and grounds have been kept in a good state of repair, and many improvements of a minor character have been made in the interior of the various buildings on the college grounds. At this writing the new chemical laboratory is completed and in use. The total cost of the building, including heating, lighting, and plumbing appliances, is $27,387.76. Of this amount a little over $6,000 had been paid prior to June 30, 1897. Probably the architect's fee and cost of supervision, amounting to about $1,300, ought to be added to the cost of the building as above reported.

President G. W. Flint, Storrs Agricultural College.—The course is now four years in duration, with full lines in English, agriculture, horticulture, mathematics, veterinary science, physiology, mechanical drawing, and work in wood and iron. No new buildings added, though several are needed. Two cottages for dwellings were finished December 1, 1898.

President George A. Harter, Delaware College.—The principle of freedom in the election of studies without destroying educational coherency has been introduced into the junior and senior years of the several courses. The call for volunteers by the President caused 7 seniors, 7 juniors, 3 sophomores, and 2 freshmen to respond, all being made commissioned or noncommissioned officers in the First Delaware Regiment; but as the work of the senior class was practically finished, the members of the senior class who entered the military service were graduated with the rest of the class.

President W. F. Yocum, Florida Agricultural College.—The department of agriculture, which for some years had been combined with that of chemistry, has become a separate department in charge of a competent professor. The mechanical course of study has been much strengthened and new apparatus purchased. A complete course in electrical engineering will be inaugurated at the beginning of the next year. No important additions have been made to the grounds or buildings.

President H. C. White, Georgia State College of Agriculture and the Mechanic Arts.—The condition of the college is entirely satisfactory, and its progress during the past year all that could be expected or desired. A thorough examination of the college

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and its affairs was made by two distinct committees of the general assembly of the State and both of these committees unanimously testified to the efficiency of the work of the college and the scrupulous integrity and carefulness of its financial management. A difference of opinion was developed as to the expediency of continuing the connection of the college with the State University, but all measures presented to the general assembly looking to a disturbance of present relations were defeated by large majorities. No changes of importance have been made in the courses or the methods of instruction. Existing courses have been strengthened and somewhat extended.

One new building (the gift of the State) has been completed, of three stories and basement, constructed of brick and granite, at a cost of, approximately, $23,000. With the exception of one lecture room and two administrative offices, the basement and two lower floors are occupied by the lecture rooms, laboratories, museums, stock rooms, etc., of the school of chemistry. The third floor has been fitted up with lecture rooms, laboratories, etc., for the school of biology. The accommodations and equipment for these two schools is now admirable and first class in every particular. The portion of a building formerly occupied by the school of chemistry has been refitted (at a cost of, approximately, $2,000) for the department of electrical engineering, and additional engines, dynamos, and other apparatus provided at an approximate cost of $4,000. This department is now fairly well provided with space and apparatus for very satisfactory teaching, both didactic and experimental, of electricity and its applications in "the industries of life." The study of compressed air as a secondary motor power is not yet specialized. A new and excellent farm of 120 acres (100 under cultivation) has been purchased (from funds of the university) for the school of agriculture and is now in process of equipment.

President F. B. Gault, University of Idaho.—There has been erected during the year a greenhouse for a horticultural department in which instruction is to be given in floriculture and greenhouse management. There is a building, a story and a half, in front of greenhouse for class room and other horticultural work.

President Andrew S. Draper, University of Illinois.—The university has been unprecedently prosperous during the last year. A school of law was established upon a substantial footing, and the college of physicians and surgeons of Chicago, with over 400 students, was absorbed and became the school of medicine of the university. The school of library science, formerly at Armour Institute, Chicago, was removed to the university.

President J. H. Smart, Purdue University.—Our course in railway engineering and management has been greatly enlarged. A noteworthy increase in our attendance has occurred, the number of students now being 750 with 57 post-graduate students. We have printed 5 regular college bulletins, 14 newspaper bulletins, and 2 food bulletins.

A one-story brick building, 50 by 100 feet, with corridor 20 by 40 feet, to be used for our railway testing department, has been built, and a greenhouse for the horticultural department, the last containing 3 rooms, one for a work room, the other two affording different degrees of temperature. For the extensive course in electrical engineering, the building and equipment of which is valued at $55,000, a one-story brick addition has been added 63 by 26 feet.

President Beardshear, Iowa State Agricultural College.—An additional year of study has been added to all our courses, excepting the agricultural and veterinary, which have been strengthened. Our work in domestic science has been enlarged and another teacher added to the department. Our fiscal year has been changed to close June 30, and our commencement will be in June instead of in November.

A new carpenter shop, 120 feet in length by 37 in breadth and 30 in height, made of brick and covered with slate, costing about $5,000, was erected and completed in July, 1898. A campanile was finished late last fall, at a cost of about $6,000, for the reception of memorial chimes presented by Prof. E.W. Stanton in memory of his wife, who was one of the first members of the faculty of the college.

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President Thomas E. Will, Kansas State Agricultural College.—Extensive changes in the course of study have been made during the two years ending July 1, 1898. The work was begun at the close of the fiscal year ending July 1, 1897, and is still in progress. The principal object of the changes was and is to emphasize the work in agriculture and mechanic arts, and also to give more prominence to studies conducive to civic intelligence and good citizenship. Special four years' courses in agriculture, household economics, architecture, and a short dairy course have been added. A civil engineering course has been prepared, and will doubtless be adopted by the board of regents at their meeting in January, 1899.

A building costing $16,000, for the use of the department of domestic science, has been erected. It was occupied at the beginning of the winter term, 1898, and will be dedicated January 6, 1899. This building accommodates the two departments of sewing and household economics, including cooking, and also contains a large students' dining hall and a kitchen, thus enabling board to be furnished to students at cost—that is to say, at $1.75 a week.

Electricity is studied in elementary physics during the first year. We have no laboratory. Electricity as an element in nature is studied under the head of meteorology and protection from lightning.

President James K. Patterson, Agricultural and Mechanical College of Kentucky.—The course of mechanical engineering was modified, as shown in the schedules [a comparison of the two schedules, old and new, shows a very decided change in respect to electrical engineering, that study gaining additional attention, it seems, by the use of the morning hours of Saturday during the junior and senior years]. The study of electricity as a secondary motive power forms a part of the course of study in the department of mechanical and electrical engineering. The study of compressed air as a secondary motive power is not considered, except as transmission of power by compressed air forms a part of the subject of thermodynamics.

A new building devoted to natural science was completed and dedicated in January, 1898. The building is constructed of pressed brick, with oolitic limestone trimmings, and slate roof. The building is about 97 feet square, and is three stories high, not including the basement, which extends under the whole structure. The building is heated by steam and lighted by electricity, and cost, with new furniture, about $22,000. In this hall are facilities for instruction in geology, zoology, botany, and allied subjects. On the third floor the State geological collection has been placed.

President Thomas D. Boyd, Louisiana State University and Agricultural and Mechanical College.—The buildings and grounds occupied by the university belong to the General Government and were formerly used for the purposes of a garrison. Hence the buildings are not well adapted to college purposes and were, when the university took charge of them, in bad condition. As the appropriation of $20,000 by the State legislature of 1896 depends upon the sale of certain State property for the amount named, the same is not yet available, and, therefore, the proposed central building has not yet been built.

President A. W. Harris, The University of Maine.—There are no important changes in courses or methods of instruction. One new building has been erected upon the university grounds by the Q. T. V. Society to be used as a club-house, furnishing a home for about 25 students. The facilities for instruction in electrical engineering are, with slight additions, as before. The apparatus of the department of physics for instruction in electricity is already large, and is constantly being increased. It will be noted that the number of students in electrical engineering exceeds that in any other line.

President R. W. Silvester, Maryland Agricultural College.—No changes in course or methods of instruction. A building of brick has been constructed, at a cost of $10,000, to be used as a science hall, thus supplying laboratory facilities, the want of which has long been felt. Through the departments of the State horticulturist and farmers' institutes much good is being accomplished and the work of a university extension character is having its effect with us.

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President Henry H. Goodell, Massachusetts Agricultural College.—The State has this year appropriated $25,000 to erect and equip for class instruction and original research a two-story veterinary laboratory of brick, in connection with a hospital stable, likewise of brick, where diseased animals can be observed and treated. It has also erected and equipped, at a cost of $2,000, a small plant to be used exclusively in solving dairy problems.

President J. M. Crafts, Massachusetts Institute of Technology.—A new building is now under construction with a total floor space of 48,000 square feet. It will receive the departments of architecture, biology, and geology, will furnish additional space to the departments of mechanical engineering, chemistry, and will indirectly better the situation for all the other departments needing more space.

President J. L. Snyder, Michigan Agricultural College.—While no important buildings have been added to the college during the past year, there have been a number of minor additions made at an outlay of about $9,000, which adds much to the equipment and conveniences of the college. An electric-lighting system has been installed at a cost of $5,000. This outlay was for dynamos and the wiring of buildings. The dynamo is run with water power by an outside party under a five-year contract. The enrollment has reached 470, the highest figure in the history of the college. All students are required to take industrial work in one of the three courses of study offered. In fact, the work of the college is confined to courses of study, in which scientific and technical instruction in agriculture, mechanic arts, and domestic economy play the leading part. Six thousand dollars were expended in repairing buildings.

President Cyrus Northrop, University of Minnesota.—The instruction in the lines of agriculture and mechanic arts in the university has been somewhat broadened during the last year, more attention having been given to forestry and general agriculture and to electrical engineering and to railroad engineering. Indeed, there has been improvement along all the lines of study. The work in both colleges of agriculture and mechanic arts has been most satisfactory. Four hundred and seventy students have been connected with the agricultural department during the year, 129 with that of mechanic arts, and 54 with that of mines. The third topic of your inquiry is answered by Professor Shepardson to the following effect:

"THE UNIVERSITY OF MINNESOTA,
"*Minneapolis, August 26, 1898.*

"Replying to the inquiry from the Department of Education regarding instruction in the use of electricity and compressed air as secondary motive powers, I would say that our four years' course in electrical engineering is largely devoted to preparation for and study of electricity as a motive power. If the question refers specifically to the use of electric motors and transmission, such as would compete with compressed air, it is difficult to differentiate. The course 'Electrical generators' of four recitations and lectures per week through the third term of junior year has largely to do with motors. The four-hour course in 'Alternating currents' in first-term senior, the four-hour course in 'Electrical transmission' in second-term senior, and the two-hour course in third-term senior on 'Central stations,' all bear upon electric power. The first three of these terms are accompanied by six to ten hours per week upon experimental work in the laboratory. The 'Thesis' in the third term allows students to work ten or more hours per week upon such subjects if so desired. The 'Designs and specifications' of third-term senior may also be directed that way.

"In the study of compressed air the seniors in mechanical engineering have a two-hour course of lectures and recitations in the third-term senior. The mechanical laboratory has some equipment along that line. There are several plants in the Twin Cities which use compressed air to some extent. These, with the numerous and extensive electric plants, are examined by the students from year to year."

President Stephen D. Lee, Mississippi Agricultural and Mechanical College.—The session ending June 28 has had several interruptions. The yellow-fever scare in the

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summer and fall of 1897 prevented the college from opening in September, and we did not open till November 15—two months late. The studies and duties of nine months were put into seven and a half months. The war with Spain in the spring of 1898 unsettled the student body. The senior class of 15 members, with two exceptions, volunteered and enlisted in the regiments from Mississippi. The class was graduated six weeks before the regular time. About 70 students left the college from the other classes, most of them enlisting for the war. The United States Army officer, Capt. H. H. Ludlow, Sixth Artillery, was ordered to his regiment and the two rifle cannon were drawn in by the Ordnance Department. A large per cent of the officers in the Mississippi regiments were graduates of the college, and in almost every company former students were found holding commissioned and noncommissioned positions.

The academic instruction has been fully up to that of former years. Electrical apparatus for laboratory instruction and for lighting buildings and grounds has been purchased and is now being received, as also a larger air compressor for increasing supply of water for use on the campus. A new building has been erected for a woodshop to make room for the electrical plant in the larger shop building. The grounds and the farm, station, and horticultural departments are in perfect and improved condition, and the shops are fairly well equipped. The complete electric plant will be in operation at beginning of the next session in September. All told, the year has been a most successful and progressive one, notwithstanding the abnormal interruptions.

Director George E. Ladd, School of Mines and Metallurgy, Missouri.—The old academic course has been remodeled and made into a four-year course in general science, the work in which is largely elective, and during the last two years is wholly so. A wooden structure has been built at a cost of $350 to supply, temporarily, quarters for the woodworking shop and dynamo laboratory. We have a compressed-air drill used by students experimentally; also temporarily a good air compressor and mining pump (the invention of one of our professors) run by compressed air. Lecture on this subject is given by our professor of engineering. We offer a number of courses, lectures, and much laboratory work in electricity.

President James Reid, Montana Agricultural College.—The changes have been as follows: The domestic science course has been changed from a two-year to a four-year course. Upon the completion of the course the degree of bachelor of science is conferred. The course in agriculture also covers four years, and upon its completion the degree of bachelor of scientific agriculture is conferred. The veterinary has been changed and remodeled for an engineering laboratory, costing about $1,200. The work in this laboratory will be chiefly in electrical lines.

Chancellor George E. MacLean, the University of Nebraska.—During the past year the faculty made a study of the curricula of leading institutions in this country and Europe. They further studied the registration of students in the college during the past five years to see what had been the demands made by these students. As a result of their studies they revised the groups of studies in the university, recognizing first, the demand for general groups; secondly, for special groups. It was clear that a further evolution of the group system, recognizing cognate studies, correlation of studies, and sequences, would be preferable to the abandonment of groups. It is believed that the university has not only met local demands, but given an example of original and progressive evolution of a curriculum. The present scheme is as follows:

A. General scientific group.
C. Special groups:
1. Agriculture and chemistry.
2. Botany and agriculture.
3. Botany and zoology.
4. Chemistry and physics.
5. Horticulture and botany.
6. Mathematics and physics.
7. Zoology and philosophy.

B. General agricultural group.
D. Technical groups:
I. Technical agriculture.
II. Civil engineering.
III. Municipal engineering.
IV. Electrical engineering.
V. Steam engineering.
VI. Mechanical engineering.

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Early in the spring ground was broken for the erection of the wing of a new building, to be known as the college of mechanic arts. Through the liberality of the last legislature, $30,000 was appropriated for the erection of the first wing of this new building. The dimensions of the wing are 65 by 120 feet. The style is of the Romanesque order of architecture. There are lecture rooms for general use, besides the mechanic-art shop, photometry room, civil engineering, testing laboratory, senior laboratory, battery room, standardizing room, electro-metallurgical laboratory, museum, library, mechanics' arts office, civil engineering office, electrical engineering office, engineering room, and apparatus room. In the autumn of 1897 the enlarged dairy building was completed and opened. In addition to the accommodations for the farm and dairy school it has specifically for the experiment station a botanical and horticultural laboratory and the laboratory for the study of soil physics, while a new wing to the barn gives relief to the former overcrowding and affords an opportunity for experiments in feeding. The didactic and experimental provisions for the study of electricity have for a series of years been excellent, and there has been added certain apparatus for the use of students in developing their theses.

President J. E. Stubbs, Nevada State University.—(1) Courses of instruction. The organization of the university comprises the following schools of instruction and training: (*a*) The school of liberal arts; (*b*) the school of mines; (*c*) the school of agriculture; (*d*) the school of mechanics; (*e*) the school of civil engineering; (*f*) the State normal school. The school of civil engineering was opened last year. The school of mines naturally maintains a leading position in the interest of the people of this State. The school of agriculture will receive more attention in the next five years than hitherto, for the reason that there seems to be a growth of interest in the subject of agriculture in this State. Quite a desirable change has been made in the school of liberal arts. At the beginning of the junior year students, with the approval of the faculty, may choose to pursue a special line of study, consisting of one major subject and two minor subjects, the minor subjects to give breadth and depth to the subject taken as a major. An effort has been made to improve the quality and general character of the work in the military department. Also, an advance has been made in the requirements of the State normal school, a department of the university but not of the Agricultural and Mechanical College. The faculty have given careful consideration to secure the very best methods of instruction through the proper combination of class room, laboratory, and library methods.

(2) The new mechanical building was equipped with new machinery apportioned to three departments: First, the woodworking shop; second, the machine shop; and third, the blacksmith shop. The equipments cover machinery and tools of the best kind adapted to the needs of this department. For the completion of this building and for the equipment the State spent the last year $7,073.09.

(3) In connection with the mechanical building the university has established a small electrical laboratory, consisting of dynamo and other electrical appliances, for the purpose of giving practical instruction in the construction and use of electrical machinery and apparatus to students in all the science schools. It is not intended, for the present at least, to establish a department of electrical engineering.

President Charles S. Murkland, the New Hampshire College of Agriculture and the Mechanic Arts.—The chief change in the courses of the institution has been an elevation of the standard, amounting to nearly one complete year's work. The requirements for admission have been raised, so that students who enter must have had the equivalent of a good high-school education. Courses have been readjusted with special reference to developing the pedagogical sequence of the agricultural courses, in the attempt to make them equal in intellectual quality with the engineering courses. No important addition has been made to the plant. No special provision has been made for the study of compressed air as a motive power. The experimental researches in electricity have not developed any results significant enough for special mention. In general, the work of the year has been progressive,

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and the changes have been determined by the necessity of adjusting the college more accurately to the requirements of the State.

President Austin Scott, Rutgers Scientific School, The New Jersey State College for the Benefit of Agriculture and the Mechanic Arts.—The course in agriculture has received an increased number of elections, and it has been possible to accommodate all of those students pursuing this course with board and lodging at the college farm, where they have daily practice in farm methods under the immediate supervision of the professor of agriculture. Among the more important acquisitions for better instruction in electricity are an electrical condenser, a 1½-horsepower motor, a thermo-generator, an ammeter, and X-ray supplies. Other purchases of apparatus and instruments include an aneroid barometer, a polar planimeter, beam compasses, graduated, a pantograph, an ellipsograph, a solar eye-piece, a collimating eye-piece, a direct vision prism, and a set of demonstration lenses. The library has received valuable additions of mathematical and chemical works.

To aid in promoting the purposes of the sanitary laws of New Jersey, the trustees of Rutgers College and Rutgers Scientific School have appointed a board of examiners to conduct examinations and grant certificates in municipal hygiene to officers of local boards of health, sanitary inspectors, factory inspectors, plumbing inspectors, and to those who may seek appointments to these positions without expense to this institution. The examinations are designed to test the fitness of persons who may be called upon to engage in the execution of the health laws, and the certificates issued will indicate the degree in which the holders are qualified to perform the duties relating to the promotion and the protection of the public health required by the laws of the State, and by the rules, regulations, and ordinances of local boards of health. The first of the triyearly examinations was held in June, 1898, at which time three persons approved themselves as qualified to act—one as an executive health officer, one as a sanitary inspector, and one as a plumbing inspector. This plan of instruction and examination in municipal hygiene is now introduced for the first time, it is believed, in any American institution.

In the general work of this department five half courses, of six lectures each, have been given, as follows: One half course each on India and Persia, the Eastern question, modern history, English literature, and six American poets. The total attendance at the 30 lectures was 794 persons and the average attendance 720. The total attendance at the class hours following each lecture was 410 persons and the average attendance 341. Ordinary half-course pass cards were awarded to 10 persons and honor pass cards to 4.

In special work 31 lectures were given, at which the total attendance was estimated at 2,000 persons and the average attendance at 1,700. The total attendance at the class hours was estimated at 1,290 persons and the average attendance at 1,075.

President C. T. Jordan, New Mexico College of Agriculture and Mechanic Arts.—The course of study and methods of instruction have not been materially changed. A building especially designed for laboratory work was completed during the year. The twenty-one rooms it contains are all taken up by work for the experiment station, and botanical, chemical, entomological, and physiological laboratories for college classes. The building cost about $12,500. A dormitory for girls was also completed at a cost of about $6,000. A dynamo and motor was added to the equipment of the mechanical department and is used for purposes of instruction solely.

President J. H. Worst, Agricultural College and Experiment Station, North Dakota.—No material changes in course of study or methods of instruction. The two years' short course provided for last year enrolled 12 students and the "farm school" 35 students. This farm school gives a course of instruction for three months during the winter.

President J. G. Schurman, Cornell University.—The year 1897-98 was the most prosperous, healthful, and in many ways the most memorable in the history of Cornell University. The attendance was larger than ever before, and, owing to the great

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and progressive elevation in recent years in the standards of admission to nearly all courses, a striking improvement is markedly visible in the scholarship of this augmented student-body. The staff of instruction has also been larger than ever before. The great hydraulic laboratory has been completed, and a new department of instruction has been added to the college of civil engineering by the appointment of a professor of civil engineering in charge of the hydraulic laboratory. A graduate school of railway mechanical engineering has been added to the seven departments formerly constituting the Sibley College of Mechanical Engineering. The Sage Chapel has been doubled in seating capacity, and a semi-octagonal apse 16 by 31 feet has also been added as a memorial to Mr. Sage, $12,000 being devoted to interior decoration of this apse. Work has been begun on a new $55,000 chemical annex, which will double the space at the disposal of that department. The mansion of the late Hon. Henry W. Sage was conveyed by his sons, Dean and William H. Sage, to the university as a memorial to their father, and they also fitted and equipped it, and endowed it with $100,000. The State of New York established this year the New York State College of Forestry at Cornell, giving it as a laboratory, a demonstration area of 30,000 acres of Adirondack forest, and making an initial appropriation of $10,000 for maintenance. But most important of all has been the gift of Col. Oliver H. Payne, which has provided for the establishment and maintenance of a Cornell University Medical College in New York and in Ithaca. Upon this foundation a faculty of 11 professors, 54 clinical professors, instructors, etc., has been appointed, who will be assisted by the teaching force of the existing scientific departments of the university.

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Cornell University, 1898—Degrees, by years.

FIRST DEGREES.

	1869.	1870.	1871.	1872.	1873.	1874.	1875.	1876.	1877.	1878.	1879.	1880.	1881.	1882.	1883.	1884.
Bachelors of arts	8	8	7	4	17	4	8	8	5	9	7	12	18	13	10	8
Bachelors of literature					3	4		1	2	3	7	5	5	8	8	
Bachelors of philosophy*		7	9	9	6	3	5	3	8	2		4	4	5	7	9
Bachelors of letters																
Bachelors of science†		8	17	38	45	30	19	25	25	24	33	40	35	29	21	31
Bachelors of science in chemistry																
Bachelors of science in natural history																
Bachelors of science in agriculture																
Bachelors of science in architecture																
Bachelors of architecture					1	6	4	6	7	2	4	3		1	2	1
Bachelors of agriculture					2	2	1	1	2	1		3	8	4	2	2
Bachelors of the science of agriculture																
Bachelors of veterinary science			1	1							1					
Doctors of veterinary medicine																
Graduate in pharmacy																
Pharmaceutical chemists																
Bachelors of civil engineering			7	16	18	15	8	12	15	14	10	7	9	4	10	7
Civil engineers																
Civil engineers (in exchange for B. C. E.)																
Bachelors of mechanical engineering					3	1	5	6	7	12	5	4	8		5	3
Mechanical engineers‡																
Bachelors of laws																
Total first degrees	8	23	41	68	95	65	50	62	71	67	67	78	82	64	65	61

ADVANCED DEGREES.

Architect								1								
Civil engineers		1			1	4		2	2	2	2	1	2		2	1
Mechanical engineer														1		
Masters of arts					1			4	2	1				1	2	2
Masters of philosophy																
Masters of letters																
Masters of science				1		3	3	2	3		1	2	1	1	2	1
Masters of science in agriculture																
Masters of science in architecture																
Masters of civil engineering																
Masters of mechanical engineering																
Masters of laws																
Doctor of veterinary medicine								1								
Doctors of science																

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Doctors of philosophy				1	1	1		1		1	1					
Doctors of laws (honorary)																
Total advanced degrees		1		2	3	8	3	10	8	3	4	4	3	3	6	4
Grand total	8	24	41	70	98	73	53	72	79	70	71	82	85	67	71	65
* Ph. B. in history and political science															2	6
† B. S. in chemistry					4	1	1									
in chemistry and physics								4		3		3			1	1
in natural history					1	2	2	1	3	2	1	4	2	4	1	1
in science and letters									1	18	31	31	29	22	18	27
in (physical) science										1			3	1	1	
in mathematics											1	1	1	1		
in civil engineering												1		1		
in electrical engineering																
‡ M. E. in electrical engineering																

FIRST DEGREES.

	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	Total.
Bachelors of arts	6	7	8	14	11	20	23	35	39	26	29	31	39	42	476
Bachelors of literature	5	1													52
Bachelors of philosophy *	7	13	17	15	18	13	17	26	26	24	25	43	49	44	418
Bachelors of letters			17	27	19	39	31	32	30	13	20	12	16	3	259
Bachelors of science †	26	36	8	8	13	17	14	23	26	21	23	23	34	57	749
Bachelors of science in chemistry			1	2	1	2	3								9
Bachelors of science in natural history				1		1	2								4
Bachelors of science in agriculture		1		7	6	7	11	8	3	4	4	5			56
Bachelors of science in architecture		6	4	11	6	19	8	6	8	13	18	19			118
Bachelors of architecture	2												8	9	56
Bachelors of agriculture	2														30
Bachelors of the science of agriculture													8	9	17
Bachelors of veterinary science	1														4
Doctors of veterinary medicine													3	4	7
Graduate in pharmacy					1										1
Pharmaceutical chemists						2									2
Bachelors of civil engineering	9														161
Civil engineers		10	17	20	14	15	24	30	25	25	29	23	24	15	271
Civil engineers (in exchange for B. C. E.)			1	1	1	21					1				25
Bachelors of mechanical engineering	3														57
Mechanical engineers ‡		8	19	22	32	54	52	85	93	81	87	110	125	87	855
Bachelors of laws				9	36	32	44	37	62	65	46	61	81	105	608
Total first degrees	61	82	92	137	158	242	229	282	312	272	312	327	387	375	4,235

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Cornell University, 1868—Degrees, by years—Continued.

ADVANCED DEGREES.

	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	1894.	1895.	1896.	1897.	1898.	Total.
Architect															1
Civil engineers															20
Mechanical engineer															1
Masters of arts	2	3	1	3	1	8	6	6	4	8	2	1	10	10	78
Masters of philosophy						1		2		3	1	3			10
Masters of letters								1	3	2	3				9
Masters of science	5	3	3	3	6	7	5	5	4	9	5	8		1	84
Masters of science in agriculture							1	2	2		1	3	5	5	19
Masters of science in architecture							1			1	1	1	1		5
Masters of civil engineering		1		1		1	2		2	8	4		1	3	23
Masters of mechanical engineering		1		2	1	6	3	6	14	16	8	15	6	2	80
Masters of laws						7	5	3	11	10	8	4	7	5	60
Doctor of veterinary medicine															1
Doctors of science		2							2	3	6	3	3		19
Doctors of philosophy	3	1		3	1	2	3	8	4	16	13	14	11	23	108
Doctors of laws (honorary)		2													2
Total advanced degrees	10	13	4	12	9	32	26	33	46	76	52	52	44	49	520
Grand total	71	55	96	149	167	274	255	315	358	348	364	379	431	424	4,755
* Ph. B. in history and political science	3	4		3	2	1	4	5	1	3	1	3	2		40
† B. S. in chemistry															6
in chemistry and physics	1														13
in natural history	3	4													31
in science and letters	18	28													223
in (physical) science		1													9
in mathematics		1													5
in civil engineering															2
in electrical engineering	4	2													6
‡ M. E. in electrical engineering		3	7	8	19	28	28	44	46	43	51	69	69	46	461

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President James H. Canfield, Ohio State University.—We have no special changes to note for the year. The new buildings referred to in my last report have been completed and are now occupied for the purposes for which they were erected. The results following, more ample accommodation and better equipment are already apparent in the far better work they make possible. There has been a gain in our attendance of about 12¼ per cent. The greatest gain in anyone college is that in the college of agriculture and domestic science—nearly 50 per cent. The agricultural experiment station being a separate institution in this State, we have but few experiments to report. Those for the past year have been chiefly in the study of soils and in the study of the possibility of successful beet-sugar culture in this State. These will appear in the more formal report to be printed and forwarded later. It may be interesting to add, in view of the military provision in the law of 1862, that the large number of those who, as graduates and former students of this university, are now in the military service of their country and are showing unusual proficiency in the art of war is an ample proof of the wisdom of maintaining cadet service and military drill in the land-grant colleges.

President G. E. Morrow, Oklahoma Agricultural and Mechanical College.—No considerable changes in course or methods of instruction were made during the year. Increased attention was given to laboratory methods in instruction and more use made of the library. A somewhat higher standard of preparation was noticed in those entering, and a larger area of the Territory was represented in the school.

President J. H. Washburn, Rhode Island College of Agriculture and the Mechanic Arts.—The number of students has increased and our course of study has been materially raised, so that we are nearly two years in advance of our former standard. We have established a preparatory school, to take in students of agriculture who come from country schools and are unable to avail themselves of the advantages of high schools. We are conducting this school under protest and will discontinue it as soon as possible. In January we gave a short poultry-school course of four weeks, which proved to be a decided success. We are giving this year a course in road construction and engineering.

During the year the State legislature appropriated $10,000 for current expenses and $11,500 for agricultural buildings.

President Henry S. Hartzog, the Clemson Agricultural College.—A course in textile training has been added, and a building erected for same at a cost of $15,000. A building has also been erected for horticultural department at a cost of $1,000. The building for instruction in electricity is well equipped, and graduates have had no trouble in securing good positions.

President J. W. Heston, South Dakota Agricultural College.—Although the army officer detailed to this college was recalled to service in the field, we have maintained a military organization and carried on our military exercises with staff officers, who have done excellent work under the circumstances. The department of music was reorganized at the beginning of the year, and a new line of work in the value of architectural engineering and agricultural engineering was introduced. We attempted to offer instruction in German and Latin during the year as optional and elective studies and to furnish guidance for the study by assigning work to professors already burdened with other duties. The experience of the year indicated that we should do more than this, so the board elected a professor of modern languages. The board organized a preparatory department and appointed a teacher of Latin. In order to more systematically carry on the work of farmers' institutes that work was assigned to the State engineer of irrigation. It is our intention to pursue a more vigorous campaign of college extension next year and to endeavor to organize farmers' clubs for home study and scientific agricultural research. Another change is the revision of the entire curriculum, toward which we have been working for two years. We now offer all our work in short courses and run our college six days of the week all the year round. The number of studies pursued at anyone time is materially reduced. The different departments offer advanced

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work not heretofore possible. Modern languages and Latin are given a prominent place, and at least one of them must be studied two years by all candidates for a bachelor's degree. Our short courses have been strengthened by the introduction of more subjects which bear directly on farm operations and processes, and also which show how scientific knowledge and technical skill may be applied in farm life and all home activities.

A new building has been erected, to be used for a mechanical laboratory. This is a two-story brick, 90 by 40. The first floor contains office, class room, machine and dynamo room. The second floor is fitted up for a drawing room and carpentry shop. The cost of the building is $5,000. A building has been remodeled for instruction in physics, industrial art, and domestic science; still another for agricultural experiment work. It contains laboratories for soil physics, chemistry, and animal and plant biological work. An electric-light plant has been added.

President Charles W. Dabney, University of Tennessee.—No essential changes have been made in the courses or methods of instruction during the past year, but decided progress has been made in many of them. The agricultural science course has been still further expanded, so as to give greater liberty of election in languages, literature, and history, and to provide more thorough and complete instruction in the sciences pertaining to agriculture. The engineering courses, which are the same in the freshman and sophomore classes for mechanical, electrical, civil, and military engineering have been further expanded, so as to provide special study under each of these heads in the junior and senior years. Some studies continue the same in all, but greater differentiation and liberty of election is provided, so as to permit students to specialize more than was possible under the old courses. In the same manner the chemical group has been arranged so as to permit students to specialize in general analytical chemistry, mining chemistry, metallurgy, pharmaceutical chemistry, or agricultural chemistry. The literary course has been rearranged so as to allow also freer election in the junior and senior classes. A course in pharmacy has been established. The department of history has been very much expanded and the work divided between two professors, one for European and American history, and the other for constitutional history and international law, with three lecturers to assist. The work in modern languages has been rearranged, so as to give more men and more time for the work in English, and to provide a separate professor, for the first time, in charge of French and German. A separate elective course has been provided in organic and agricultural chemistry in the hands of an instructor in the department of chemistry.

A mechanical hall, to be called Estabrook Hall, in honor of President Estabrook, is being erected at the cost of about $15,000. The college has outgrown its first mechanical building, and the new will be about three times as large as the old one. It will contain laboratories for hydraulic and steam testing, dynamo and dynamometer work, material testing, coal testing, oil testing, and a large general laboratory for instrument calibration and other general work. In it will also be the usual departments for wood working and iron working and the electric-lighting plant, besides storerooms for electrical goods, patterns, and plumbing supplies, coal and wood, offices for superintendent, printing, wash and dark rooms for blue-print and photographic work, a private laboratory and a general museum for displaying work of students, engineering specialties, and other things of interest to the profession. The machinery contained in the old building will be removed to the new one, and considerable new machinery and apparatus purchased for the equipment of the additional laboratories. Improved facilities are thus being provided for instruction in mechanic arts and electricity. The power will be transmitted to the different shops in the form of electricity. Two new dormitories are being erected, one to accommodate about 60 men students and the other about 40 women students; the latter is the first woman's dormitory to be erected upon the college grounds.

Acting President R. H. Whitlock, Agricultural and Mechanical College of Texas.—A new mess hall of brick has been built at a cost of $25,000, including part of equipment, as also two frame residences for professors at a cost of $3,000.

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President J. M. Tanner, the Agricultural College of Utah.—The session ended June 15 was a successful one. The registration of students was 447, of an average age of 19.6 years.

A number of our students enlisted for the war when volunteers were called for. Most of these, having been well drilled in military science and tactics, were commissioned as officers in their regiments. The professor of military science was ordered to his regiment, but the military drill was continued for the balance of the year by the senior officers of the cadets. The new manual training courses have been liberally patronized during the year, and the students acquired more skill in forge and carpentry work and in cooking and sewing than was possible under the previous arrangement of courses. The sum of the expenditures during the year for college and station was $56,355.13, against $65,135.52 for the previous year. Considerable repairing work has been done on the main building, including repainting of the outside woodwork. Many needed improvements have been made on the college campus.

The experiment station has issued during the year seven bulletins and an annual report, as follows: Bulletin No. 51, Poultry Experiments; No. 52, the Chemical Composition of Utah Soils, Cache and Sanpete counties; No. 53, Utah Sugar Beets; No. 54, Cattle Feeding; No. 55, Orchard Pests; No. 56, Field Experiments with Wheat, Oats, and Barley; No. 57, By-Products of the Dairy; No. 58, Chemical Life History of Lucern, Part II, and Eighth Annual Report.

President Matthew H. Buckham, University of Vermont.—Attention is called to (*a*) the raising of standard required for preparing examinations in all departments to be 60 per cent; (*b*) abolition of all surveillance of seniors, both as to attendance and work done, which has worked well so far, action of students in enforcing fairness and honor in examinations through a jury of their own number which has been accepted by faculty in lieu of supervision; (*d*) great increase of laboratory work in departments of chemistry, biology, physics, and electricity.

The Williams Science Hall has been completed and equipped, there having been a gift of $60,000 for that purpose. Important progress has been made in the department of electricity.

President J. M. McBryde, Virginia Agricultural and Mechanical and Polytechnic Institute.—Only important change is abolition of subfreshman class. Only students of collegiate grade admitted. About $3,500 was expended for a dynamo, laboratory, and machinery for mechanical engineering department. Water is pumped by compressed air. The spring and pump are about a mile distant from the power house in which the compressor is installed. The plant was put in by the students and is watched over by them and the professor of mechanical engineering makes large use of the plant for illustrative purposes. The professor of electrical engineering makes large use of our electric-light plant. The college buildings are lighted by our direct-current dynamo and the village of Blacksburg by our alternating-current dynamo.

President Jerome H. Raymond, West Virginia University.—During the past year two new courses have been organized in the college of arts and sciences, the philosophical course, leading to the degree of bachelor of philosophy, in which one of the classical languages is required, but not both, and the modern literature course, leading to the degree of bachelor of letters, in which neither of the classical languages is required, but an equivalent amount of French or German.

The requirements for admission to the freshman class have been materially advanced during the past year. The department of ancient languages has been subdivided into two departments of Latin and Greek, and the department of modern languages has been subdivided into the departments of Germanic languages and literatures and romance languages and literatures.

The summer quarter has been instituted, beginning July 1 and continuing twelve weeks. During the present summer, which is the first summer we have had this summer quarter, we have had 178 students in residence. We have adopted the course system. A course consists of five hours' instruction a week for one quarter

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(twelve weeks). Heretofore our classes have, most of them, met but two or three times a week. Now, with very few exceptions, all classes meet five times a week.

President Enoch A. Bryan, Agricultural College and School of Science of the State of Washington.—No important changes in course or method of instruction have been made. No new buildings or additions to buildings. Ferry Hall (boys' dormitory) was burned November 22, 1897. We offer a four years' course in electrical engineering, as indicated in the annual catalogue. A plant for experimental and illustrative purposes is maintained and a considerable electrical equipment is owned by the college.

President C. K. Adams, University of Wisconsin.—During the year there has been constructed a dairy barn and stock-judging building, costing $16,000. The equipment, including electric motors and other machinery, adds $2,000. The building has a frontage of 86 by 50 feet in depth, with wings 70 by 110 feet. The third floor of the barn, which is the principal one, is approached by a steel trestle bridge leading from a slight elevation near by. The stables are arranged to take advantage of our present knowledge of the requirements of sanitary engineering. There are provisions for a liberal allowance of sunshine, ample ventilation, and the walls and floors are so constructed that the rooms can be flushed with water daily if desired. The stock-judging room (with skylights) covers 40 by 70 feet. Architecturally, the building is a reproduction of a farm building in Normandy, France.

President W. H. Councill, president Agricultural and Mechanical College (colored), Alabama.—A college department has been added. Seay Hall, burnt February 9, 1898, has been rebuilt, mechanic arts building repaired, and an engine and boiler, and sawmill, painting, mattress-making, wheelwrighting, and foundry departments have been added.

President W. C. Jason, Delaware State College for Colored Students.—A frame annex to the college building was completed February 1, 1898. It is two stories high, containing dining room, kitchen, laundry, and bathrooms on first floor, and ten sleeping rooms on second floor. Its cost was about $2,000.

President John H. Jackson, Kentucky State Normal School for Colored Persons.—We have built an addition, consisting of six rooms and a chapel, to our main building, at a cost of $3,625. We have done some elementary work in electricity, but have given much more attention to awaken the interest of our students in agriculture. We have engaged in an effort to thoroughly study the growth and culture of the sugar, and we hope to be able to report upon what we have done at an early date.

President H. A. Hill, Southern University and Agricultural and Mechanical College.—The students have built an additional two-story dormitory on the farm capable of accommodating 24 pupils. Labor not included, the cost was $500. Though yellow fever interfered with our opening, we have made up the lost time by using the time usually given to the holiday vacation and by teaching extra time.

President James B. Dudley, Agricultural and Mechanical College for the Colored Race, North Carolina.—A woman's course has been added, in which is given special attention to domestic science. Two frame buildings have been erected, one for instruction in dairying, the other to be used as a barn. These buildings cost about $3,500.

President H. B. Frissell, Hampton Normal and Agricultural Institute.—A new feature of our field work has been the establishment of a model farm of 4 acres, equipped with stock and a model barn. Many of our students come from small farms, ranging in area from 1 or 2 acres up to 10 or 12, and the object of our 4-acre model farm is to give them practical experience in so managing a small area that it will grow sufficient produce to maintain at least 1 horse, 1 cow, 1 pig, some poultry, and supply a medium-sized family with the necessities of life, while maintaining, if not increasing, the fertility of the land. Aside from this, our field work has been as usual, experimentation in a simple way, to give the students practical demonstrations of the truths and principles taught in the class room. In our new domestic science building, which has been constructed during the year, 6 rooms, covering about 10,000 square feet of floor space, have been equipped for the use of the department of

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agriculture. These rooms are (1) a museum and lecture room, (2) a chemical laboratory, (3) a laboratory for botany and horticulture, (4) a farm engineering room, (5) a dairy, and (6) a farm laboratory. These additions will greatly facilitate our work.

FINANCIAL NOTES.

The financial reports of the presidents of the colleges for the benefit of agriculture and the mechanic arts (excluding the college of North Carolina)[1] for 1897–98 show the following facts:

Federal aid:	
Income from land grant of 1862 (as far as reported by presidents)	[2] $594,715
Income from act of August 30, 1890 (from treasurers' reports)	[3] 1,104,000
State aid	2,459,000
Fees, and other sources of income	1,598,766
Total (omitting North Carolina Agriculture College)	5,756,541

Of these sums there were expended during the year:

For instruction in the subjects mentioned in the act of August 30, 1890, including facilities for teaching those subjects	$2,197,386
For instruction in other subjects and for other expenses	2,057,349
Total (excluding North Carolina Agricultural College)	4,254,735

Summary of statistics.

	Men.	Women.
Teachers:		
In colleges for the Caucasian race (exclusive of North Carolina College)	1,377	139
In colleges for the African race	118	86
Total	1,495	225
Students:		
(1) In colleges for the Caucasian race (exclusive of North Carolina College):		
(*a*) Preparatory	2,458	732
(*b*) Collegiate	11,321	1,927
(*c*) Post graduate	443	90
(*d*) Other departments	7,352	3,019
Total	21,574	5,768
(2) In colleges for the African race:		
(*a*) Preparatory	1,477	1,346
(*b*) Collegiate	557	354
(*c*) Post graduate	4	10
Total	2,038	1,710

Distribution of students in courses of colleges for the Caucasian race (as far as reported).

Agriculture		3,190
Engineering:		
Mechanical	2,723	
Civil	1,551	
Electrical	1,213	
Mining	572	
		6,059
Veterinary science		459
Architecture		193
Household economy		722
Military tactics and drill		8,706

[1] The report of this institution was received too late to be included in the following summaries, though appearing in the table.

[2] Not including that of several States which failed to report.

[3] Of which $112,247 went to institutions for the colored race.

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TABLE 1.—*Statistics for 1897-98 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands, or a part of the proceeds arising from the sale thereof, or both.*

Name of institution.	Name of president.	Staff of experiment station.	Faculty.		Students, by departments.								Property.				
					Preparatory.		Collegiate.		Post graduate.		All other departments of college or affiliated departments.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipments of agricultural and mechanical departments, not including lands under cultivation.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.			
Alabama Polytechnic Institute, Auburn, Ala	William Leroy Broun	8	31	0	29	0	269	20	23	0	0	0	11,712	1,750	75	$2,500	$183,540
University of Arizona, Tucson, Ariz	M. M. Parker	6	12	3	57	42	41	16	0	0	0	0	3,100	.....	60	3,000	88,700
Arkansas Industrial University, Fayetteville, Ark	John L. Buchanan	7	22	11	62	0	27	0	0	0	241	148	7,908	6,499	40	9,600	198,000
University of California, Berkeley, Cal	Martin Kellogg	14	72	0	0	0	419	15	20	0	1,092	845	73,500	80,000	182	193,125	1,074,111
Colorado Agricultural College, Fort Collins, Colo	Alston Ellis	7	22	3	28	27	211	81	6	1	0	0	9,968	1,021	225	32,900	189,329
Storrs Agricultural College, Storrs, Conn	George W. Flint	5	10	4	0	0	80	24	0	0	0	0	6,500	500	100	15,000	70,000
Delaware College, Newark, Del	George A. Harter	5	13	0	.....	.....	88	.....	3	.....	.....	.....	10,000	8,000	4	3,000	114,800
Florida Agricultural College, Lake City, Fla	W. F. Yocum	6	13	2	36	10	42	13	2	.....	42	27	.....	.....	93	7,000	31,531
State Agricultural and Mechanical College, Athens, Ga.	H. C. White	.....	21	.....	.....	.....	105	.....	5	.....	.....	.....	28,960	8,045	100	10,000	600,000
University of Idaho, Moscow, Idaho	F. B. Gault	8	15	6	92	69	53	31	3	0	.....	.....	6,100	9,500	94	4,000	163,000
University of Illinois, Urbana, Ill	Andrew S. Draper	10	87	10	145	54	538	158	66	12	588	21	34,338	6,750	600	100,000	975,000
Purdue University of Indiana, Lafayette, Ind	J. H. Smart	11	58	6	.....	.....	617	76	30	21	.....	.....	8,098	2,854	149	60,000	570,000
Iowa Agricultural College, Ames, Iowa	W. M. Beardshear	14	49	10	45	20	460	100	5	0	0	0	11,458	.....	300	45,000	475,000
Kansas State Agricultural College, Manhattan, Kans	Thomas E. Will	12	32	10	62	15	426	243	33	24	0	0	19,040	14,000	250	39,100	406,512
Kentucky Agricultural and Mechanical College, Lexington, Ky.	James K. Patterson	6	18	....	67	14	190	58	8	1	39	53	3,356	5,969	45	25,000	176,000
Louisiana State University and Agricultural and Mechanical College, Baton Rouge, La.	Thomas D. Boyd	20	20	....	88	....	158	....	4	.....	.....	.....	20,000	2,000	310	33,300	200,000
University of Maine, Orono, Me	A. W. Harris	10	34	0	.....	.....	307	10	7	.....	.....	.....	14,000	6,000	120	9,325	157,725
Maryland Agricultural College, College Park, Md	R. W. Silvester	11	17	0	23	....	81	....	1	.....	.....	.....	2,100	700	140	28,000	74,000
Massachusetts Agricultural College, Amherst, Mass.	H. H. Goodell	21	22	0	0	0	133	0	9	0	0	0	18,700	0	260	45,000	104,500
Massachusetts Institute of Technology, Boston, Mass.	J. M. Crafts	0	54	0	.....	.....	1,117	72	9	.....	.....	.....	46,015	14,148	.....	.....	546,083
Michigan State Agricultural College, Agricultural College, Mich.	J. L. Snyder	17	37	5	0	0	384	80	2	3	0	0	21,000	4,000	500	47,320	501,454
University of Minnesota, Minneapolis, Minn	Cyrus Northrop	13	51	7	139	25	347	88	.....	.....	1,573	718	52,000	.....	210	300,000	955,000
Agricultural and Mechanical College of Mississippi, Agricultural College, Miss.	Stephen D. Lee	5	21	....	91	1	190	10	4	.....	.....	.....	6,487	7,090	450	42,605	65,871
University of Missouri, Columbia, Mo	R. H. Jesse	14	29	1	.....	.....	276	6	.....	.....	505	31	.....	.....	320	141,106	228,000

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School of Mines, Rolla, Mo	Geo. E. Ladd	....	10	....	.....	....	105	10	2	....	.....	.....	3,129	2,129	.....	.....	101,000
Montana Agricultural College, Bozeman, Mont	James Reid	7	12	6	98	85	13	5	.....	.....	.....	.....	3,000	2,500	170	10,000	130,000
University of Nebraska, Lincoln, Nebr	George E. MacLean	16	43	4	129	12	295	50	34	3	.....	.....	40,000	.....	310	200,000	525,000
State University of Nevada, Reno, Nev	J. E. Stubbs	6	16	3	54	34	108	59	3	1	.....	68	6,457	4,420	91	10,000	56,875
New Hampshire College of Agriculture and Mechanic Arts, Durham, N. H.	Charles S. Murkland	11	21	....	7	....	88	46	2	.....	.....	.....	5,646	3,700	....	20,500	239,516
Rutgers Scientific School, New Brunswick, N. J	Austin Scott	8	29	4	105	39	93	0	2	0	57	0	36,562	5,000	97	30,000	333,380
College of Agriculture and Mechanic Arts, Mesilla Park, N. Mex.	C. T Jordan	12	14	3	68	36	54	26	1	0	0	0	3,316	1,000	100	10,000	73,000
Cornell University, Ithaca, N. Y	J. G. Schurman	18	56	2	0	0	550	1	26	0	992	266	211,278	35,000	105	37,000	2,359,525
North Carolina Agricultural College, Raleigh, N. C	Alexander Q. Holladay	21	24	....	29	0	211	0	15	0	0	0	2,368	.....	86	.....	83,554
North Dakota Agricultural College, Fargo, N. Dak	J. H. Worst	7	16	4	134	41	32	20	3	0	.....	.....	7,015	2,000	553	25,500	108,000
Ohio State University, Columbus, Ohio	James H. Canfield	....	24	1	0	0	422	19	5	0	488	216	23,339	7,000	200	500,000	790,000
Oklahoma Agricultural and Mechanical College, Stillwater, Okla.	G. E. Morrow	7	10	1	59	39	51	20	....	.....	.....	.....	4,200	3,000	175	5,000	32,500
State Agricultural College of Oregon, Corvallis, Oreg.	Thomas M. Gatch	7	20	6	.....	.....	177	144	7	8	.....	.....	3,800	2,000	120	14,500	45,300
Pennsylvania State College, State College, Pa	George W. Atherton	16	45	2	38	2	292	12	2	1	.....	.....	13,408	.....	300	40,000	810,000
Rhode Island College of Agriculture and Mechanic Arts, Kingston, R. I.	J. H. Washburn	10	18	7	.....	.....	96	48	5	2	20	12	6,750	7,500	40	15,000	84,331
Clemson Agricultural College, Clemson College, S. C.	Henry S. Hartzog	16	20	0	240	0	200	0	10	0	.....	.....	.....	.....	400	26,280	138,000
State Agricultural College of South Dakota, Brookings, S. Dak.	John W. Heston	9	15	4	36	12	226	120	....	.....	.....	.....	5,900	9,500	200	9,250	102,000
University of Tennessee, Knoxville, Tenn	Charles W. Dabney	9	28	2	0	0	192	59	12	2	343	0	15,500	12,000	118	106,370	174,600
Agricultural and Mechanical College of Texas, College Station, Tex.	R. H. Whitlock	9	22	0	0	0	334	0	3	0	.....	.....	5,000	3,500	225	48,320	345,060
Agricultural College, Logan, Utah	J. M. Tanner	8	17	4	209	70	103	61	1	3	.....	.....	5,100	3,750	103	26,800	195,000
University of Vermont and State Agricultural College, Burlington, Vt.	Matthew H. Buckham	14	20	0	0	0	168	0	1	0	346	60	.....	.....	.....	15,000	478,645
Virginia Agricultural and Mechanical College, Blacksburg, Va.	J. M. McBryde	9	31	0	0	0	294	0	39	0	.....	.....	3,000	750	350	30,000	205,770
Washington Agricultural College, Experiment Station, and School of Science, Pullman, Wash.	Enoch A. Bryan	8	22	1	119	73	110	55	1	1	4	20	3,330	1,836	236	15,000	128,400
West Virginia University, Morgantown, W. Va	Jerome H. Raymond	9	34	4	158	16	259	63	15	7	126	0	.....	.....	100	5,000	300,000
University of Wisconsin, Madison, Wis	C. K. Adams	11	56	1	.....	.....	479	1	23	....	826	438	54,000	14,000	200	75,000	293,500
University of Wyoming, Laramie, Wyo	Elmer E. Smiley	7	9	2	6	0	12	1	....	....	70	96	5,750	4,000	180	9,540	132,000
FOR THE COLORED RACE.																	
Agricultural and Mechanical College, Normal, Ala	W. H. Councill	....	6	5	194	246	4	14	....	....	.....	.....	2,500	1,000	130	10,000	38,800
Branch Normal College of Arkansas Industrial University, Pine Bluff, Ark.	J. C. Corbin	....	6	2	.....	.....	50	37	2	2	72	27	3,000	750	.....	.....	33,000
State College for Colored Students, Dover, Del	W. C. Jason	....	6	1	18	9	14	5	....	....	.....	.....	500	200	90	6,000	21,800
Florida State Normal and Industrial College for Colored Students, Tallahassee, Fla.	T. De S. Tucker	3	4	3	51	118	1	1	0	0	16	31	740	400	91	7,105	19,500
Georgia Industrial College for Colored Youths, College, Ga.	R. R. Wright	....	11	0	70	40	50	....	....	....	.....	.....	400	120	20	5,000	19,500
State Normal School for Colored Persons, Frankfort, Ky.	John H. Jackson	....	3	2	20	16	15	6	....	....	44	46	717	166	5	1,873	13,354
Southern University and Agricultural and Mechanical College, New Orleans, La.	H. A. Hill	0	5	8	129	252	132	108	0	0	0	0	760	636	40	6,000	55,171
Alcorn Agricultural and Mechanical College, Westside, Miss.	Rev. E. H. Triplett	....	14	....	224	....	24	....	....	....	248	.....	3,520	4,800	100	3,750	153,750

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TABLE 1.—*Statistics for 1897–98 of institutions endowed by the acts of Congress approved July 2, 1862, etc.*—Continued.

Name of institution.	Name of president.	Staff of experiment station.	Faculty.		Students, by departments.								Property.				
					Preparatory.		Collegiate.		Post graduate.		All other departments of college or affiliated departments.		Library.		Acres under cultivation.	Value of farm lands.	Value of buildings and equipments of agricultural and mechanical departments, not including lands under cultivation.
			Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Men.	Women.	Volumes.	Pamphlets.			
Lincoln Institute, Jefferson City, Mo	John H. Jackson	....	3	....	69	....	.....	.....	.....	.....	48	.....	225	100	14	$2,300	$62,550
Agricultural and Mechanical College for the Colored Race, Greensboro, N. C.	James B. Dudley	....	9	1	36	31	37	12	1	.....	.....	.....	714	2,000	20	3,000	48,250
Colored Normal, Industrial, and Agricultural and Mechanical College, Orangeburg, S. C.	Thos. E. Miller	0	12	9	223	266	12	13	0	0	.....	.....	400	350	75	19,950	80,000
Prairie View State Normal School, Prairie View, Tex.	Edward L. Blackshear	....	5	3	.....	.....	100	90	.....	.....	.....	.....	946	250	300	15,000	76,989
Hampton Normal and Agricultural Institute, Hampton, Va.	H. B. Frissell	4	30	49	443	368	118	68	1	8	.....	.....	8,725	916	500	32,000	684,000
West Virginia Colored Institute, Farm, W. Va	J. H. Hill	....	5	3	.....	.....	.....	.....	.....	.....	.....	.....	600	200	.....	2,750	30,500

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TABLE 2.—*Financial statistics for 1897–98 of institutions endowed by the acts of Congress approved July 2, 1862, and August 30, 1890, with public lands, or a part of the proceeds arising from the sale thereof, or both.*

Name of institution.	Balance on hand July 1, 1897.	Receipts.					Expenditures.		
		State aid by endowment and appropriation.	Federal aid—			Fees and all other sources.	Instruction in the subjects specified in section 1, act of Aug. 30, 1890.	Experiment station.	Administrative expenses and instruction in all other departments.
			From act of July 2, 1862.	From act of Aug. 30, 1890.	For support of experiment stations.				
Alabama Polytechnic Institute (Agricultural and Mechanical College)	$1,839	$9,988	$20,280	$12,523	$15,000	$6,013	$28,700	$20,650	$10,540
University of Arizona	10,079	11,996	.....	23,000	15,000	2,650	23,677	15,000	7,139
Arkansas Industrial University	2,730	34,650	10,400	16,727	15,000	3,251	36,980	15,000	32,030
University of California	2,274	454,060	43,704	23,000	15,000	13,444	87,327	15,185	166,237
Colorado Agricultural College	.....	45,827	3,504	23,000	15,000	1,561	18,740	16,300	32,848
Storrs Agricultural College	56,858	15,000	6,750	23,000	7,500	.....	18,038	7,500	35,713
Delaware College	2,330	.....	4,980	18,400	15,000	2,836	18,531	15,000	7,777
Florida Agricultural College	.....	4,350	9,107	11,500	15,000	2,544	10,223	14,998	14,675
Georgia State Agricultural and Mechanical College	812	29,000	16,954	15,333	.....	.....	23,100	.....	10,000
University of Idaho	667	6,750	.....	23,000	15,000	930	21,528	15,000	6,093
University of Illinois	51,641	210,000	14,367	23,000	15,000	92,615	65,000	18,141	103,793
Purdue University of Indiana	7,483	81,661	17,000	23,000	15,000	29,862	58,344	16,789	94,887
Iowa Agricultural College	9,182	29,000	50,049	23,000	15,000	63,472	29,948	17,632	14,119
Kansas State Agricultural College	.....	32,350	27,700	23,000	15,000	12,003	.....	15,528	13,209
Kentucky Agricultural and Mechanical College	4,475	31,676	29,617	19,665	15,000	9,358	28,857	20,739	33,540
Louisiana State University and Agricultural and Mechanical College	3,602	8,940	9,116	11,138	15,000	14,606	12,700	15,000	32,731
University of Maine	5,182	20,000	5,915	23,000	15,000	20,346	24,075	19,897	40,568
Maryland Agricultural College	67	18,500	6,142	23,000	15,000	30,702	30,841	15,000	12,298
Massachusetts Agricultural College	.....	43,676	7,300	15,333	15,000	2,250	23,700	15,000	7,416
Massachusetts Institute of Technology	35,963	25,000	5,896	7,667	0	313,076	326,639	0	.....
Michigan State Agricultural College	37,240	11,000	46,843	23,000	15,000	18,829	57,174	17,740	35,347
University of Minnesota	61,962	221,519	21,821	23,000	15,000	.....	76,373	32,606	187,509
Agricultural and Mechanical College of Mississippi	.....	24,000	5,915	10,681	15,000	14,901	23,597	15,000	32,064
University of Missouri	.....	11,004	19,641	23,000	15,000	7,686	45,886	17,622	12,009
School of Mines	9	14,673	4,910		0	834	2,600	11,600	2,469
Montana Agricultural College	10,735	11,000	.....	23,000	15,000	3,001	33,049	17,684	12,505
University of Nebraska	.....	156,250	.....	23,000	15,000	12,534	73,500	15,000	88,284
State University of Nevada	13,408	16,250	.....	23,000	15,000	628	22,995	14,988	16,214
New Hampshire College of Agriculture and Mechanic Arts	813	5,500	4,800	23,000	15,000	16,255	22,399	15,000	26,282
Rutgers Scientific School	.....	.....	6,480	23,000	15,000	20,439	20,575	15,000	29,344
New Mexico College of Agriculture and Mechanic Arts	.....	4,647	.....	23,000	15,000	1,273	26,444	15,326	2,714
Cornell University	75,003	.....	34,429	23,000	13,743	511,879	364,355	14,214	192,018
North Carolina Agricultural College	140	15,000	7,500	14,936	.....	5,939	14,936	.....	26,951
North Dakota Agricultural College	1,409	23,749	.....	23,000	15,000	3,277	21,683	17,154	12,759

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TABLE 2.—*Financial statistics for 1897–98 of institutions endowed by the acts of Congress approved July 2, 1862, etc.*—Continued.

Name of institution.	Balance on hand July 1, 1897.	Receipts.					Expenditures.		
		State aid by endowment and appropriation.	Federal aid— From act of July 2, 1862.	Federal aid— From act of Aug. 30, 1890.	Federal aid— For support of experiment stations.	Fees and all other sources.	Instruction in the subjects specified in section 1, act of Aug. 30, 1890.	Experiment station.	Administrative expenses and instruction in all other departments.
Ohio State University	$19,782	$353,890	$31,461	$23,000	.....	$33,547	$81,217	.....	$134,211
Oklahoma Agricultural and Mechanical College	37,349	500	.....	23,000	$15,000	1,173	8,568	$15,000	2,916
State Agricultural College of Oregon	2,993	5,000	12,554	23,000	15,000	1,161	23,229	15,000	9,036
Pennsylvania State College	.....	48,799	25,637	23,000	15,000	10,159	41,755	15,000	52,007
Rhode Island College of Agriculture and Mechanic Arts	23,337	21,500	2,942	23,000	15,000	6,000	26,800	15,000	10,000
Clemson Agricultural College	22,158	56,000	5,764	11,500	15,000	4,862	25,900	15,000	10,000
State Agricultural College of South Dakota	333	17,500	.....	23,000	15,000	5,000	23,073	15,000	22,424
University of Tennessee	.....	.....	23,960	23,000	15,000	10,988	21,484	15,000	29,445
Agricultural and Mechanical College of Texas	.....	60,500	14,280	17,250	15,000	8,332	26,333	15,000	8,657
Agricultural College of Utah	.....	12,250	.....	23,000	15,000	6,333	22,127	18,280	15,948
University of Vermont and State Agricultural College	.....	6,000	8,130	23,000	15,000	37,618	40,467	15,000	24,888
Virginia Agricultural and Mechanical College	.....	15,000	20,659	15,333	15,000	11,593	18,333	17,190	30,901
Washington Agricultural College, Experiment Station, and School of Science	3	11,595	.....	23,000	15,000	3,726	22,005	15,000	11,595
West Virginia University	.....	36,550	6,408	18,000	15,000	11,858	20,313	21,053	57,386
University of Wisconsin	.....	76,800	9,300	19,000	15,000	5,000	18,400	30,125	45,200
University of Wyoming	7,680	8,077	.....	23,000	15,000	1,167	21,017	15,557	5,400
FOR THE COLORED RACE.									
Alabama Agricultural and Mechanical College for Colored Students	601	4,000	.....	10,477	.....	17,500	7,849	.....	2,349
Branch Normal College of Arkansas Industrial University	.....	9,000	.....	6,273	.....	450	.....	.....	.....
Delaware State College for Colored Students	.....	.....	.....	4,600	.....	200	3,560	.....	2,200
Florida State Normal and Industrial College for Colored Students	1,025	.....	.....	11,500	.....	389	7,500	.....	.....
Georgia Industrial College for Colored Youths	2,910	.....	8,000	7,667	.....	454	6,248	.....	5,866
Kentucky State Normal School for Colored Persons	1,055	7,404	628	8,335	.....	2,573	2,790	.....	7,639
Southern University and Agricultural and Mechanical College	.....	9,000	.....	11,862	.....	.....	11,862	.....	9,000
Alcorn Agricultural and Mechanical College	.....	34,629	6,815	12,310	.....	.....	.....	.....	.....
Lincoln Institute	6	21,400	.....	1,233	.....	.....	4,940	.....	10,599
Agricultural and Mechanical College for the Colored Race	82	12,500	.....	8,064	.....	110	8,151	.....	2,598
Colored Normal, Industrial, and Agricultural and Mechanical College of South Carolina	.....	10,000	5,754	11,500	.....	1,165	13,240	.....	5,754
Prairie View State Normal School	.....	15,700	.....	5,750	.....	8,114	5,675	.....	2,200
Hampton Normal and Agricultural Institute	.....	.....	10,329	7,667	.....	175,400	.....	.....	212,539
West Virginia Colored Institute	1,045	15,000	.....	5,000	.....	830	5,372	.....	500

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CHAPTER XLV.

STATISTICS OF NORMAL SCHOOLS.

The number of students pursuing training courses for teachers in various institutions in the United States in the scholastic year 1897–98 was 89,225. These students were in 1,376 schools of various grades. Nearly 52 per cent of the whole number, or 46,245, were in the 167 public normal schools. The 178 private normal schools had 21,293 students in training courses for teachers, public universities and colleges had 2,255, private universities and colleges had 6,065, public high schools had 7,378, and private secondary schools had 5,989 students pursuing similar courses. The following table shows the number of institutions of each class and the number of normal students in each class for four scholastic years:

Normal students reported for four years.

Classes of institutions.	1894–95.		1895–96.		1896–97.		1897–98.	
	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.	Institutions.	Students.
Public normal schools	155	36,276	160	40,421	164	43,199	167	46,245
Private normal schools	201	21,927	169	20,777	198	24,181	178	21,293
Public universities and colleges	26	1,075	27	1,691	30	1,839	23	2,255
Private universities and colleges	166	5,327	166	5,335	166	4,650	188	6,065
Public high schools	433	6,809	447	8,246	507	9,001	494	7,378
Private high schools	458	9,124	439	7,930	422	7,064	326	5,989
Grand total	1,439	80,538	1,408	84,400	1,487	89,934	1,376	89,225
In all public institutions	614	44,160	634	50,358	701	54,039	684	55,878
In all private institutions	825	36,378	774	34,042	786	35,895	692	33,347

The above statement shows that in 1897–98 nearly 63 per cent, or 55,878 students in training courses for teachers, were in public institutions. The 167 public normal schools had an average of 277 normal students to the school, while the average number to the 178 private normal schools was 120. The average number of such students in 23 public universities and colleges was 98 and in 188 private universities and colleges 32. The average number of normal students in 494 public high schools was 15, and the average number in 326 private high schools and academies was 18. Students in public and private normal schools pursuing other courses of study are accounted for elsewhere in this chapter.

The number of graduates from the public and private normal schools at the close of the year ending June, 1898, was 11,255, or almost exactly one-sixth of the number of normal students in those schools. If one-sixth of the normal students in other institutions completed their courses the total number of graduated teachers for the year must have reached 14,871.

PUBLIC NORMAL SCHOOLS.

With two exceptions, all the States make provision for the education of teachers in public normal schools. The statistics of the 167 public normal schools are summarized in Tables 1 to 8, while information concerning each school is given in Table 19.

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Table 1 shows the number of public normal schools in each State. New York and Pennsylvania have 15 each; Massachusetts, 10; West Virginia, North Carolina, Mississippi, and Wisconsin, 7 each; Alabama, 6; Ohio, Minnesota, Iowa, and Missouri, 5 each. Wyoming and Nevada have no public normal schools. In the 167 schools there were 1,863 teachers employed in instructing normal students, and 241 teachers engaged wholly in other departments.

The total number of normal students in the public normal schools was 46,245, as already stated—12,578 males and 33,667 females. The enrollment in each State is shown in Table 2. These schools also had 673 students in business courses, 3,570 in secondary grades equivalent to the high school grades, and 26,104 in elementary grades, as shown in Table 2.

Table 3 shows that the total number of students and pupils receiving instruction in the public normal schools was 76,594. There were 32,080 children in the model schools attached to or used by these institutions. This 32,080 includes most of the children in the elementary grades mentioned in Table 2, but in many cases elementary schools in the neighborhood are used as model schools.

The number of colored normal students in the public normal schools was 1,763, as shown in Table 3. Nearly all these were in the public normal schools for the colored race supported by the Southern States.

The number of graduates from the normal courses of the public normal schools in 1898 was 8,188, as shown in Table 4. Of these graduates 6,645 were women and 1,543 men. There were 102 graduates from business courses and 607 from other courses.

Table 5 shows for each State the income of the public normal schools. The appropriations from States, counties, and cities for support aggregated $2,566,132 for the 167 schools, an increase of $139,947 over the previous year. The total income for the year from appropriations, tuition fees, productive funds, and from other sources was $3,445,751, an increase of $180,823 over the year 1896–97. It is probable that the greater part of the $307,409 mentioned in next to the last column of the table as "other sources and unclassified" came directly or indirectly from public appropriations.

Table 6 is an exhibit of the value of buildings and other property of the public normal schools. The number of volumes in the libraries of 150 of these institutions was 566,684, valued at $586,077. The value of buildings, grounds, scientific apparatus, etc., was $19,990,222.

The amount of public appropriations received each year for the last six years by the public normal schools is shown in Table 7. With the exception of a single year, when there was a small decrease in the appropriations, there has been a steady increase since 1892. These appropriations increased from $1,452,914 in 1892–93 to $2,566,132 in 1897–98.

Table 8 shows the amounts appropriated each year for six years for buildings and improvements in the States and Territories. There has been a decrease in the aggregate for the past two years, the $417,866 appropriated for 1897–98 being less than the aggregate for any year since 1891–92, when it was $394,635.

PRIVATE NORMAL SCHOOLS.

The number of private normal schools reporting to this office for the year 1897–98 was 178. There are many other private institutions known as normal schools, but the training of teachers is not their distinctive work. The statistics of private normal schools will be found summarized in Tables 9 to 14, while the information concerning the separate schools is given in Table 20.

Table 9 shows the number of teachers in the 178 private normal schools. There were 1,008 teachers for normal students and 736 wholly for other departments. Fifteen States and Territories have no private normal schools. In the North Atlantic and Western divisions there are only 19 such schools.

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The number of students pursuing training courses for teachers in the private normal schools was 21,293, as shown in Table 10. This was a decrease of 2,888 from the previous year. The number of students in business courses was 5,031, an increase of 1,156. The number in secondary grades was 7,337, a decrease of 248. The number of pupils in elementary grades was 16,999, a decrease of 235 from the previous year. The total enrollment in all the grades and departments of these schools, as shown in Table 11, was 50,660, a net decrease of 2,215. This decrease is due to the fact that a few of the schools reported the previous year suspended and a number of others ceased to be distinctively training schools for teachers. The number of schools was thus reduced from 198 to 178.

It is also shown in Table 11 that there were 2,410 colored normal students in private normal schools, nearly all of them in colored normal schools in the South supported by donations and tuition fees. This table also shows that the number of children in the model schools used by private normal schools was 6,726.

Table 12 shows that there were 3,067 graduates from teachers' training courses, 1,164 from business courses, and 672 from other courses in the private normal schools in 1897–98. This was a decrease of 1,041 in the number of normal graduates, decrease of 347 in the number of business graduates, and a decrease of 1,034 in the number of graduates from other courses.

Table 13 shows the income received from various sources by the private normal schools so far as reported. The aggregate income of these schools was $898,909, a decrease of $127,168 from the previous year.

An exhibit of property owned by private normal schools is presented in Table 14. The number of volumes in the libraries of 140 of these schools was 194,460, valued at $197,932. The value of buildings and grounds, scientific apparatus, etc., was $5,047,507. Benefactions amounting to $240,203 were received during the year. The total money value of the endowment of the institutions reporting this item was $2,311,594.

DISTRIBUTION OF NORMAL STUDENTS.

A comparison is made in Table 15 between certain statistics of public and private normal schools. In the public normal schools only 27.20 per cent of the normal students were males, while the female students comprised 72.80 per cent of the number. In the private normal schools the number of students was almost equally divided between the sexes. In the public normal schools 17.71 per cent of the students in the school during the year graduated, while in the private normal schools the per cent of graduates was 14.40.

Table 16 is a summary, by States, of the number of students pursuing teachers' training courses in universities and colleges, in public high schools, and in private high schools and academies.

Table 17 is a general summary, by States, of all the students in the five classes of institutions reported to this office as pursuing normal or teachers' training courses in 1897–98.

Table 18 contains a list of the universities and colleges in which courses designed for the professional training of teachers are maintained. The number of normal students in each institution each year for the past six years is given. Certain universities and colleges having regularly organized departments of pedagogy did not report the number of students pursuing courses in such departments.

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TABLE 1.—*Summary of statistics of public normal schools in 1897-98.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	167	783	1,080	1,863	165	576	741	948	1,656	2,604
North Atlantic Division	56	268	485	753	72	307	379	340	792	1,132
South Atlantic Division	27	90	129	219	28	80	108	118	209	327
South Central Division	25	76	91	167	21	42	63	97	133	230
North Central Division	42	251	284	535	43	142	185	294	426	720
Western Division	17	98	91	189	1	5	6	99	96	195
North Atlantic Division:										
Maine	4	8	22	30	0	2	2	8	24	32
New Hampshire	1	3	5	8	1	5	6	4	10	14
Vermont	3	6	11	17	0	2	2	6	13	19
Massachusetts	10	30	73	103	9	56	65	39	129	168
Rhode Island	1	4	7	11	0	8	8	4	15	19
Connecticut	4	10	44	54	2	33	35	12	77	89
New York	15	52	130	182	35	143	178	87	273	360
New Jersey	3	12	23	35	7	30	37	19	53	72
Pennsylvania	15	143	170	313	18	28	46	161	198	359
South Atlantic Division:										
Delaware	1	0	2	2	0	0	0	0	2	2
Maryland	2	5	7	12	0	4	4	5	11	16
District of Columbia	2	0	15	15	0	0	0	0	15	15
Virginia	3	29	35	64	9	32	41	38	67	105
West Virginia	7	23	15	38	3	8	11	26	23	49
North Carolina	7	18	29	47	7	7	14	25	36	61
South Carolina	1	3	12	15	3	12	15	6	24	30
Georgia	2	8	12	20	1	13	14	9	25	34
Florida	2	4	2	6	5	4	9	9	6	15
South Central Division:										
Kentucky	4	6	3	9	3	3	6	9	6	15
Tennessee	1	13	15	28	0	0	0	13	15	28
Alabama	6	22	31	53	11	27	38	33	58	91
Mississippi	7	12	3	15	6	10	16	18	13	31
Louisiana	2	6	20	26	0	0	0	6	20	26
Texas	3	7	13	20	1	2	3	8	15	23
Arkansas	1	5	2	7	0	0	0	5	2	7
Oklahoma	1	5	4	9	0	0	0	5	4	9
Indian Territory										
North Central Division:										
Ohio	5	10	18	28	1	13	14	11	31	42
Indiana	3	22	9	31	6	3	9	28	12	40
Illinois	3	32	36	68	3	11	14	35	47	82
Michigan	3	29	34	63	0	31	31	29	65	94
Wisconsin	7	55	66	121	0	28	28	55	94	149
Minnesota	5	17	35	52	13	28	41	30	63	93
Iowa	5	27	17	44	10	17	27	37	34	71
Missouri	5	21	16	37	9	5	14	30	21	51
North Dakota	2	9	10	19	0	0	0	9	10	19
South Dakota	2	5	17	22	0	0	0	5	17	22
Nebraska	1	10	6	16	0	4	4	10	10	20
Kansas	1	14	20	34	1	2	3	15	22	37
Western Division:										
Montana	1	3	2	5	0	0	0	3	2	5
Wyoming										
Colorado	1	6	10	16	0	0	0	6	10	16
New Mexico	1	3	1	4	0	1	1	3	2	5
Arizona	1	3	3	6	0	0	0	3	3	6
Utah	2	27	12	39	0	0	0	27	12	39
Nevada										
Idaho	2	5	4	9	0	0	0	5	4	9
Washington	2	7	8	15	0	0	0	7	8	15
Oregon	3	16	8	24	0	2	2	16	10	26
California	4	28	43	71	1	2	3	29	45	74

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TABLE 2.—*Summary of statistics of public normal schools in 1897–98.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	12,578	33,667	46,245	227	446	673	1,258	2,312	3,570	12,474	13,632	26,106
North Atlantic Division	4,867	14,603	19,470	28	29	57	362	975	1,337	5,635	6,221	11,856
South Atlantic Division	1,491	2,954	4,445	75	172	247	79	353	432	1,000	1,478	2,478
South Central Division	1,105	1,894	2,999	59	202	261	294	274	568	1,561	1,357	2,918
North Central Division	4,268	11,274	15,542	55	36	91	467	656	1,123	3,852	4,056	7,908
Western Division	847	2,942	3,789	10	7	17	56	54	110	426	520	946
North Atlantic Division:												
Maine	262	652	914							44	53	97
New Hampshire	2	75	77	0	0	0	30	40	70	93	100	193
Vermont	42	231	273	0	0	0	0	0	0	0	0	0
Massachusetts	65	1,282	1,347	0	0	0	0	0	0	1,394	1,486	2,880
Rhode Island	3	215	218	0	0	0	0	0	0	0	0	0
Connecticut	6	530	536									
New York	1,195	6,345	7,540	0	0	0	123	648	771	2,874	3,279	6,153
New Jersey	84	824	908	0	0	0	74	105	179	411	507	918
Pennsylvania	3,208	4,449	7,657	28	29	57	135	182	317	819	796	1,615
South Atlantic Division:												
Delaware	0	24	24	0	0	0	0	0	0	0	0	0
Maryland	32	404	436				2	17	19	11	15	26
District of Columbia	14	139	153	0	0	0	0	0	0	175	211	386
Virginia	177	214	391	0	0	0	37	0	37	510	640	1,150
West Virginia	733	585	1,318	75	41	116	3	1	4	14	23	37
North Carolina	251	775	1,026	0	50	50	37	108	145	250	336	586
South Carolina	0	199	199	0	49	49	0	81	81	3	11	14
Georgia	209	499	708	0	32	32	0	146	146	6	168	174
Florida	75	115	190	0	0	0				31	74	105
South Central Division:												
Kentucky	133	177	310	49	190	239	76	47	123	344	342	686
Tennessee	161	330	491				47	40	87			
Alabama	194	373	567	0	9	9	94	99	193	360	441	801
Mississippi	115	115	230	10	3	13	59	69	128	389	350	739
Louisiana	71	364	435	0	0	0	0	0	0	281	81	362
Texas	193	332	525	0	0	0	18	19	37	187	143	330
Arkansas	127	63	190							0	0	0
Oklahoma	111	140	251									
Indian Territory												
North Central Division:												
Ohio	9	438	447				46	64	110			
Indiana	249	331	580	0	0	0				393	490	883
Illinois	528	1,251	1,779				69	55	124	482	463	945
Michigan	253	1,002	1,255	0	0	0	16	70	86	878	777	1,655
Wisconsin	841	2,057	2,898	0	0	0	20	26	46	748	759	1,507
Minnesota	352	1,550	1,902	0	0	0	0	0	0	667	782	1,449
Iowa	514	1,359	1,873	55	36	91	116	130	246	286	254	540
Missouri	663	1,266	1,929				130	140	270	235	233	468
North Dakota	110	189	299	0	0	0	0	0	0	14	19	33
South Dakota	108	366	474	0	0	0	0	0	0	30	89	119
Nebraska	160	298	458	0	0	0	70	171	241			
Kansas	481	1,167	1,648							119	190	309
Western Division:												
Montana	6	18	24				26	32	58			
Wyoming												
Colorado	47	256	303	0	0	0	0	0	0	84	115	199
New Mexico	10	30	40	2	4	6	13	7	20			
Arizona	74	97	171	0	0	0	0	0	0			
Utah	213	344	557	0	0	0				43	13	56
Nevada												
Idaho	38	86	124	8	3	11	2	6	8	43	53	96
Washington	113	290	403	0	0	0	0	0	0	0	0	0
Oregon	179	294	473				15	9	24	181	216	397
California	167	1,527	1,694	0	0	0	0	0	0	75	123	198

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TABLE 3.—*Summary of statistics of public normal schools in 1897-98.*

TOTAL ENROLLMENT OF STUDENTS.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	26,537	50,057	76,594	832	931	1,763	15,292	16,788	32,080
North Atlantic Division	10,892	21,828	32,720	4	22	26	8,111	9,010	17,121
South Atlantic Division	2,645	4,957	7,602	519	654	1,173	929	1,111	2,040
South Central Division	3,019	3,727	6,746	234	188	422	592	520	1,112
North Central Division	8,642	16,022	24,664	75	67	142	4,760	4,987	9,756
Western Division	1,339	3,523	4,862	0	0	0	891	1,160	2,051
North Atlantic Division:									
Maine	306	705	1,011	0	0	0	124	149	273
New Hampshire	125	215	340	0	0	0	123	140	263
Vermont	42	231	273	0	0	0	98	105	203
Massachusetts	1,459	2,768	4,227	0	2	2	2,212	1,839	4,051
Rhode Island	3	215	218	0	0	0	100	125	225
Connecticut	6	530	536	0	4	4	1,200	1,554	2,754
New York	4,192	10,272	14,464	2	5	7	2,666	3,000	5,666
New Jersey	569	1,436	2,005	2	4	6	328	481	809
Pennsylvania	4,190	5,456	9,646	0	7	7	1,260	1,617	2,877
South Atlantic Division:									
Delaware	0	24	24	0	0	0	120	130	250
Maryland	45	436	481	7	8	15	11	15	26
District of Columbia	189	350	539	13	43	56	351	351	702
Virginia	724	854	1,578	167	133	300	220	296	516
West Virginia	825	650	1,475	44	56	100	14	27	41
North Carolina	538	1,269	1,807	251	338	589	114	108	222
South Carolina	3	340	343	0	0	0	57	77	134
Georgia	215	845	1,060	0	0	0	26	76	102
Florida	106	189	295	37	76	113	16	31	47
South Central Division:									
Kentucky	602	756	1,358	51	57	108	.....	.....	.....
Tennessee	208	370	578	0	0	0	105	215	320
Alabama	648	922	1,570	12	21	33	141	149	290
Mississippi	573	537	1,110	44	47	91	48	60	108
Louisiana	352	445	797	0	0	0	281	81	362
Texas	398	494	892	0	0	0	0	0	0
Arkansas	127	63	190	127	63	190	0	0	0
Oklahoma	111	140	251	0	0	0	17	15	32
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	55	502	557	0	7	7	1,024	1,113	2,137
Indiana	642	821	1,463	3	8	11	65	82	147
Illinois	1,079	1,769	2,848	59	43	102	411	388	799
Michigan	1,147	1,849	2,996	2	1	3	1,079	978	2,057
Wisconsin	1,609	2,842	4,451	0	1	1	685	691	1,376
Minnesota	1,019	2,332	3,351	0	0	0	724	825	1,549
Iowa	971	1,779	2,750	0	0	0	386	354	740
Missouri	1,028	1,639	2,667	.....	.....	.....	138	167	305
North Dakota	124	208	332	0	0	0	5	7	12
South Dakota	138	455	593	2	1	3	66	141	207
Nebraska	230	469	699	.....	.....	.....	130	100	230
Kansas	600	1,357	1,957	9	6	15	56	141	197
Western Division:									
Montana	32	50	82	0	0	0	20	25	45
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	131	371	502	0	0	0	84	199	283
New Mexico	25	41	66	0	0	0	10	9	19
Arizona	74	97	171	0	0	0	36	34	70
Utah	256	357	613	0	0	0	207	199	406
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	91	148	239	0	0	0	7	8	15
Washington	113	290	403	0	0	0	70	94	164
Oregon	375	519	894	0	0	0	181	216	397
California	242	1,650	1,892	0	0	0	276	376	652

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TABLE 4.—*Summary of statistics of public normal schools in 1897–98.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,543	6,645	8,188	54	48	102	223	384	607
North Atlantic Division	789	3,545	4,334	4	10	14	45	230	275
South Atlantic Division	85	316	401	20	25	45	9	36	45
South Central Division	120	275	395	25	3	28	33	15	48
North Central Division	440	1,614	2,054	5	10	15	127	101	228
Western Division	109	895	1,004	0	0	0	9	2	11
North Atlantic Division:									
Maine	27	120	147	0	0	0	6	27	33
New Hampshire	0	20	20	0	0	0	0	7	7
Vermont	7	101	108						
Massachusetts	74	334	408	0	0	0	2	7	9
Rhode Island	0	16	16						
Connecticut	2	171	173						
New York	166	1,427	1,593	0	0	0	10	152	162
New Jersey	20	238	258	0	0	0	7	23	30
Pennsylvania	493	1,118	1,611	4	10	14	20	14	34
South Atlantic Division:									
Delaware	0	16	16						
Maryland	8	74	82	0	0	0	0	16	16
District of Columbia	7	22	29						
Virginia	38	76	114	0	0	0	4	0	4
West Virginia	17	36	53	20	10	30	5	7	12
North Carolina	3	41	44						
South Carolina	0	16	16	0	6	6	0	4	4
Georgia	11	33	44	0	9	9	0	9	9
Florida	1	2	3						
South Central Division:									
Kentucky	34	33	67	21	2	23	31	13	44
Tennessee									
Alabama	21	68	89	0	0	0	2	0	2
Mississippi	14	22	36	4	1	5	0	2	2
Louisiana	6	81	87						
Texas	35	61	96						
Arkansas	7	2	9						
Oklahoma	3	8	11						
Indian Territory									
North Central Division:									
Ohio	9	216	225	5	10	15	0	0	0
Indiana	6	35	41						
Illinois	26	50	76	0	0	0	17	15	32
Michigan	39	216	255	0	0	0	8	47	55
Wisconsin	161	396	557						
Minnesota	26	294	320						
Iowa	59	126	185						
Missouri	53	147	200	0	0	0	88	36	124
North Dakota	1	0	1						
South Dakota	9	45	54						
Nebraska	8	23	31						
Kansas	43	66	109	0	0	0	14	3	17
Western Division:									
Montana	0	3	3						
Wyoming									
Colorado	13	44	57	0	0	0	2	1	3
New Mexico	2	6	8						
Arizona	4	13	17						
Utah	3	24	27						
Nevada									
Idaho	0	18	18						
Washington	7	29	36	0	0	0	7	1	8
Oregon	26	52	78						
California	54	706	760						

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TABLE 5.—*Summary of statistics of public normal schools in 1897–98.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Appropriated by States, counties, or cities for support for 1897–98.	Received from tuition and other fees.	Received from productive funds.	Received from other sources and unclassified.	Total income for the year 1897–98.
United States	$2,566,132	$514,562	$57,648	$307,409	$3,445,751
North Atlantic Division	1,035,502	328,322	780	83,742	1,448,346
South Atlantic Division	220,328	37,125	29,326	119,191	405,970
South Central Division	131,165	25,527	0	93,813	250,505
North Central Division	881,437	104,027	27,542	10,440	1,023,446
Western Division	297,700	19,561	0	223	317,484
North Atlantic Division:					
Maine	26,900	2,427	0	0	29,327
New Hampshire	13,000	650	0	450	14,100
Vermont	15,000	55	780	.....	15,835
Massachusetts	175,878	180	0	0	176,058
Rhode Island	25,000	0	0	0	25,000
Connecticut	16,000	.....	.....	.....	16,000
New York	517,105	28,390	.....	737	546,241
New Jersey	55,661	25,180	.....	.....	80,841
Pennsylvania	190,958	271,431	0	82,555	544,944
South Atlantic Division:					
Delaware	.....	.....	.....	.....	.....
Maryland	12,875	8,220	0	0	21,095
District of Columbia	.....	.....	.....	.....	.....
Virginia	47,996	2,174	29,226	91,091	170,487
West Virginia	36,400	2,671	.....	5,000	44,071
North Carolina	37,657	15,000	100	4,200	56,957
South Carolina	30,000	4,844	0	3,360	38,204
Georgia	45,400	3,800	.....	3,500	52,700
Florida	10,000	416	0	12,040	22,456
South Central Division:					
Kentucky	3,375	1,335	.....	3,190	7,900
Tennessee	20,000	7,408	.....	39,898	67,306
Alabama	22,445	10,252	.....	38,624	71,321
Mississippi	6,820	1,600	0	328	8,748
Louisiana	15,000	.....	.....	.....	15,000
Texas	42,500	4,500	0	2,500	49,500
Arkansas	5,025	432	.....	6,273	11,730
Oklahoma	16,000	.....	.....	3,000	19,000
Indian Territory	.....	.....	.....	.....	.....
North Central Division:					
Ohio	8,000	1,340	.....	.....	9,340
Indiana	60,750	4,300	.....	.....	65,050
Illinois	127,777	8,447	.....	.....	136,224
Michigan	95,650	9,091	4,200	.....	108,941
Wisconsin	259,596	19,668	9,092	.....	288,356
Minnesota	128,000	11,475	.....	.....	139,475
Iowa	51,737	16,353	.....	.....	68,090
Missouri	49,950	24,137	.....	.....	74,087
North Dakota	20,227	2,275	.....	.....	22,503
South Dakota	27,000	2,781	250	0	30,031
Nebraska	24,750	1,160	0	10,440	36,350
Kansas	28,000	3,000	14,000	.....	45,000
Western Division:					
Montana	7,700	500	.....	.....	8,200
Wyoming	.....	.....	.....	.....	.....
Colorado	35,000	.....	.....	.....	35,000
New Mexico	6,500	432	.....	223	7,155
Arizona	11,500	499	.....	.....	11,999
Utah	58,500	5,885	.....	.....	64,385
Nevada	.....	.....	.....	.....	.....
Idaho	14,000	0	0	0	14,000
Washington	12,500	.....	.....	.....	12,500
Oregon	9,700	8,700	.....	.....	18,400
California	142,300	3,545	.....	.....	145,845

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TABLE 6.—*Summary of statistics of public normal schools in 1897–98.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Value of buildings, grounds, apparatus, etc.	Value of benefactions received 1897–98.	Total money value of endowment.	Appropriated by States, counties, and cities for buildings and improvements.
United States	150	566,664	$586,077	$19,980,223	$335,185	$1,472,865	$417,866
North Atlantic Division	52	205,488	195,957	10,272,580	0	17,265	131,217
South Atlantic Division	22	34,500	30,775	2,042,250	330,858	1,392,550	57,435
South Central Division	21	42,875	58,060	773,267	5,277	0	4,310
North Central Division	38	231,393	235,565	5,269,865	50	3,050	97,504
Western Division	17	52,338	65,780	1,622,250	0	60,000	127,400
North Atlantic Division:							
Maine	4	5,620	10,500	225,000	0	0	41,000
New Hampshire	1	2,000	2,000	100,000	0	0	715
Vermont	2	5,500	4,000	36,000	0	10,000	0
Massachusetts	8	30,284	42,111	1,408,912	0	350	0
Rhode Island	1	3,500	3,000	.....	0	0	0
Connecticut	4	25,459	23,600	200,000	.....	.....	.....
New York	14	64,928	39,368	3,665,161	.....	.....	55,587
New Jersey	3	4,172	5,520	503,000	.....	.....	4,515
Pennsylvania	15	64,025	65,838	4,045,417	0	6,915	29,400
South Atlantic Division:							
Delaware	1	75	50	.....	.....	.....	.....
Maryland	2	4,000	5,500	150,000	0	0	2,760
District of Columbia	2	1,018	700	.....	.....	.....	.....
Virginia	2	13,641	7,000	916,000	330,633	1,392,300	2,500
West Virginia	6	6,000	8,100	435,000	.....	.....	45,450
North Carolina	5	4,052	3,375	113,750	225	190	.....
South Carolina	1	2,900	3,000	175,000	0	0	1,725
Georgia	1	2,000	1,500	240,000	.....	.....	.....
Florida	2	814	1,550	12,500	.....	.....	5,000
South Central Division:							
Kentucky	3	960	1,010	21,417	.....	.....	800
Tennessee	1	13,000	13,000	300,000	.....	.....	.....
Alabama	5	9,000	5,875	152,500	5,200	.....	1,000
Mississippi	5	3,715	6,725	24,850	77	0	110
Louisiana	2	1,200	1,100	60,000	.....	.....	.....
Texas	3	10,200	25,350	104,500	0	0	2,000
Arkansas	1	3,800	4,000	60,000	0	.....	400
Oklahoma	1	1,000	1,000	50,000	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	5	1,780	1,850	40,000	.....	.....	2,300
Indiana	2	20,100	25,050	254,000	.....	.....	50
Illinois	3	37,590	39,184	1,700,000	.....	.....	.....
Michigan	3	21,080	26,250	366,765	0	0	17,500
Wisconsin	7	52,176	57,300	736,000	50	3,050	39,354
Minnesota	5	21,656	18,962	755,100	0	0	15,000
Iowa	4	9,954	11,200	240,000	.....	.....	.....
Missouri	3	11,900	10,200	551,000	.....	.....	3,000
North Dakota	2	3,575	5,500	75,000	.....	.....	300
South Dakota	2	24,072	9,000	125,000	0	0	.....
Nebraska	1	13,000	16,000	200,000	0	0	20,000
Kansas	1	14,000	15,000	200,000	.....	.....	.....
Western Division:							
Montana	1	1,500	1,600	55,000	.....	.....	50,000
Wyoming	.....	.....	.....	.....	.....	.....	.....
Colorado	1	9,000	13,000	200,000	0	.....	0
New Mexico	1	2,000	900	20,000	.....	.....	.....
Arizona	1	600	1,500	65,000	0	.....	16,000
Utah	2	13,809	20,600	286,000	0	60,000	58,500
Nevada	.....	.....	.....	.....	.....	.....	.....
Idaho	2	628	620	66,000	.....	.....	50
Washington	2	4,861	3,960	141,250	.....	.....	2,850
Oregon	3	1,540	1,050	29,000	.....	.....	.....
California	4	18,400	22,550	760,000	0	.....	0

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TABLE 7.—*Review of public normal school statistics, 1892–1898.*

APPROPRIATIONS FROM STATE, COUNTY, OR CITY FOR SUPPORT.

State or Territory.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1897–98.
United States	$1,452,914	$1,996,271	$1,917,375	$2,187,875	$2,426,185	$2,506,132
North Atlantic Division	696,603	907,010	773,035	887,590	1,005,972	1,035,502
South Atlantic Division	62,208	121,460	141,017	146,592	257,836	220,328
South Central Division	56,314	119,949	113,460	106,043	75,940	131,165
North Central Division	465,319	651,824	668,063	769,900	852,787	881,437
Western Division	172,380	196,028	221,800	277,750	233,650	297,700
North Atlantic Division:						
Maine	28,600	26,450	25,600	27,350	26,900	26,900
New Hampshire	12,000	12,000	12,000	10,000	13,000	13,000
Vermont	16,100	13,039	7,264	13,032	12,426	15,000
Massachusetts	121,731	122,164	78,397	138,294	168,207	175,878
Rhode Island	14,000	16,000	18,000	.....	20,000	25,000
Connecticut	49,000	79,656	72,000	39,000	42,695	16,000
New York	336,645	397,523	360,111	444,954	484,801	517,105
New Jersey	28,750	34,083	40,570	40,570	44,943	55,661
Pennsylvania	89,777	206,095	159,093	174,390	193,000	190,958
South Atlantic Division:						
Delaware	.....	.....	9,100	9,042	.....	.....
Maryland	10,500	10,500	10,500	10,500	12,500	12,875
District of Columbia	.....	.....	.....	.....	.....	.....
Virginia	17,000	27,950	30,200	31,000	38,333	47,996
West Virginia	15,000	18,718	28,267	35,100	42,200	36,400
North Carolina	4,300	29,235	19,800	20,750	41,316	37,057
South Carolina	5,250	7,250	5,250	.....	62,229	30,000
Georgia	.....	23,207	32,900	32,900	45,400	45,400
Florida	10,218	3,600	5,000	7,300	15,858	10,000
South Central Division:						
Kentucky	.....	23,588	9,200	10,350	5,775	3,375
Tennessee	1,500	1,500	15,000	20,225	.....	20,000
Alabama	27,604	23,411	18,525	22,418	29,450	22,445
Mississippi	2,500	3,950	8,425	6,350	6,615	6,820
Louisiana	12,500	12,500	13,750	13,750	15,000	15,000
Texas	.....	35,000	40,500	28,000	1,600	42,500
Arkansas	6,240	12,500	8,060	4,950	5,500	5,025
Oklahoma	6,000	7,500	.....	.....	12,000	16,000
Indian Territory	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio	1,500	800	5,000	1,800	3,500	8,000
Indiana	40,000	42,700	40,000	65,827	60,720	60,750
Illinois	56,105	96,104	56,500	123,610	64,000	127,777
Michigan	56,647	62,298	58,450	61,400	61,850	95,650
Wisconsin	123,417	120,911	155,271	165,088	288,540	259,396
Minnesota	76,300	82,000	88,000	91,500	95,000	128,000
Iowa	21,000	27,875	38,525	39,075	42,625	51,737
Missouri	26,250	142,561	142,317	142,352	143,552	49,950
North Dakota	23,000	20,000	22,000	19,000	20,000	20,227
South Dakota	21,100	26,250	26,000	12,500	26,000	27,000
Nebraska	.....	21,200	30,000	19,500	25,000	24,750
Kansas	20,000	9,125	6,000	28,250	20,000	28,000
Western Division:						
Montana	.....	.....	.....	.....	.....	7,700
Wyoming	.....	.....	.....	.....	.....	.....
Colorado	35,000	35,000	35,000	35,000	35,000	35,000
New Mexico	.....	3,500	0	7,000	6,000	6,500
Arizona	.....	7,200	0	6,000	8,000	11,500
Utah	.....	.....	.....	.....	.....	58,500
Nevada	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	7,600	50,500	17,000	14,000
Washington	43,880	37,500	39,000	42,000	26,500	12,500
Oregon	48,000	18,528	23,200	16,000	15,650	9,700
California	45,500	94,300	117,000	121,250	125,500	142,300

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TABLE 8.—*Review of public normal school statistics, 1892–1898.*

PUBLIC APPROPRIATIONS FOR BUILDINGS AND IMPROVEMENTS.

State or Territory.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1897–98.
United States	$816,826	$1,583,399	$1,003,933	$1,124,834	$743,333	$417,866
North Atlantic Division	48,516	856,670	449,959	564,118	146,044	131,217
South Atlantic Division	35,074	49,580	100,369	83,168	263,045	57,435
South Central Division	24,450	23,350	11,200	9,798	15,250	4,310
North Central Division	168,086	374,799	320,165	288,250	203,069	97,504
Western Division	105,100	279,000	122,300	179,500	115,325	127,400
North Atlantic Division:						
Maine	2,000	12,500	39,060	17,000	68,000	41,000
New Hampshire	0				715	715
Vermont	1,000	10,300		0	0	0
Massachusetts	200,000	276,200		125,000	10,000	0
Rhode Island	0	0	0	250,000	0	0
Connecticut	75,000	125,000	240,000	20,000	0	
New York	92,391	97,793	60,142	140,869	16,895	55,587
New Jersey	12,000	10,000	10,693	1,249	330	4,515
Pennsylvania	103,125	324,877	100,124	10,000	50,104	29,400
South Atlantic Division:						
Delaware				5,912		
Maryland	2,224		43,776	1,631	0	2,760
District of Columbia			0			
Virginia	0	5,050		5,125	166,405	2,500
West Virginia	27,300	20,000	42,000	55,000	61,400	45,450
North Carolina	150	4,630	5,033		190	
South Carolina	2,000				50	1,725
Georgia		2,500	1,000	7,000	35,000	
Florida	1,400	7,400	8,500	8,500	0	5,000
South Central Division:						
Kentucky		2,500			2,700	800
Tennessee	0			0		
Alabama	200	1,300	500	3,002	50	1,000
Mississippi	0	0		0	20	110
Louisiana	1,250	1,250	7,500		12,480	
Texas		3,000	3,000	2,500	0	2,000
Arkansas	6,000	300	200	1,296	0	400
Oklahoma	17,000	15,000		3,000	0	
Indian Territory						
North Central Division:						
Ohio		0		1,000	3,000	2,300
Indiana	40,000	40,000	20,000	0	10,000	50
Illinois		0	40,000	47,000	56,000	
Michigan	20,000	20,000	20,000		25,000	17,500
Wisconsin	2,086	20,000	12,736	155,800	55,889	39,354
Minnesota	66,000	116,000	54,500	11,750	12,500	15,000
Iowa	0	3,000	36,000	30,000	3,000	
Missouri	0	104,479	131,929	35,400	6,280	3,000
North Dakota	40,000	18,220			0	300
South Dakota	0	3,100	0		0	
Nebraska		0	5,000	3,000	20,000	20,000
Kansas	0	50,000		4,300	12,000	
Western Division:						
Montana						50,000
Wyoming						
Colorado	20,000	35,000	10,000	20,000	0	0
New Mexico		12,000		10,000	10,000	
Arizona		8,000	1,300	11,500	35,000	16,000
Utah						58,500
Nevada						
Idaho			25,000	70,000	1,000	50
Washington	0	135,000	6,000	60,000	62,825	2,850
Oregon	10,100	11,000		3,000	4,000	
California	75,000	78,000	80,000	5,000	2,500	0

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TABLE 9.—*Summary of statistics of private normal schools, in 1897-98.*

SCHOOLS AND INSTRUCTORS.

State or Territory.	Schools.	Teachers for normal students.			Teachers wholly for other departments.			Total number teachers employed.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	178	634	374	1,008	353	383	736	987	757	1,744
North Atlantic Division	13	60	55	115	24	22	46	84	77	161
South Atlantic Division	34	73	67	140	28	113	141	101	180	281
South Central Division	52	143	109	252	102	129	231	245	238	483
North Central Division	73	328	132	460	187	113	300	515	245	760
Western Division	6	30	11	41	12	6	18	42	17	59
North Atlantic Division:										
Maine	2	3	4	7	0	0	0	3	4	7
New Hampshire										
Vermont										
Massachusetts	3	3	14	17	0	0	0	3	14	17
Rhode Island										
Connecticut										
New York	2	25	25	50	16	17	33	41	42	83
New Jersey										
Pennsylvania	6	29	12	41	8	5	13	37	17	54
South Atlantic Division:										
Delaware	1	2	0	2	0	1	1	2	1	3
Maryland	2	5	1	6	5	0	5	10	1	11
District of Columbia	2	0	5	5	0	13	13	0	18	18
Virginia	6	19	13	32	10	11	21	29	24	53
West Virginia	3	10	8	18	0	1	1	10	9	19
North Carolina	8	19	20	39	2	34	36	21	54	75
South Carolina	6	7	9	16	9	33	42	16	42	58
Georgia	3	4	7	11	0	14	14	4	21	25
Florida	3	7	4	11	2	6	8	9	10	19
South Central Division:										
Kentucky	10	23	13	36	5	17	22	28	30	58
Tennessee	14	39	24	63	33	47	80	72	71	143
Alabama	3	19	22	41	37	19	56	56	41	97
Mississippi	10	23	24	47	6	17	23	29	41	70
Louisiana	1	2	0	2	7	7	14	9	7	16
Texas	8	25	19	44	5	14	19	30	33	63
Arkansas	6	12	7	19	9	8	17	21	15	36
Oklahoma										
Indian Territory										
North Central Division:										
Ohio	12	61	13	74	17	9	26	78	22	100
Indiana	11	67	35	102	53	26	79	120	61	181
Illinois	9	46	19	65	24	18	42	70	37	107
Michigan	3	5	5	10	1	4	5	6	9	15
Wisconsin	2	14	1	15	0	7	7	14	8	22
Minnesota	2	7	0	7	3	1	4	10	1	11
Iowa	17	57	30	87	38	20	58	95	50	145
Missouri	5	15	4	19	13	7	20	28	11	39
North Dakota	1	3	1	4	2	3	5	5	4	9
South Dakota	1	4	1	5	1	1	2	5	2	7
Nebraska	4	19	9	28	16	11	27	35	20	55
Kansas	6	30	14	44	19	6	25	49	20	69
Western Division:										
Montana										
Wyoming										
Colorado	1	5	4	9	0	0	0	5	4	9
New Mexico										
Arizona										
Utah	2	20	4	24	12	6	18	32	10	42
Nevada										
Idaho										
Washington										
Oregon										
California	3	5	3	8	0	0	0	5	3	8

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TABLE 10.—*Summary of statistics of private normal schools in 1897–98.*

STUDENTS AND COURSES OF STUDY.

State or Territory.	Students in normal department.			Students in business courses.			Other students in secondary grades.			Pupils in elementary grades.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	10,597	10,696	21,293	3,783	1,248	5,031	4,095	3,242	7,337	8,539	8,460	16,999
North Atlantic Division	543	1,181	1,724	152	107	259	163	154	317	261	291	552
South Atlantic Division	590	859	1,449	45	28	73	346	395	741	1,398	2,228	3,626
South Central Division	2,292	1,973	4,265	297	80	377	693	514	1,207	3,383	3,492	6,875
North Central Division	6,843	6,302	13,145	3,109	963	4,072	2,836	2,107	4,943	3,345	2,234	5,579
Western Division	329	381	710	180	70	250	57	72	129	152	215	367
North Atlantic Division:												
Maine	79	95	174	0	0	0	0	0	0	19	7	26
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	0	168	168	.....	.....	.....	.....	.....	.....	.....	.....	.....
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
New York	80	564	644	0	0	0	87	93	180	143	121	264
New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	384	354	738	152	107	259	76	61	137	99	163	262
South Atlantic Division:												
Delaware	23	11	34	.....	.....	.....	.....	.....	.....	5	3	8
Maryland	47	8	55	6	0	6	.....	.....	.....	32	5	37
District of Columbia	0	35	35	.....	.....	.....	.....	.....	.....	12	14	26
Virginia	163	149	312	8	0	8	135	145	280	71	85	156
West Virginia	91	105	196	4	1	5	63	38	101	58	90	148
North Carolina	95	320	415	0	9	9	35	32	67	391	869	1,260
South Carolina	79	73	152	3	6	9	37	100	137	570	727	1,297
Georgia	33	107	140	6	3	9	8	6	14	125	337	462
Florida	59	51	110	18	9	27	68	74	142	134	98	232
South Central Division:												
Kentucky	295	274	569	169	40	209	239	176	415	425	425	850
Tennessee	829	695	1,524	68	22	90	235	138	373	1,106	1,151	2,257
Alabama	353	220	573	6	5	11	7	41	48	535	339	874
Mississippi	298	281	579	12	6	18	46	11	57	648	750	1,398
Louisiana	1	8	9	.....	.....	.....	12	6	18	114	131	245
Texas	288	318	606	35	7	42	103	101	204	257	439	696
Arkansas	228	177	405	7	0	7	51	41	92	298	257	555
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:												
Ohio	2,397	1,405	3,802	469	179	648	1,277	730	2,007	88	30	118
Indiana	1,403	1,240	2,643	935	169	1,104	475	348	823	1,445	582	2,027
Illinois	917	768	1,685	206	92	298	140	148	288	214	146	360
Michigan	90	159	249	150	177	327	31	27	58	92	135	227
Wisconsin	47	23	70	30	0	30	.....	.....	.....	77	83	160
Minnesota	50	15	65	30	2	32	4	0	4	62	31	93
Iowa	840	1,490	2,330	598	126	724	389	453	842	361	205	566
Missouri	304	257	561	176	25	201	5	0	5	329	367	696
North Dakota	35	29	64	67	28	95	11	7	18	25	18	43
South Dakota	29	36	65	0	0	0	0	0	0	41	14	55
Nebraska	464	646	1,110	308	75	383	328	194	522	234	366	600
Kansas	267	234	501	140	90	230	176	200	376	377	257	634
Western Division:												
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	10	80	90	5	7	12	7	32	39	9	41	50
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	296	251	547	173	62	235	50	40	90	143	174	317
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	23	50	73	2	1	3	0	0	0	0	0	0

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TABLE 11.—*Summary of statistics of private normal schools in 1897-98.*

TOTAL ENROLLMENT OF STUDENTS, ETC.

State or Territory.	Total enrollment in all departments.			Colored students included in normal department.			Number of children in model school.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	27,014	23,646	50,660	1,066	1,344	2,410	3,168	3,558	6,726
North Atlantic Division	1,119	1,733	2,852	33	50	83	290	262	552
South Atlantic Division	2,379	3,510	5,889	354	555	909	267	553	820
South Central Division	6,665	6,059	12,724	666	729	1,395	600	791	1,391
North Central Division	16,133	11,606	27,739	13	10	23	2,011	1,952	3,963
Western Division	718	738	1,456	0	0	0	0	0	0
North Atlantic Division:									
Maine	98	102	200	0	0	0	0	0	0
New Hampshire									
Vermont									
Massachusetts	0	168	168	0	0	0	12	14	26
Rhode Island									
Connecticut									
New York	310	778	1,088	1	0	1	278	248	526
New Jersey									
Pennsylvania	711	685	1,396	32	50	82			
South Atlantic Division:									
Delaware	28	14	42						
Maryland	85	13	98						
District of Columbia	12	49	61	0	22	22	50	100	150
Virginia	377	379	756	153	175	328	42	53	95
West Virginia	216	234	450	25	24	49			
North Carolina	521	1,230	1,751	65	148	213	55	215	270
South Carolina	689	906	1,595	79	73	152	105	152	257
Georgia	172	453	625	21	97	118	15	33	48
Florida	279	232	511	11	16	27			
South Central Division:									
Kentucky	1,128	915	2,043	60	130	190	49	79	128
Tennessee	2,2.8	2,006	4,244	159	252	411	308	434	742
Alabama	901	605	1,506	353	220	573	50	81	131
Mississippi	1,004	1,048	2,052	40	47	87	62	65	127
Louisiana	127	145	272	1	8	9			
Texas	683	865	1,548	20	42	62	10	18	28
Arkansas	584	475	1,059	33	30	63	121	114	235
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	4,231	2,344	6,575	3	1	4	50	63	113
Indiana	4,258	2,339	6,597	4	5	9	1,113	1,160	2,273
Illinois	1,477	1,154	2,631	4	3	7	35	55	90
Michigan	363	498	861	0	0	0	18	26	44
Wisconsin	154	106	260				77	83	160
Minnesota	146	48	194	0	0	0	68	80	148
Iowa	2,188	2,274	4,462	0	0	0	54	82	136
Missouri	814	649	1,463	0	0	0			
North Dakota	138	82	220	0	0	0	0	0	0
South Dakota	70	50	120	0	0	0	0	0	0
Nebraska	1,334	1,281	2,615	0	0	0	579	378	957
Kansas	960	781	1,741	2	1	3	17	25	42
Western Division:									
Montana									
Wyoming									
Colorado	31	160	191						
New Mexico									
Arizona									
Utah	662	527	1,189						
Nevada									
Idaho									
Washington									
Oregon									
California	25	51	76	0	0	0	0	0	0

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TABLE 12.—*Summary of statistics of private normal schools in 1897–98.*

NUMBER OF NORMAL AND OTHER GRADUATES.

State or Territory.	Normal graduates.			Graduates in business courses.			Graduates in other courses.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,689	1,378	3,067	882	282	1,164	310	362	672
North Atlantic Division	61	117	178	53	39	92	16	10	26
South Atlantic Division	78	109	187	25	15	40	23	27	50
South Central Division	257	187	444	181	56	237	74	69	143
North Central Division	1,279	920	2,199	617	172	789	193	250	443
Western Division	14	45	59	6	0	6	4	6	10
North Atlantic Division:									
Maine	2	7	9						
New Hampshire									
Vermont									
Massachusetts	0	45	45						
Rhode Island									
Connecticut									
New York	1	24	25						
New Jersey									
Pennsylvania	58	41	99	53	39	92	16	10	26
South Atlantic Division:									
Delaware	0	2	2	0	0	0	4	2	6
Maryland	6	0	6	5	0	5	0	0	0
District of Columbia	0	14	14						
Virginia	22	20	42	11	0	11	0	2	2
West Virginia	13	6	19	2	1	3	5	0	5
North Carolina	14	22	36	0	6	6	0	4	4
South Carolina	14	28	42	3	6	9	2	3	5
Georgia	1	9	10						
Florida	8	8	16	4	2	6	12	16	28
South Central Division:									
Kentucky	61	46	107	107	30	137	28	21	49
Tennessee	88	64	152	25	12	37	18	20	38
Alabama	21	19	40	0	0	0	0	2	2
Mississippi	60	37	97	19	9	28	8	19	27
Louisiana									
Texas	12	11	23	27	5	32	16	6	22
Arkansas	15	10	25	3	0	3	4	1	5
Oklahoma									
Indian Territory									
North Central Division:									
Ohio	879	468	1,347	65	13	78	17	15	32
Indiana	54	120	174	157	20	177	23	14	37
Illinois	135	104	239	101	27	128	49	96	145
Michigan	11	22	33	20	16	36	13	20	33
Wisconsin	13	4	17	3	0	3	0	0	0
Minnesota	21	7	28						
Iowa	73	77	150	123	26	149	24	41	65
Missouri	2	1	3	42	7	49	21	9	30
North Dakota	0	0	0	4	2	6	8	5	13
South Dakota	10	9	19						
Nebraska	31	69	100	72	32	104	13	21	34
Kansas	50	39	89	30	29	59	25	29	54
Western Division:									
Montana									
Wyoming									
Colorado	0	22	22						
New Mexico									
Arizona									
Utah	14	8	22	6	0	6	2	0	2
Nevada									
Idaho									
Washington									
Oregon									
California	0	15	15	0	0	0	2	6	8

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TABLE 13.—*Summary of statistics of private normal schools in 1897–98.*

INCOME FROM VARIOUS SOURCES.

State or Territory.	Appropriated by States, counties, or cities for support for 1897–98.	Received from tuition and other fees.	Received from productive funds.	Received from other sources and unclassified.	Total income for the year 1897–98.
United States	$19,696	$618,459	$38,759	$191,995	$898,909
North Atlantic Division	1,700	78,207	1,041	28,416	109,364
South Atlantic Division	3,575	24,309	11,414	55,581	94,879
South Central Division	11,421	198,299	8,924	33,209	251,853
North Central Division	3,000	331,894	16,980	37,762	389,636
Western Division	.....	15,750	400	37,027	53,177
North Atlantic Division:					
Maine	1,500	420	600	.....	2,520
New Hampshire	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....
Massachusetts	0	.....	.....	12,192	12,192
Rhode Island	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....
New York	200	68,436	252	15,620	84,508
New Jersey	.....	.....	.....	.....	.....
Pennsylvania	0	9,351	189	604	10,144
South Atlantic Division:					
Delaware	.....	.....	.....	.....	.....
Maryland	0	500	0	8,000	8,500
District of Columbia	50	1,950	0	200	2,200
Virginia	0	10,490	7,910	12,418	30,818
West Virginia	1,000	2,476	1,376	2,000	6,852
North Carolina	475	1,901	.....	18,720	21,096
South Carolina	150	4,033	1,828	9,903	15,914
Georgia	0	2,559	300	1,540	4,399
Florida	1,900	400	0	2,800	5,100
South Central Division:					
Kentucky	1,500	23,971	0	1,740	27,211
Tennessee	2,126	30,226	0	14,544	46,896
Alabama	3,750	96,007	1,474	1,034	102,265
Mississippi	2,495	18,944	150	13,326	34,915
Louisiana	.....	405	2,800	.....	3,205
Texas	560	11,200	2,500	1,500	15,760
Arkansas	990	17,546	2,000	1,065	21,601
Oklahoma	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....
North Central Division:					
Ohio	1,800	71,377	0	3,700	76,877
Indiana	1,200	119,245	.....	9,362	129,807
Illinois	0	25,000	600	3,100	28,700
Michigan	0	12,040	.....	.....	12,040
Wisconsin	0	0	6,000	1,500	7,500
Minnesota	0	2,000	0	2,050	4,050
Iowa	0	36,985	10,000	900	47,885
Missouri	0	3,800	80	160	4,040
North Dakota	0	8,000	0	0	8,000
South Dakota	0	1,558	.....	2,600	4,158
Nebraska	0	21,389	0	14,090	35,479
Kansas	0	30,500	300	300	31,100
Western Division:					
Montana	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....
Utah	.....	14,500	400	37,027	51,927
Nevada	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....
California	0	1,250	0	0	1,250

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TABLE 14.—*Summary of statistics of private normal schools in 1897–98.*

VALUE OF BUILDINGS AND OTHER PROPERTY.

State or Territory.	Schools reporting libraries.	Volumes in libraries.	Estimated value of libraries.	Value of buildings, grounds, apparatus, etc.	Value of benefactions received 1897–98.	Total money value of endowment.
United States	140	194,460	$197,932	$5,047,507	$240,203	$2,311,594
North Atlantic Division	8	24,703	22,080	1,396,814	207,764	1,233,763
South Atlantic Division	29	28,212	24,170	421,560	5,399	242,875
South Central Division	42	47,287	43,825	1,102,533	3,347	343,506
North Central Division	56	80,995	89,612	2,000,600	23,693	481,450
Western Division	5	13,263	18,245	126,000	.....	10,000
North Atlantic Division:						
Maine	1	104	70	1,200	0	.....
New Hampshire	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....
Massachusetts	1	3,600	3,600	70,000	0	.....
Rhode Island	.....	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....
New York	2	10,493	12,110	1,184,614	206,764	1,213,763
New Jersey	.....	.....	.....	.....	.....	.....
Pennsylvania	4	10,506	6,300	141,000	1,000	20,000
South Atlantic Division:						
Delaware	1	1,000	300	10,000	.....	.....
Maryland	2	5,560	6,060	4,000	0	0
District of Columbia	2	375	550	.....	.....	.....
Virginia	6	2,675	3,500	70,300	.....	.....
West Virginia	2	5,250	5,500	71,000	.....	.....
North Carolina	6	3,636	3,425	98,500	1,530	181,875
South Carolina	5	3,200	1,675	90,000	3,500	61,000
Georgia	3	4,216	1,410	44,760	329	.....
Florida	2	2,300	1,750	33,000	40	.....
South Central Division:						
Kentucky	7	3,476	3,805	102,100	132	20,000
Tennessee	12	15,880	15,850	342,700	195	60,000
Alabama	3	7,700	7,950	254,333	.....	29,406
Mississippi	6	5,826	3,020	164,400	2,000	.....
Louisiana	1	2,000	2,500	100,000	.....	140,000
Texas	7	6,700	5,000	84,000	.....	34,000
Arkansas	6	5,705	4,800	55,000	1,020	60,100
Oklahoma	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio	8	12,811	12,650	173,700	.....	33,000
Indiana	7	20,474	22,700	208,000	2,793	89,200
Illinois	9	7,775	11,500	352,000	1,600	55,600
Michigan	3	2,740	3,700	14,000	0	5,000
Wisconsin	2	3,350	5,000	100,000	15,000	150,000
Minnesota	2	800	1,050	58,000	.....	.....
Iowa	10	14,850	13,235	507,100	0	4,650
Missouri	3	800	1,200	57,000	500	9,000
North Dakota	1	1,000	2,500	40,000	0	0
South Dakota	1	870	1,000	25,000	0	50,000
Nebraska	4	6,325	6,027	320,000	0	45,000
Kansas	6	9,200	9,050	145,800	3,800	40,000
Western Division:						
Montana	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....
Colorado	1	600	500	1,000	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....
Utah	2	10,963	16,345	105,000	.....	10,000
Nevada	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....
California	2	1,700	1,400	20,000	.....	.....

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TABLE 15.—*Percentage of male and female students and percentage of graduates to total number in normal course in public and private normal schools in 1897–98.*

State or Territory.	In public normal schools.			In private normal schools.		
	Male.	Female.	Graduates.	Male.	Female.	Graduates.
United States	27.20	72.80	17.71	49.77	50.23	14.40
North Atlantic Division	25.00	75.00	22.26	31.50	68.50	10.32
South Atlantic Division	33.54	66.46	9.02	40.72	59.28	12.91
South Central Division	36.85	63.15	13.17	53.74	46.26	10.41
North Central Division	27.46	72.54	13.22	52.06	47.94	16.73
Western Division	22.35	77.65	26.50	46.34	53.66	8.31
North Atlantic Division:						
Maine	28.67	71.33	16.08	45.40	54.60	5.17
New Hampshire	2.60	97.40	25.97	.....	.....	.....
Vermont	15.38	84.62	39.56	.....	.....	.....
Massachusetts	4.83	95.17	30.29	0	100.00	26.79
Rhode Island	1.38	98.62	7.34	.....	.....	.....
Connecticut	1.12	98.88	32.28	.....	.....	.....
New York	15.85	84.15	21.13	12.42	87.58	3.88
New Jersey	9.25	90.75	28.41	.....	.....	.....
Pennsylvania	41.90	58.10	21.04	52.03	47.97	13.41
South Atlantic Division:						
Delaware	0	100.00	66.67	67.65	32.35	5.88
Maryland	7.34	92.66	18.81	85.45	14.55	10.91
District of Columbia	9.15	90.85	18.95	0	100.00	40.00
Virginia	45.27	54.73	29.15	52.24	47.76	13.46
West Virginia	55.61	44.39	4.02	46.43	53.57	9.69
North Carolina	24.46	75.54	4.29	22.89	77.11	8.67
South Carolina	0	100.00	8.04	51.97	48.03	27.63
Georgia	29.52	70.48	6.21	23.57	76.43	7.14
Florida	39.47	60.53	1.58	53.64	46.36	14.55
South Central Division:						
Kentucky	42.90	57.10	21.61	51.85	48.15	18.80
Tennessee	32.79	67.21	0	54.40	45.60	9.97
Alabama	34.22	65.78	15.70	61.61	38.39	6.98
Mississippi	50.00	50.00	15.65	51.47	48.53	16.75
Louisiana	16.32	83.68	20.00	11.11	88.89	.....
Texas	36.76	63.24	18.29	47.52	52.48	3.80
Arkansas	66.84	33.16	4.74	56.30	43.70	6.17
Oklahoma	44.22	55.78	4.38	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....
North Central Division:						
Ohio	2.01	97.99	50.34	63.05	36.95	35.43
Indiana	42.93	57.07	7.07	53.08	46.92	6.58
Illinois	29.68	70.32	4.27	54.42	45.58	14.18
Michigan	20.16	79.84	20.32	36.14	63.86	13.25
Wisconsin	20.02	70.98	19.22	67.14	32.86	24.29
Minnesota	18.51	81.49	16.82	76.92	23.08	43.08
Iowa	27.44	72.56	9.88	36.05	63.95	6.44
Missouri	34.37	65.63	10.37	54.19	45.81	53
North Dakota	36.79	63.21	.33	54.69	45.31	.....
South Dakota	22.78	77.22	11.39	44.62	55.38	29.23
Nebraska	34.93	65.07	6.77	41.80	58.20	9.01
Kansas	29.19	70.81	6.61	53.29	46.71	17.76
Western Division:						
Montana	25.00	75.00	12.50	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....
Colorado	15.51	84.49	18.81	11.11	88.89	24.44
New Mexico	25.00	75.00	20.00	.....	.....	.....
Arizona	43.27	56.73	9.94	.....	.....	.....
Utah	38.24	61.76	4.85	54.11	45.89	4.02
Nevada	.....	.....	.....	.....	.....	.....
Idaho	30.65	69.35	14.52	.....	.....	.....
Washington	28.04	71.96	8.93	.....	.....	.....
Oregon	37.84	62.16	16.49	.....	.....	.....
California	9.86	90.14	44.86	31.51	68.49	20.55

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TABLE 16.—*Normal students in universities and colleges and public and private high schools and academies in 1897–98.*

State or Territory.	In universities and colleges.				In public high schools.				In private high schools.				Grand total.
	Institutions.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	Schools.	Male.	Female.	Total.	
United States	211	3,346	4,974	8,320	494	2,374	5,004	7,378	326	2,609	3,380	5,989	21,687
North Atlantic Division	27	580	548	1,128	143	364	2,010	2,374	75	511	912	1,423	4,925
South Atlantic Division	30	424	697	1,121	42	254	434	688	56	315	334	649	2,458
South Central Division	40	340	714	1,054	138	982	1,179	2,161	86	899	761	1,660	4,875
North Central Division	88	1,458	1,813	3,271	163	769	1,341	2,110	88	820	1,233	2,053	7,434
Western Division	20	544	1,202	1,746	8	5	40	45	21	64	140	204	1,995
North Atlantic Division:													
Maine	1	0	25	25	8	57	81	138	4	21	119	140	303
New Hampshire					0	0	0	0	2	0	4	4	4
Vermont	1	5	5	10	17	15	95	110	8	21	51	72	192
Massachusetts	3	62	91	153	7	11	269	280	2	0	95	95	528
Rhode Island	1	23	27	50	0	0	0	0	1	0	3	3	53
Connecticut					1	0	49	49	3	1	3	4	53
New York	9	358	230	587	71	220	1,078	1,298	19	46	153	199	2,094
New Jersey	1	0	40	40	10	3	196	199	4	2	39	41	280
Pennsylvania	11	132	121	253	29	58	242	300	32	420	445	865	1,418
South Atlantic Division:													
Delaware					0	0	0	0					0
Maryland	2	2	46	48	1	3	2	5	5	20	18	38	91
District of Columbia	2	8	18	26	0	0	0	0	1	2	10	12	38
Virginia	5	128	29	157	11	103	148	251	12	10	79	89	497
West Virginia	2	17	21	38	1	2	4	6	2	26	22	48	92
North Carolina	5	117	179	296	0	0	0	0	18	157	124	281	577
South Carolina	5	49	99	148	1	3	73	76	4	14	11	25	249
Georgia	11	90	280	370	20	70	110	180	11	81	58	139	689
Florida	4	13	25	38	8	73	97	170	3	5	12	17	225
South Central Division:													
Kentucky	4	79	95	174	19	216	248	464	20	373	266	639	1,277
Tennessee	14	115	247	362	24	176	180	356	18	150	131	281	999
Alabama	3	18	26	44	9	58	90	148	12	54	54	108	300
Mississippi	7	25	178	203	29	222	281	503	12	127	117	244	950
Louisiana	2	6	27	33	2	2	11	13	5	57	65	122	168
Texas	6	66	93	159	39	187	240	427	15	91	79	170	756
Arkansas	3	27	43	70	15	117	125	242	4	47	49	96	408
Oklahoma	1	4	5	9	0	0	0	0					9
Indian Territory					1	4	4	8					8
North Central Division:													
Ohio	13	255	259	514	58	280	352	632	10	65	114	179	1,325
Indiana	6	170	108	278	7	7	62	69	8	176	181	357	704
Illinois	12	157	174	331	17	54	178	232	16	117	201	318	881
Michigan	7	77	92	169	18	62	107	169	4	65	117	182	520
Wisconsin	3	54	25	79	12	115	159	274	2	20	29	49	402
Minnesota	3	50	113	163	3	9	38	47	2	43	22	65	275
Iowa	12	273	361	634	17	54	133	187	12	65	198	263	1,084
Missouri	11	107	124	231	15	85	143	228	18	207	190	397	856
North Dakota	1	19	61	80	1	3	8	11	1	0	2	2	93
South Dakota	5	33	70	103	0	0	0	0	6	28	84	112	215
Nebraska	6	88	217	305	4	4	11	15	4	19	55	74	394
Kansas	9	175	209	384	11	96	150	246	5	15	40	55	685
Western Division:													
Montana	1	0	4	4	1	1	0	1					5
Wyoming	1	3	26	29	0	0	0	0	1	0	6	6	35
Colorado	2	17	40	57	0	0	0	0	1	0	11	11	68
New Mexico					0	0	0	0					0
Arizona	1	2	2	4	0	0	0	0					4
Utah	2	165	273	438	0	0	0	0	3	24	44	68	506
Nevada	1	5	43	48	0	0	0	0					48
Idaho					0	0	0	0	2	19	15	34	34
Washington	5	16	19	35	2	0	2	2	3	6	8	14	51
Oregon	3	44	126	170	1	0	10	10	7	10	43	53	233
California	4	292	669	961	4	4	28	32	4	5	13	18	1,011

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TABLE 17.—*Distribution of students pursuing teachers' training courses in various institutions in 1897–98.*

TOTAL NUMBER OF NORMAL STUDENTS.

State or Territory.	In public normal schools.	In private normal schools.	In universities and colleges.	In public high schools.	In private high schools.	Total normal students.
United States	46,245	21,293	8,320	7,378	5,989	89,225
North Atlantic Division	19,470	1,724	1,128	2,374	1,423	26,119
South Atlantic Division	4,445	1,449	1,121	688	649	8,352
South Central Division	2,999	4,265	1,054	2,161	1,660	12,139
North Central Division	15,542	13,145	3,271	2,110	2,053	36,121
Western Division	3,789	710	1,746	45	204	6,494
North Atlantic Division:						
Maine	914	174	25	138	140	1,391
New Hampshire	77	.....	.....	0	4	81
Vermont	273	.....	10	110	72	465
Massachusetts	1,347	168	153	280	95	2,043
Rhode Island	218	.....	50	0	3	271
Connecticut	536	.....	.....	49	4	589
New York	7,540	644	597	1,298	199	10,278
New Jersey	908	.....	40	199	41	1,138
Pennsylvania	7,657	738	253	300	865	9,813
South Atlantic Division:						
Delaware	24	34	.....	0	.....	58
Maryland	436	55	48	5	38	582
District of Columbia	153	35	26	0	12	226
Virginia	391	312	157	251	89	1,200
West Virginia	1,318	196	38	6	48	1,606
North Carolina	1,026	415	296	0	281	2,018
South Carolina	199	152	148	76	25	600
Georgia	708	140	370	180	139	1,537
Florida	190	110	38	170	17	525
South Central Division:						
Kentucky	310	569	174	464	639	2,156
Tennessee	491	1,524	362	356	281	3,014
Alabama	567	573	44	148	108	1,440
Mississippi	230	579	203	503	244	1,759
Louisiana	435	9	33	13	122	612
Texas	525	606	159	427	170	1,887
Arkansas	190	405	70	242	96	1,003
Oklahoma	251	.....	9	0	.....	260
Indian Territory	.....	.....	.....	8	.....	8
North Central Division:						
Ohio	447	3,802	514	632	179	5,574
Indiana	580	2,643	278	69	357	3,927
Illinois	1,779	1,685	331	232	318	4,345
Michigan	1,255	249	169	169	182	2,024
Wisconsin	2,898	70	79	274	49	3,370
Minnesota	1,902	65	163	47	65	2,242
Iowa	1,873	2,330	634	187	263	5,287
Missouri	1,929	561	231	228	397	3,346
North Dakota	299	64	80	11	2	456
South Dakota	474	65	103	0	112	754
Nebraska	458	1,110	305	15	74	1,962
Kansas	1,648	501	384	246	55	2,834
Western Division:						
Montana	24	.....	4	1	.....	29
Wyoming	.....	.....	29	0	6	35
Colorado	303	90	57	0	11	461
New Mexico	40	.....	.....	0	.....	40
Arizona	171	.....	4	0	.....	175
Utah	557	547	438	0	68	1,610
Nevada	.....	.....	48	0	.....	48
Idaho	124	.....	.....	0	34	158
Washington	403	.....	35	2	14	454
Oregon	473	.....	170	10	53	706
California	1,694	73	961	32	18	2,778

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses.*

Location.	Institution.	Normal students.							
							1898.		
		1893.	1894.	1895.	1896.	1897.	Male.	Female.	Total.
ALABAMA.									
Athens	Athens Female College	.....	.....	.....	8	10	0	12	12
Blountsville	Blount College	.....	17	.....	14	29	18	11	29
Cullman	St. Bernard College	.....	.....	.....	.....	14	.....	.....	.....
Lafayette	Lafayette College	29	15	9	.....	.....	.....	.....	.....
Selma	Selma University	150	44	40	.....	.....	.....	.....	.....
Talladega	Isbell Female College	.....	.....	.....	13	15	0	3	3
ARIZONA.									
Tucson	University of Arizona	.....	.....	.....	.....	.....	2	2	4
ARKANSAS.									
Arkadelphia	Arkadelphia Methodist College	.....	.....	.....	.....	.....	7	12	19
Do	Ouachita Baptist College	40	.....	40	.....	.....	.....	.....	.....
Clarksville	Arkansas Cumberland College	.....	17	17	9	.....	.....	.....	.....
Conway	Central Baptist College	.....	11	7	.....	.....	.....	.....	.....
Do	Hendrix College	10	.....	.....	.....	.....	.....	.....	.....
Fayetteville	Arkansas Industrial University (public).	.....	.....	.....	.....	16	3	3	6
Little Rock	Philander Smith College	.....	3	.....	2	.....	17	28	45
Mountain Home	Mountain Home Baptist College	71	.....	.....	.....	.....	.....	.....	.....
CALIFORNIA.									
Berkeley	University of California (public). *a*	.....	57	100	269	562	190	527	717
Los Angeles	St. Vincent's College	.....	.....	30	78	.....	.....	.....	.....
Oakland	California College	.....	.....	3	.....	.....	.....	.....	.....
Pasadena	Throop Polytechnic Institute	.....	.....	16	11	10	2	11	13
San Jose	College of Notre Dame	24	20	35	20	10	0	20	20
Santa Rosa	Pacific Methodist College	.....	6	.....	.....	1	.....	.....	.....
Stanford University	Leland Stanford Junior University. *a*	.....	37	158	46	50	100	111	211
University	University of Southern California.	.....	.....	.....	.....	18	.....	.....	.....
COLORADO.									
Boulder	University of Colorado (public). *a*	.....	.....	.....	.....	65	10	32	42
Colorado Springs	Colorado College and Cutler Academy.	.....	.....	.....	.....	.....	7	8	15
DISTRICT OF COLUMBIA.									
Washington	Gallaudet College	6	5	5	5	.....	3	2	5
Do	Howard University	.....	.....	188	47	124	5	16	21
FLORIDA.									
De Land	John B. Stetson University	6	.....	.....	.....	29	.....	.....	.....
Lake City	Florida Agricultural College	.....	.....	.....	.....	.....	5	14	19
Leesburg	Florida Conference College	.....	3	.....	.....	8	3	5	8
St. Leo	St. Leo Military College	.....	2	3	2	4	3	0	3
Winter Park	Rollins College	.....	.....	.....	.....	18	2	6	8
GEORGIA.									
Atlanta	Atlanta Baptist College	.....	.....	.....	.....	2	3	0	3
Do	Atlanta University	88	99	83	105	127	0	139	139
Do	Morris Brown University	.....	25	29	26	16	5	40	45
Bowdon	Bowdon College	.....	.....	.....	.....	.....	14	13	27
College Park	Southren Female College	.....	12	.....	.....	225	.....	.....	.....
Cuthbert	Andrew Female College	.....	.....	.....	4	.....	0	8	8
Dahlonega	North Georgia Agricultural College.	.....	.....	.....	40	.....	28	16	44
Dalton	Dalton Female College	.....	.....	.....	.....	.....	0	3	3
Gainesville	Georgia Female Seminary	40	20	.....	18	.....	.....	.....	.....
Lagrange	La Grange Female College	32	21	14	23	23	.....	.....	.....
Do	Southern Female College	.....	.....	.....	10	.....	.....	.....	.....
Macon	Mercer University	.....	.....	27	10	10	11	0	11
South Atlanta	Clark University	45	.....	.....	42	31	3	44	47

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1893.	1894.	1895.	1896.	1897.	1898.		
							Male.	Female.	Total.
GEORGIA—continued.									
Thomasville	Young Female College	.....	.....	.....	.....	.....	0	4	4
Wrightsville	Nannie Lou Wartben College	.....	.....	18	.....	.....	.....	.....	.....
Young Harris	Young L. G. Harris College	.....	.....	.....	.....	25	16	13	29
ILLINOIS.									
Abingdon	Hedding College	25	17	22	18	4	2	2	4
Carlinville	Blackburn University	16	.....	7	.....	.....	.....	.....	.....
Carthage	Carthage College	.....	10	64	.....	.....	.....	.....	.....
Champaign	University of Illinois (public)	.....	.....	12	31	66	35	33	68
Chicago	University of Chicago *a*	.....	.....	.....	.....	.....	.....	.....	.....
Effingham	Austin College	.....	52	110	130	110	40	50	90
Elmhurst	Proseminar der Evangel Synode von N. A.	40	.....	.....	33	.....	20	0	20
Evanston	Northwestern University *a*	.....	11	.....	20	20	9	11	20
Ewing	Ewing College	.....	.....	.....	.....	9	.....	.....	.....
Fulton	Northern Illinois College	35	40	30	50	46	10	25	35
Hoopeston	Greer College	.....	.....	4	51	44	10	15	25
Jacksonville	Illinois College	.....	.....	.....	.....	5	8	0	8
Do	Illinois Female College	.....	7	7	7	15	0	15	15
Knoxville	St. Mary's School	.....	90	40	.....	.....	.....	.....	.....
Lake Forest	Lake Forest University	.....	15	.....	.....	.....	.....	.....	.....
Naperville	Northwestern College	12	16	13	12	12	.....	.....	.....
Quincy	Chaddock College	.....	10	.....	10	.....	10	15	25
Rock Island	Augustana College	12	8	17	12	5	1	6	7
Upper Alton	Shurtleff College	.....	3	5	.....	.....	.....	.....	.....
Westfield	Westfield College	.....	9	.....	9	17	12	2	14
Wheaton	Wheaton College	.....	.....	.....	.....	17	.....	.....	.....
INDIANA.									
Bloomington	Indiana University (public) *a*	.....	.....	.....	52	.....	78	50	128
Crawfordsville	Wabash College	.....	.....	.....	.....	.....	4	0	4
Hanover	Hanover College	.....	5	.....	.....	.....	.....	.....	.....
Merom	Union Christian College	26	18	47	54	23	38	27	65
Moores Hill	Moores Hill College	67	104	98	98	20	.....	.....	.....
Ridgeville	Ridgeville College	10	15	.....	90	65	20	15	35
Upland	Taylor University	12	25	50	40	52	22	10	32
INDIAN TERRITORY.									
Bacone	Indian University	.....	9	19	.....	.....	.....	.....	.....
IOWA.									
Charles City	Charles City College	22	19	33	32	22	8	21	29
College Springs	Amity College	30	.....	49	10	18	6	31	37
Des Moines	Drake University	358	.....	88	.....	.....	91	82	173
Fayette	Upper Iowa University	1	.....	.....	28	.....	23	10	33
Grinnell	Iowa College	.....	.....	.....	.....	.....	5	10	15
Hopkinton	Lenox College	3	3	.....	.....	.....	.....	.....	.....
Indianola	Simpson College	24	54	61	124	114	55	66	121
Iowa City	State University of Iowa (public). *a*	.....	.....	.....	51	54	.....	.....	.....
Mount Pleasant	German College	.....	15	6	4	2	.....	.....	.....
Do	Iowa Wesleyan University	4	.....	5	19	19	5	7	12
Mount Vernon	Cornell College	.....	.....	64	78	72	35	37	72
Pella	Central University of Iowa	.....	.....	.....	.....	30	1	25	26
Sioux City	Morningside College	.....	.....	.....	12	55	20	22	42
Storm Lake	Buena Vista College	.....	87	33	59	47	18	30	48
Toledo	Western College	68	35	21	14	.....	6	26	32
Waverly	Wartburg College	10	.....	.....	.....	.....	.....	.....	.....
KANSAS.									
Atchison	Midland College	.....	.....	.....	9	.....	.....	.....	.....
Baldwin	Baker University	32	39	62	77	.....	42	50	92
Dodge City	Soule College	.....	.....	49	20	28	17	11	28
Enterprise	Central College	29	20	20	.....	.....	.....	.....	.....
Highland	Highland University	.....	.....	.....	4	3	.....	.....	.....
Holton	Campbell University	.....	65	8	18	18	25	42	67

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1893.	1894.	1895.	1896.	1897.	1898.		
							Male.	Female.	Total.
KANSAS—continued.									
Lawrence	University of Kansas (public) *a*	.....	.....	.....	.....	39	.....	.....	.....
Lecompton	Lane University	7	2	23	.....	20	19	25	44
Lindsborg	Bethany College	.....	48	27	.....	.....	15	8	23
Oswego	Oswego College for Women	1	.....	.....	.....	.....	.....	.....	.....
Ottawa	Ottawa University	.....	4	13	11	8	10	16	26
Salina	Kansas Wesleyan University	50	66	50	54	60	36	30	66
Sterling	Cooper Memorial College	.....	.....	12	.....	5	.....	.....	.....
Topeka	Washburn College	.....	.....	.....	.....	.....	4	0	4
Wichita	Fairmont College	.....	.....	.....	2	.....	.....	.....	.....
Winfield	Southwest Kansas College	.....	.....	18	36	34	7	27	34
KENTUCKY.									
Berea	Berea College	4	6	4	.....	.....	20	21	41
Bowling Green	Potter College	227	.....	.....	.....	.....	.....	.....	.....
Columbia	Columbia Christian College	.....	15	35	.....	.....	.....	.....	.....
Danville	Caldwell College	6	.....	.....	.....	.....	.....	.....	.....
Glasgow	Liberty College	.....	.....	27	12	40	.....	.....	.....
Hopkinsville	South Kentucky College	10	25	20	.....	15	.....	.....	.....
Lexington	A. and M. College of Kentucky (public).	.....	.....	.....	.....	79	39	0	39
Millersburg	Millersburg Female College	.....	.....	9	.....	.....	.....	.....	.....
Nicholasville	Jessamine Female Institute	.....	.....	.....	.....	2	0	6	6
Owensboro	Owensboro Female College	.....	.....	3	.....	.....	.....	.....	.....
Richmond	Central University	45	.....	88	.....	.....	20	15	35
Winchester	Kentucky Wesleyan College	.....	.....	.....	.....	10	.....	.....	.....
LOUISIANA.									
Convent	College of the Immaculate Conception.	124	.....	.....	.....	.....	.....	.....	.....
Keatchie	Keatchie Male and Female College.	.....	.....	.....	1	.....	.....	.....	.....
Mansfield	Mansfield Female College	.....	8	.....	.....	.....	.....	.....	.....
New Orleans	College of the Immaculate Conception.	.....	.....	.....	142	142	.....	.....	.....
Do	Leland University	.....	.....	.....	34	.....	.....	.....	.....
Do	New Orleans University	38	39	31	42	38	0	23	23
Do	Straight University	47	12	20	20	12	6	4	10
MAINE.									
Kents Hill	Maine Wesleyan Female College	8	6	8	9	.....	0	25	25
MARYLAND.									
Baltimore	Morgan College	6	82	.....	87	.....	.....	.....	.....
Baltimore (Station L)	Notre Dame of Maryland	.....	.....	.....	4	15	0	16	16
Chestertown	Washington College	.....	.....	.....	8	20	2	30	32
MASSACHUSETTS.									
Cambridge	Harvard University	.....	.....	.....	.....	88	62	0	62
Do	Radcliffe College	.....	.....	.....	26	13	.....	.....	.....
South Hadley	Mount Holyoke College	.....	.....	.....	.....	28	.....	.....	.....
Wellesley	Wellesley College	21	17	21	38	55	0	73	73
Worcester	Clark University *a*	3	5	.....	.....	.....	.....	.....	.....
MICHIGAN.									
Adrian	Adrian College	1	.....	19	29	.....	4	5	9
Albion	Albion College	.....	.....	10	21	30	18	20	38
Alma	Alma College	7	5	.....	.....	19	4	6	10
Ann Arbor	University of Michigan (public). *a*	.....	.....	.....	.....	.....	.....	.....	.....
Benzonia	Benzonia College	10	18	19	83	83	32	51	83
Hillsdale	Hillsdale College	.....	70	37	19	13	5	3	8
Holland	Hope College	.....	.....	.....	30	.....	.....	.....	.....
Kalamazoo	Kalamazoo College	.....	.....	.....	.....	.....	7	2	9
Olivet	Olivet College	9	27	20	.....	14	7	5	12

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
							1898.		
		1893.	1894.	1895.	1896.	1897.	Male.	Female.	Total.
MINNESOTA.									
Excelsior	Northwestern Christian College.	.....	13	15	23	.....	.....	.....	.....
Minneapolis	University of Minnesota (public). *a*	22	29	46	130	28	40	90	130
St. Peters	Gustavus Adolphus College	.....	60	.....	84	50	5	15	20
Winnebago City	Parker College	6	18	17	16	8	5	8	13
MISSISSIPPI.									
Brookhaven	Whitworth Female College	.....	.....	.....	.....	15	0	20	20
Columbus	Mississippi Industrial Institute and College (public).	80	67	90	104	15	0	78	78
Daleville	Cooper-Huddleston College	13	5	31	10	.....	.....	.....	.....
French Camp	Central Mississippi Institute	.....	.....	.....	.....	23	0	45	45
Holly Springs	Rust University	.....	72	77	28	20	25	15	40
Meridian	East Mississippi Female College.	8	.....	.....	.....	10	0	12	12
Do	Stone College for Young Ladies	.....	.....	.....	6	5	0	6	6
Oxford	Union Female College	.....	.....	10	10	10	.....	.....	.....
Pontotoc	Chickasaw Female College	.....	8	.....	.....	15	.....	.....	.....
Port Gibson	Port Gibson Female College	.....	.....	.....	1	2	0	2	2
University	University of Mississippi (public). *a*	.....	18	27	40	31	.....	.....	.....
Water Valley	Hamilton College	.....	.....	.....	6	5	.....	.....	.....
Woodville	Edward McGehee College	2	.....	.....	.....	.....	.....	.....	.....
MISSOURI.									
Albany	Central Christian College	.....	70	.....	10	5	3	6	9
Do	Northwest Missouri College	20	18	15	12	28	6	2	8
Bolivar	Southwest Baptist College	.....	.....	.....	.....	16	14	17	31
Bowling Green	Pike College	16	16	.....	.....	.....	.....	.....	.....
Cameron	Missouri Wesleyan College	26	43	.....	20	28	10	8	18
Canton	Christian University	.....	.....	41	.....	7	.....	.....	.....
Columbia	University of the State of Missouri (public). *a*	84	112	70	52	57	29	34	63
Edinburg	Grand River Christian Union College.	12	.....	70	.....	.....	.....	.....	.....
Fulton	Synodical Female College	.....	14	0	.....	.....	.....	.....	.....
Glasgow	Pritchett State Institute	.....	.....	.....	3	.....	.....	.....	.....
Lagrange	Lagrange College	.....	.....	.....	.....	19	7	8	15
Lexington	Baptist Female College	.....	.....	.....	2	.....	0	5	5
Morrisville	Morrisville College	.....	.....	.....	.....	.....	15	18	33
Nevada	Cotley College for Young Ladies	.....	.....	.....	.....	20	.....	.....	.....
St. Charles	St. Charles College	10	.....	.....	.....	.....	.....	.....	.....
Springfield	Drury College	.....	.....	.....	.....	14	10	5	15
Tarkio	Tarkio College	27	.....	8	.....	.....	.....	.....	.....
Trenton	Avalon College	45	34	31	22	.....	.....	.....	.....
Warrenton	Central Wesleyan College	8	9	5	22	30	6	20	26
MONTANA.									
Bozeman	College of Agriculture and Mechanic Arts.	.....	.....	.....	.....	.....	0	4	4
Helena	Montana Wesleyan University	.....	.....	.....	15	.....	.....	.....	.....
NEBRASKA.									
Bellevue	University of Omaha	12	12	10	.....	13	5	6	11
Bethany	Cotner University	.....	25	43	12	12	.....	.....	.....
College View	Union College	.....	.....	.....	.....	.....	19	27	46
Crete	Doane College	11	15	13	.....	.....	.....	.....	.....
Fairfield	Fairfield College	34	37	28	25	9	4	6	10
Grand Island	Grand Island College	.....	.....	.....	.....	.....	8	20	28
Lincoln	University of Nebraska (public)	.....	.....	.....	60	80	40	100	140
Neligh	Gates College	.....	76	51	.....	56	12	58	70
University Place	Nebraska Wesleyan University	.....	15	50	.....	.....	.....	.....	.....
York	York College	15	6	.....	15	25	.....	.....	.....
NEVADA.									
Reno	State University of Nevada (public).	40	40	67	94	75	5	43	48

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
							1898.		
		1893.	1894.	1895.	1896.	1897.	Male.	Female.	Total.
NEW JERSEY.									
Bordentown	Bordentown Female College	.....	.....	.....	.....	39	0	40	40
NEW MEXICO.									
Albuquerque	University of New Mexico (public).	63	80	4	1	.....	.....	.....	.....
NEW YORK.									
Alfred	Alfred University	15	.....	.....	14	17	2	22	24
Allegany	St. Bonaventure's College	.....	.....	.....	.....	10	.....	.....	.....
Brooklyn	Adelphi College	.....	.....	.....	.....	24	0	22	22
Clinton	Hamilton College	.....	.....	.....	10	20	20	0	20
Elmira	Elmira College	.....	12	.....	.....	.....	.....	.....	.....
Hamilton	Colgate University	.....	.....	.....	10	.....	.....	.....	.....
Ithaca	Cornell University *a*	.....	.....	.....	.....	.....	.....	.....	.....
New York	Barnard College	.....	.....	.....	4	15	.....	.....	.....
Do	College of St. Francis Xavier	.....	.....	.....	.....	.....	28	0	28
Do	College of the City of New York	.....	.....	.....	.....	.....	173	0	173
Do	Columbia College *a*	.....	.....	.....	.....	.....	33	22	55
Do	Manhattan College	.....	.....	.....	.....	4	.....	.....	.....
Do	New York University	134	88	81	100	138	69	113	182
Rochester	University of Rochester	.....	.....	.....	.....	.....	21	0	21
Syracuse	Syracuse University	50	.....	.....	.....	.....	12	60	72
NORTH CAROLINA.									
Chapel Hill	University of North Carolina (public).	.....	.....	59	39	21	.....	.....	.....
Charlotte	Biddle University	.....	40	30	20	41	37	0	37
Guilford College	Guilford College	.....	28	.....	.....	.....	.....	.....	.....
Hickory	Claremount College	.....	.....	.....	4	8	0	8	8
Lenoir	Davenport Female College	15	7	.....	.....	.....	.....	.....	.....
Louisburg	Louisburg Female College	13	25	.....	.....	35	0	20	20
Mars Hill	Mars Hill College	.....	.....	.....	50	.....	.....	.....	.....
Murfreesboro	Chowan Baptist Female Institute.	.....	.....	.....	.....	3	0	3	3
Raleigh	Shaw University	.....	189	175	.....	.....	63	127	190
Rutherford College	Rutherford College	25	10	.....	.....	.....	.....	.....	.....
Salisbury	Livingstone College	.....	52	53	52	.....	17	21	38
NORTH DAKOTA.									
Fargo	Fargo College	.....	12	12	.....	.....	.....	.....	.....
University	University of North Dakota (public).	28	.....	8	20	12	19	61	80
OHIO.									
Akron	Buchtel College	21	24	19	.....	7	3	8	11
Alliance	Mount Union College	.....	135	80	.....	.....	.....	.....	.....
Athens	Ohio University (public) *a*	74	105	73	.....	50	.....	.....	.....
Berea	Baldwin University	.....	.....	11	15	20	6	14	20
Cleveland	Western Reserve University	.....	.....	.....	.....	.....	5	17	22
Columbus	Ohio State University (public)	.....	.....	.....	.....	95	20	24	44
Defiance	Defiance College	50	34	59	89	128	.....	.....	.....
Delaware	Ohio Wesleyan University	.....	31	.....	22	.....	.....	.....	.....
Findlay	Findlay College	.....	36	62	107	43	14	24	38
Glendale	Glendale Female College	8	.....	.....	.....	6	.....	.....	.....
Hiram	Hiram College	75	75	.....	2	2	.....	.....	.....
Lima	Lima College	.....	55	74	67	45	36	50	86
Marietta	Marietta College	12	.....	.....	6	.....	.....	.....	.....
New Concord	Muskingum College	10	16	10	15	.....	2	1	3
Oberlin	Oberlin College	.....	.....	.....	.....	.....	3	21	24
Richmond	Richmond College	.....	20	.....	.....	.....	20	15	35
Tiffin	Heidelberg University	3	7	10	19	73	41	43	84
Westerville	Otterbein University	.....	.....	25	14	24	15	10	25
Wilberforce	Wilberforce University	43	60	107	107	83	35	49	84
Wooster	University of Wooster	.....	.....	.....	33	.....	31	7	38
Yellow Springs	Antioch College	.....	.....	76	40	26	.....	.....	.....
OKLAHOMA.									
Stillwater	Oklahoma Agricultural and Mechanical College.	.....	.....	.....	.....	.....	4	5	9

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
							1898.		
		1893.	1894.	1895.	1896.	1897.	Male.	Female.	Total.
OREGON.									
Forest Grove	Pacific College	6	.....	.....	.....	.....	.....	.....	.....
McMinnville	McMinnville College	.....	.....	.....	.....	4	.....	.....	.....
Philomath	Philomath College	10	.....	16	.....	9	20	40	60
Salem	Willamette University	22	26	31	39	34	6	23	29
University Park	Portland University	.....	27	.....	55	.....	18	63	81
PENNSYLVANIA.									
Allentown	Allentown College for Women	.....	.....	.....	34	.....	.....	.....	.....
Do	Muhlenberg College	24	.....	.....	20	15	20	0	20
Annville	Lebanon Valley College	9	14	6	11	10	.....	.....	.....
Beatty	St. Vincent's College	144	.....	.....	24	.....	.....	.....	.....
Bryn Mawr	Bryn Mawr College	.....	.....	.....	.....	21	.....	.....	.....
Chambersburg	Wilson College	.....	4	.....	.....	.....	.....	.....	.....
Collegeville	Ursinus College	.....	.....	27	9	7	.....	.....	.....
Easton	Lafayette College	.....	.....	.....	.....	7	7	0	7
Gettysburg	Pennsylvania College	.....	.....	.....	15	20	6	15	21
Greenville	Thiel College	.....	.....	7	12	11	5	2	7
New Berlin	Central Pennsylvania College	9	7	7	10	9	11	8	19
Philadelphia	Central High School (public)	9	16	11	6	18	32	0	32
Do	University of Pennsylvania *a*	.....	.....	.....	81	.....	11	67	78
Pittsburg	Duquesne College	44	30	30	40	9	5	4	9
Selinsgrove	Susquehanna University	.....	.....	.....	13	22	12	2	14
Swarthmore	Swarthmore College	.....	.....	.....	.....	.....	3	8	11
Volant	Volant College	30	.....	.....	.....	25	20	15	35
RHODE ISLAND.									
Providence	Brown University *a*	.....	.....	.....	32	55	23	27	50
SOUTH CAROLINA.									
Columbia	Allen University	49	28	86	23	20	12	8	20
Do	Columbia Female College	.....	.....	.....	8	.....	.....	.....	.....
Do	South Carolina College(public) *a*	.....	.....	14	25	26	30	2	32
Due West	Due West Female College	.....	.....	25	25	12	0	7	7
Orangeburg	Claflin University	45	68	48	83	73	7	32	39
Spartanburg	Converse College	.....	.....	.....	.....	.....	0	50	50
Union	Clifford Seminary	.....	.....	6	.....	.....	.....	.....	.....
Williamston	Williamston Female College	6	.....	.....	8	.....	.....	.....	.....
SOUTH DAKOTA.									
East Pierre	Pierre University	5	25	29	25	12	8	6	14
Hot Springs	Black Hills College	17	8	6	18	2	2	5	7
Mitchell	Dakota University	70	56	57	17	.....	17	43	60
Redfield	Redfield College	56	51	33	33	.....	4	12	16
Vermilion	University of South Dakota (public).	.....	.....	.....	.....	7	2	4	6
TENNESSEE.									
Brownsville	Brownsville Female College	24	.....	.....	.....	4	.....	.....	.....
Chattanooga	U. S. Grant University	62	.....	.....	.....	.....	.....	.....	.....
Columbia	Columbia Athenæum	.....	10	8	.....	.....	.....	.....	.....
Franklin	Tennessee Female College	.....	.....	.....	4	.....	.....	.....	.....
Harriman	American Temperance University.	.....	20	45	.....	.....	8	7	15
Hiwassee College	Hiwassee College	.....	.....	20	.....	.....	15	12	27
Huntingdon	Southern Normal University	50	60	.....	.....	.....	.....	.....	.....
Knoxville	Knoxville College	18	80	25	.....	43	.....	.....	.....
Do	University of Tennessee (public). *a*	29	47	48	35	17	9	7	16
Lebanon	Cumberland University	.....	.....	.....	.....	.....	10	3	13
McKenzie	Bethel College	20	.....	.....	15	25	8	6	14
Maryville	Maryville College	.....	.....	.....	.....	.....	15	5	20
Milligan	Milligan College	20	40	20	24	.....	15	20	35
Mossy Creek	Carson and Newman College	30	26	27	.....	.....	.....	.....	.....
Murfreesboro	Soule College	.....	.....	.....	.....	.....	0	50	50
Nashville	Central Tennessee College	.....	35	16	24	15	11	27	38
Do	Fisk University	101	87	82	.....	.....	.....	.....	.....
Do	Roger Williams University	55	.....	39	92	81	8	31	39
Do	University of Nashville	.....	.....	132	420	.....	.....	.....	.....
Pulaski	Martin College	8	.....	.....	.....	20	0	20	20
Rogersville	Rogersville Synodical College	8	8	12	20	12	0	16	16
Sewanee	University of the South	6	8	.....	.....	.....	.....	.....	.....

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TABLE 18.—*Colleges and universities reporting students in teachers' training courses*—Continued.

Location.	Institution.	Normal students.							
		1893.	1894.	1895.	1896.	1897.	1898.		
							Male.	Female.	Total.
TENNESSEE—con'd.									
Spencer	Burritt College	47	42	16	19	32	16	12	28
Sweetwater	Sweetwater College	5	.....	16	8	.....	.....	.....	.....
Washington College	Washington College	.....	.....	11	.....	.....	.....	.....	.....
Winchester	Mary Sharp College	.....	.....	.....	6	0	.....	.....	.....
TEXAS.									
Austin	University of Texas (public) *a*	.....	.....	125	129	.....	35	56	91
Bonham	Carlton College	7	.....	.....	.....	.....	0	5	5
Brownwood	Howard Payne College	20	15	15	18	22	12	10	22
Campbell	Henry College	.....	13	15	.....	50	.....	.....	.....
Fort Worth	Fort Worth University	14	8	37	9	.....	.....	.....	.....
Marshall	Wiley University	.....	24	34	33	.....	5	12	17
San Antonio	St. Louis College	.....	.....	.....	1	.....	.....	.....	.....
Sherman	Austin College	5	.....	.....	.....	.....	.....	.....	.....
Tehuacana	Trinity University	.....	4	.....	.....	.....	.....	.....	.....
Waco	Add-Ran Christian University	.....	.....	.....	.....	.....	11	6	17
Do	Paul Quinn College	5	6	6	2	12	3	4	7
UTAH.									
Logan	Brigham Young College	.....	.....	107	.....	.....	13	11	24
Salt Lake City	University of Utah (public) *a*	203	.....	70	320	379	152	262	414
VERMONT.									
Middlebury	Middlebury College	.....	.....	.....	.....	2	5	5	10
VIRGINIA.									
Bridgewater	Bridgewater College	.....	5	10	8	8	12	5	17
Fredericksburg	Fredericksburg College	.....	.....	.....	.....	10	.....	.....	.....
Lynchburg	Randolph-Macon Woman's College. *a*	.....	7	6	10	20	0	20	20
Williamsburg	William and Mary College	.....	.....	114	125	106	116	0	116
Winchester	Valley Female College	.....	2	2	1	2	0	2	2
WASHINGTON.									
Burton	Vashon College	.....	28	20	25	18	2	4	6
Colfax	Colfax College	5	.....	.....	.....	.....	8	4	12
College Place	Walla Walla College	.....	.....	.....	20	.....	.....	.....	.....
Seattle	University of Washington (public).	14	59	107	4	.....	.....	.....	.....
Sumner	Whitworth College	.....	.....	.....	.....	.....	0	2	2
Tacoma	Puget Sound University	.....	6	39	49	26	3	9	13
Vancouver	St. James College	.....	.....	14	14	.....	3	0	3
Walla Walla	Whitman College	14	.....	12	.....	.....	.....	.....	.....
WEST VIRGINIA.									
Barboursville	Barboursville College	60	57	20	.....	18	10	5	15
Morgantown	West Virginia University (public). *a*	.....	21	20	15	23	7	16	23
WISCONSIN.									
Appleton	Lawrence University	.....	.....	.....	22	21	12	13	25
Beloit	Beloit College	.....	.....	.....	.....	7	18	5	23
Fox Lake	Downer College	4	.....	.....	.....	.....	.....	.....	.....
Franklinton	Mission House of the Reformed Church in the United States.	.....	.....	.....	15	.....	.....	.....	.....
Galesville	Gale College	.....	.....	14	.....	.....	.....	.....	.....
Madison	University of Wisconsin (public). *a*	.....	.....	.....	62	.....	24	7	31
Ripon	Ripon College	.....	151	.....	.....	.....	.....	.....	.....
Watertown	Northwestern University	13	.....	.....	.....	7	.....	.....	.....
WYOMING.									
Laramie	University of Wyoming (public.)	.....	21	20	25	24	3	26	29

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TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Florence	State Normal College	4	5	4	5	29	56	17	26	12	30
2	Jacksonville	State Normal School	2	5	2	2	100	97	66	59	18	34
3	Livingston	Alabama Normal College for Girls.	0	14	0	8	0	157	0	74	0	74
	Montgomery	State Normal School for Colored Students.a										
4	Normal	Agricultural and Mechanical College.	17	17	7	10	198	260	123	154	12	21
5	Troy	State Normal College	9	16	8	6	271	307	129	103	142	204
6	Vernon	Vernon Institute	1	1	1	0	50	45	25	25	10	10
	ARIZONA.											
7	Tempe	Arizona Normal School	3	3	3	3	74	97	....	....	74	97
	ARKANSAS.											
8	Pine Bluff	Branch Normal College	5	2	5	2	127	63	0	0	127	63
	CALIFORNIA.											
9	Chico	State Normal School	6	10	6	8	129	322	75	123	54	199
10	Los Angeles	....do	10	14	10	14	56	560	0	0	56	560
11	San Francisco	San Francisco Normal School.	2	3	2	3	0	133	0	0	0	133
12	San Jose	State Normal School	11	18	10	18	57	635	0	0	57	635
	COLORADO.											
13	Greeley	State Normal School of Colorado.	10	6	10	6	131	371	84	115	47	256
	CONNECTICUT.											
14	Bridgeport	Bridgeport Training School.	2	6	2	6	0	30	0	0	0	30
15	New Britain	New Britain Normal Training School.	4	32	3	29	1	204	0	0	1	204
16	New Haven	State Normal Training School.	3	23	3	3	0	177	....	....	0	177
17	Willimantic	....do	3	16	2	6	5	119	....	....	5	119
	DELAWARE.											
18	Wilmington	Wilmington Teachers' Training School.	0	2	0	2	0	24	0	0	0	24
	DISTRICT OF COLUMBIA.											
19	Washington	Washington Normal School.	0	9	0	9	1	96	....	....	1	96
20	....do	Washington Normal School (colored).	0	6	0	6	188	254	175	211	13	43
	FLORIDA.											
21	De Funiak Springs	State Normal School	3	1	3	1	38	39	0	0	38	39
22	Tallahassee	State Normal and Industrial College.	6	5	1	1	68	150	31	74	37	76
	GEORGIA.											
23	Athens	State Normal School	6	4	6	4	209	401	....	....	209	401
24	Milledgeville	Georgia Normal and Industrial College.	8	21	2	8	6	444	6	168	0	96
	IDAHO.											
25	Albion	State Normal School	3	2	3	2	43	55	19	14	24	41
26	Lewiston	....do	2	2	2	2	48	93	24	39	14	45

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normal schools, 1897–98.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of buildings, grounds, apparatus, etc.	Amount of State, county, or city aid.	Total income for the year 1897–98.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	17	26	0	0	.....	.....	4	36	1,500	$50,000	$7,500	$12,900	.....	1
.....	.....	16	4	66	59	0	0	4	7	4	36	500	12,000	2,800	4,086	.....	2
0	9	0	0	0	0	0	0	0	22	4	36	500	10,000	2,500	3,601	$500	3
.....	.....	63	85	.....	.....	12	21	12	21	.....	.....	3,500	50,000	4,000	39,192	.....	4
0	0	0	0	58	64	0	0	5	18	4	40	3,000	30,000	5,500	11,097	500	5
.....	.....	15	10	.....	.....	0	0	0	0	2	36	0	500	145	445	.....	6
0	0	0	0	36	34	0	0	4	13	3	40	600	65,000	11,500	11,999	16,000	7
.....	.....	.....	.....	0	0	127	63	7	2	4	40	3,800	00,000	5,025	11,730	400	8
0	0	0	0	75	123	0	0	2	25	4	40	6,480	150,000	30,000	31,245	0	9
0	0	0	0	126	146	0	0	52	560	4	40	5,720	300,000	53,750	53,750	.....	10
0	0	0	0	0	0	0	0	0	121	1	....	200	10,000	4,800	5,600	0	11
0	0	0	0	75	107	0	0	.....	.....	4	40	6,000	300,000	53,750	55,250	.....	12
0	0	0	0	84	199	0	0	13	44	3	40	9,000	200,000	35,000	35,000	.....	13
0	0	0	0	300	500	0	0	0	10	2	40	600	.....	.....	.....	.....	14
.....	.....	.....	.....	600	752	0	1	1	73	.....	.....	13,000	.....	.....	.....	.....	15
.....	.....	.....	.....	.....	.....	0	2	0	56	2	40	6,859	150,000	16,000	16,000	.....	16
.....	.....	.....	.....	300	302	0	1	1	32	2	40	5,000	140,000	.....	.....	.....	17
0	0	0	0	120	130	0	0	0	16	1	40	75	.....	.....	.....	.....	18
.....	.....	.....	.....	176	140	.....	.....	.....	.....	2	38	453	.....	.....	.....	.....	19
0	0	0	0	175	211	13	43	7	22	2	40	565	.....	.....	.....	.....	20
0	0	0	0	0	0	0	0	1	2	4	32	75	9,000	6,000	6,067	0	21
0	0	.....	.....	16	31	37	76	0	0	2	35	739	3,500	4,000	16,389	5,000	22
.....	.....	.....	.....	20	20	.....	.....	11	19	2	40	0	40,000	22,500	23,500	0	23
0	32	0	146	6	56	0	0	0	14	4	36	2,000	200,000	22,900	29,200	0	24
0	0	0	0	7	8	0	0	0	1	4	40	200	36,000	7,000	7,000	0	25
8	3	2	6	0	0	0	0	0	17	4	40	423	36,000	7,000	7,000	50	26

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TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ILLINOIS.											
27	Carbondale	Southern Illinois Normal University.	11	5	11	5	389	331	71	75	259	211
28	Chicago	Chicago Normal School	11	30	10	21	266	665	255	238	11	427
29	Normal	Illinois State Normal University.	13	12	11	10	424	773	156	150	258	613
	INDIANA.											
30	Indianapolis	Indianapolis Normal School.	2	3	2	3	0	40	....	....	0	40
31	Lexington	Lexington High School and Teachers' Institute.	1	2	1	0	19	11	....	....	19	11
32	Terre Haute	Indiana State Normal School	25	7	19	6	623	770	393	490	230	280
	IOWA.											
33	Boonesboro	Boone County Normal Institute.	8	5	8	5	68	285	0	0	68	285
34	Cedar Falls	Iowa State Normal School	18	17	8	9	537	1041	161	117	376	924
35	Dexter	Dexter Normal School	4	1	4	1	60	100	....	....	5	10
36	Rockwell City	Calhoun County Normal School.*	3	5	3	1	60	70	....	....	20	30
37	Woodbine	Woodbine Normal School	4	6	4	1	246	283	125	137	45	110
	KANSAS.											
38	Emporia	Kansas State Normal School.	15	22	14	20	600	1357	119	190	481	1167
	KENTUCKY.											
39	Frankfort	State Normal School (colored).	4	2	2	1	70	72	19	15	51	57
40	Hazard	Hazard Normal School	3	2	2	0	200	114	35	30	70	35
41	Louisville	Normal School*	1	1	1	1	268	530	242	262	0	80
42	Temple Hill	Temple Hill Normal Academy.	1	1	1	1	64	40	48	35	12	5
	LOUISIANA.											
43	Natchitoches	Louisiana State Normal School.	6	11	6	11	126	315	55	69	71	246
44	New Orleans	New Orleans Normal School.	0	9	0	9	226	130	226	12	0	118
	MAINE.											
45	Castine	Eastern State Normal School.	3	6	3	6	175	225	....	....	175	225
46	Farmington	Farmington State Normal School.	3	8	3	8	42	289	0	0	42	289
47	Fort Kent	Madawaska Training School.	0	3	0	1	52	60	44	53	8	7
48	Gorham	Western Normal School	2	7	2	7	37	131	....	....	37	131
	MARYLAND.											
49	Baltimore	Maryland State Normal School.	4	10	4	6	36	411	11	15	25	396
50	.....do	Baltimore Normal School for Education of Colored Teachers.	1	1	1	1	9	25	....	....	7	8
	MASSACHUSETTS.											
51	Boston	Boston Normal School	4	10	4	10	0	319	0	0	0	319
52	.... do	Massachusetts Normal Art School.	8	5	0	2	2	30	....	....	2	30
53	Bridgewater	State Normal School	7	18	7	8	219	445	170	220	49	225
54	Cambridge	Wellington School	1	5	1	3	445	525	445	490	0	35
55	Fitchburg	State Normal School	6	22	6	10	411	497	409	386	2	111
56	Framingham	.....do	0	18	0	13	65	165	65	75	0	90
57	Lowell	Training School for Teachers.	2	22	1	5	305	364	305	315	0	49

* Statistics of 1896-97.

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normal schools for 1897–98—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of buildings, grounds, apparatus, etc.	Amount of State, county, or city aid.	Total income for the year 1897–98.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	59	45	....	....	59	41	15	14	4	39	13,500	$450,000	$28,610	$32,057	0	27
....	....	....	....	255	238	0	0	....	....	1	40	14,000	1,000,000	64,167	64,167	.....	28
....	....	10	19	156	150	0	2	11	36	4	39	10,000	250,000	35,000	40,000	.....	29
....	....	....	....	....	....	0	4	0	26	2	40	....	....	....	....	.....	30
0	0	....	....	0	0	0	0	6	9	3	36	100	4,000	750	1,050	$50	31
0	0	0	0	65	82	3	4	....	....	4	40	20,000	250,000	66,000	61,000	0	32
0	0	0	0	0	0	0	0	3	21	4	....	230	.....	50	403	.....	33
0	0	0	0	161	117	0	0	54	109	4	37	8,854	200,000	45,000	60,000	.....	34
5	0	50	90	....	....	....	....	2	3	3	40	500	15,000	1,500	2,500	.....	35
15	15	25	25	100	100	0	0	0	2	4	36	400	11,000	.....	.....	0	36
35	21	41	15	125	137	....	....	....	....	3	40	.....	14,000	5,187	5,187	.....	37
....	....	....	....	56	141	9	6	43	66	4	40	14,000	200,000	28,000	45,000	.....	38
....	....	....	....	....	....	51	57	7	5	3	38	410	18,417	3,009	6,325	.....	39
20	2	75	47	....	....	....	....	27	1	2	40	250	3,000	375	1,575	800	40
26	188	0	0	0	0	0	0	0	27	2	40	....	....	....	....	.....	41
3	0	1	0	0	0	0	0	0	0	....	....	300	.....	.....	.....	.....	42
0	0	0	0	55	69	0	0	6	42	4	32	1,009	60,000	15,000	15,000	0	43
0	0	0	0	226	12	0	0	0	39	2	36	200	.....	.....	.....	.....	44
0	0	....	....	10	20	0	0	0	27	2	38	1,000	50,000	8,000	8,800	0	45
0	0	0	0	43	51	0	0	10	45	2	38	3,120	75,000	9,000	10,025	10,000	46
....	....	....	....	....	....	....	....	8	7	4	32	300	15,000	1,900	2,012	.....	47
....	....	....	....	71	78	0	0	3	41	3	40	1,200	85,000	8,000	8,490	31,000	48
0	0	0	0	11	15	0	0	5	71	3	40	2,000	150,000	12,875	21,095	2,760	49
....	....	2	17	....	....	7	8	3	3	3	42	2,000	.....	.....	.....	.....	50
0	0	0	0	652	172	0	1	0	101	2	40	.....	.....	.....	.....	.....	51
....	....	....	....	....	....	....	....	0	23	4	38	.....	.....	.....	.....	.....	52
0	0	0	0	170	225	0	0	19	83	4	38	6,546	422,512	40,053	40,233	0	53
0	0	0	0	445	490	0	0	0	15	1	40	100	50,300	10,220	10,220	0	54
0	0	0	0	409	386	0	0	59	3	3	38	3,000	.....	34,000	34,000	.....	55
0	0	0	0	65	75	0	0	0	0	2	36	3,000	200,000	22,200	22,200	0	56
....	....	....	....	305	315	.....	.....	0	19	2	40	1,000	75,000	.....	.....	.....	57

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TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MASSACHUSETTS—continued.											
58	Salem	State Normal School	4	8	4	8	0	140	0	0	0	140
59	Westfield	....do	3	11	3	5	1	104	.....	.....	1	104
60	Worcester	Massachusetts State Normal School.	4	10	4	9	11	179	0	0	11	179
	MICHIGAN.											
61	Detroit	Washington Normal School.	0	27	0	9	856	847	855	707	1	140
62	Mount Pleasant	Central Michigan Normal School.	6	9	6	4	83	231	.....	.....	83	231
63	Ypsilanti	Michigan State Normal College.	23	29	23	21	208	771	23	70	169	631
	MINNESOTA.											
64	Mankato	State Normal School	9	21	0	9	377	803	241	262	136	541
65	Moorhead	....do	3	9	3	9	67	201	15	19	52	182
66	St. Cloud	....do	8	9	4	5	245	397	134	103	111	294
67	St. Paul	Teachers' Training School	3	9	3	4	134	296	134	218	0	78
68	Winona	State Normal School	7	15	7	8	196	635	143	180	53	455
	MISSISSIPPI.											
69	Abbeville	Abbeville Normal School	2	3	2	0	67	78	40	50	10	8
	Ackerman	Central Mississippi Normal Institute. *a*										
70	Holly Springs	Holly Springs Normal Institute.	2	2	2	0	110	54	100	50	10	4
71	....do	Mississippi State Normal School (colored).	6	1	2	1	82	92	38	45	44	47
72	Paris	Paris Normal Institute	2	1	1	1	70	60	60	40	10	20
73	Sherman	Mississippi Normal Institute.	3	2	3	0	100	110	40	44	20	22
74	Troy	Mississippi Normal High School.	2	2	1	1	70	85	51	69	7	8
75	Walnut Grove	Mississippi Central Normal School.	1	2	1	0	74	58	60	52	14	6
	MISSOURI.											
76	Cape Girardeau	State Normal School, third district.	9	3	9	3	188	144	.....	.....	188	144
77	Gainesville	Gainesville Normal School *	2	1	2	1	42	36	30	28	12	8
78	Kirksville	State Normal School, first district.	8	5	0	1	363	374	205	205	28	29
79	St. Louis	St. Louis Normal and High School.	.....	.....	.....	.....	0	521	.....	.....	0	521
80	Warrensburg	State Normal School, second district.	11	12	10	11	435	564	.....	.....	435	564
	MONTANA.											
81	Dillon	State Normal School	3	2	3	2	32	50	.....	.....	6	18
	NEBRASKA.											
82	Peru	State Normal School	10	10	10	6	230	469	.....	.....	160	298
	NEW HAMPSHIRE.											
83	Plymouth	State Normal School	4	10	3	5	125	215	93	100	2	75
	NEW JERSEY.											
84	Newark	Newark Normal and Training School.	2	13	2	6	183	302	183	201	0	101
85	Paterson	Paterson Normal Training School.	1	2	1	1	0	70	0	0	0	70
86	Trenton	State Normal and Model School.	16	38	9	16	386	1064	228	306	84	653

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normal schools, 1897–98—Continued.

Students.				Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of buildings, grounds, apparatus, etc.	Amount of State, county, or city aid.	Total income for the year 1897–98.	Amount received from State, county, or city for buildings and improvements.	
In business course.		In high-school grades.															
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	60	65	0	0	0	48	2	40	4,000	$300,000	$25,000	$25,000	.....	58
0	0	0	0	82	83	0	1	5	36	2	38	3,000	160,000	23,880	23,880	0	59
0	0	0	0	24	28	0	0	0	0	3	38	9,638	200,200	20,525	20,525	0	60
0	0	0	0	855	707	0	1	0	27	3	40	305	57,265	21,500	21,500	0	61
.....	.....	.....	.....	86	111	1	0	5	40	3	40	775	22,500	12,000	12,691	$5,000	62
0	0	16	70	138	160	1	0	34	149	4	40	20,000	284,000	62,150	74,750	12,500	63
0	0	0	0	241	262	0	0	7	64	3	36	6,426	200,000	37,000	42,000	0	64
0	0	0	0	60	56	0	0	2	22	3	38	3,500	75,000	18,000	19,000	0	65
0	0	0	0	146	109	0	0	13	66	3	38	5,255	168,500	26,000	28,775	15,000	66
.....	.....	.....	.....	134	218	.....	.....	0	34	2	38	1,975	36,600	10,000	10,000	.....	67
0	0	0	0	143	180	0	0	4	108	3	38	4,500	275,000	37,000	39,700	0	68
5	0	12	20	.....	.....	.....	.....	.....	.....	3	40	50	1,200	510	910	.....	69
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,000	2,000	2,000	.....	70
0	0	.....	.....	38	45	44	47	4	10	2	36	3,300	12,000	2,250	2,568	.....	71
.....	.....	.....	.....	.....	.....	0	0	0	0	4	40	40	650	510	560	0	72
.....	.....	40	44	0	0	0	0	10	12	3	40	175	4,000	600	1,200	100	73
5	3	7	5	10	15	0	0	0	0	3	40	150	1,000	550	710	10	74
0	0	0	0	0	0	0	0	0	0	2	32	0	2,000	400	800	0	75
.....	.....	.....	.....	24	20	0	0	8	9	4	40	1,200	75,000	22,000	24,739	3,000	76
0	0	.....	.....	.....	.....	0	0	2	1	3	36	.....	1,000	450	700	0	77
.....	.....	130	140	45	63	.....	.....	22	35	4	40	4,700	175,000	13,750	21,874	.....	78
.....	.....	.....	.....	.....	.....	.....	.....	0	74	.....	.....	.....	.....	.....	.....	.....	79
.....	.....	.....	.....	69	84	.....	.....	21	28	4	40	6,000	300,000	13,750	26,774	.....	80
.....	.....	26	32	20	25	0	0	0	3	4	40	1,500	55,000	7,700	8,200	50,000	81
0	0	70	171	130	100	.....	.....	8	23	3	38	13,000	200,000	24,750	36,350	20,000	82
0	0	30	40	123	140	0	0	0	20	2	38	2,000	100,000	13,000	14,100	715	83
0	0	0	0	.....	.....	0	2	0	41	2	40	658	33,000	13,661	13,841	515	84
0	0	0	0	100	175	0	0	0	24	2	42	14	70,000	.....	.....	.....	85
.....	.....	74	105	228	306	2	2	20	173	2	38	3,500	400,000	42,000	67,000	4,000	86

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TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	NEW MEXICO.											
87	Silver City	Normal School of New Mexico.	3	2	3	1	25	41	.....	.....	10	30
	NEW YORK.											
88	Albany	New York State Normal College.	9	11	4	5	279	700	213	361	66	339
89	Brockport	State Normal and Training School.	5	14	2	7	327	573	166	165	110	347
90	Brooklyn	Training School for Teachers	2	23	1	12	575	762	575	571	0	191
91	Buffalo	State Normal School	7	20	7	9	243	646	202	239	41	407
92	Cortland	State Normal and Training School.	5	14	4	9	430	640	240	250	190	390
93	Fredonia	State Normal School	6	13	6	7	284	488	164	180	77	255
94	Geneseo	Geneseo State Normal School	5	17	5	11	375	915	175	225	200	600
95	Jamaica	State Normal School	4	9	4	9	55	165	38	41	14	113
96	New Paltz	State Normal and Training School.	4	11	2	6	184	523	100	136	75	369
97	New York	Normal College, City of New York.	7	75	0	28	500	2829	500	533	0	1876
98	Oneonta	State Normal and Training School.	7	11	3	5	245	474	91	105	137	354
99	Oswego	Oswego Normal and Training School.	6	10	3	5	284	591	246	260	38	331
100	Plattsburg	State Normal School	4	9	4	9	30	150	.....	.....	30	150
101	Potsdam	Potsdam State Normal and Training School.	8	9	4	5	355	694	138	174	217	520
102	Syracuse	Teachers' Training Class (Department High School).	8	27	3	3	26	122	26	19	0	103
	NORTH CAROLINA.											
103	Elizabeth City	State Normal School	2	3	2	1	58	161	9	25	12	28
104	Fayetteville	State Colored Normal School*	2	2	1	1	51	100	20	60	31	40
105	Franklinton	Albion Academy and State Normal School.	6	4	4	2	130	138	31	42	99	96
106	Goldsboro	State Colored Normal School	2	1	1	1	50	96	22	42	37	54
107	Greensboro	State Normal and Industrial College.	7	23	0	23	105	570	105	83	0	437
108	Plymouth	State Colored Normal School.	3	2	1	1	72	133	20	44	52	89
109	Salisbury	State Normal School*	3	1	3	0	63	71	43	40	20	31
	NORTH DAKOTA.											
110	Mayville	State Normal School	5	6	5	6	66	108	.....	.....	66	108
111	Valley City	.....do.....	4	4	4	4	58	100	14	19	44	81
	OHIO.											
112	Cincinnati	Cincinnati Normal School	0	4	0	4	0	125	0	0	0	125
113	Cleveland	Cleveland Normal Training School.	4	15	4	5	0	173	.....	.....	0	173
114	Columbus	Columbus Normal School	3	7	3	7	0	89	0	0	0	89
115	Dayton	Dayton Normal and Training School.	0	4	0	1	0	30	.....	.....	0	30
116	Geneva	Geneva Normal School	4	1	3	1	55	85	.....	.....	9	21
	Wadsworth	Wadsworth Normal School.a										
	OKLAHOMA.											
117	Edmond	The Normal School of Oklahoma.	5	4	5	4	111	140	.....	.....	111	140
	OREGON.											
118	Drain	Oregon State Normal School.	4	3	4	2	121	117	60	64	46	44
119	Monmouth	.....do.....	8	5	8	5	179	279	97	122	82	157
120	Weston	.....do.....	4	2	4	1	75	123	24	30	51	93

* Statistics of 1896-97.

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normal schools, 1897–98—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of buildings, grounds, apparatus, etc.	Amount of State, county, or city aid.	Total income for the year 1897–98.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
2	4	13	7	10	9	.....	.....	2	6	4	40	2,000	$20,000	$6,500	$7,155	.....	87
0	0	0	0	213	361	0	0	23	93	2	40	3,273	230,911	20,000	41,692	$11,000	88
.....	.....	51	41	166	185	0	0	15	78	4	40	8,546	225,000	25,712	27,035	1,517	89
0	0	0	0	575	571	0	1	0	184	1	40	1,500	170,000	30,000	30,000	0	90
0	0	0	0	202	239	0	0	11	115	4	40	7,500	256,000	28,796	29,426	13,860	91
.....	.....	.....	.....	240	250	1	0	9	61	4	40	7,000	262,593	29,502	29,502	2,110	92
0	0	43	53	164	180	0	0	8	52	4	40	2,227	220,000	23,500	24,700	.....	93
.....	.....	0	90	175	225	0	3	24	209	4	40	6,000	226,000	28,000	29,600	.....	94
0	0	3	11	38	41	0	1	1	4	2	40	2,500	150,000	25,000	25,800	25,000	95
.....	.....	9	18	100	136	.....	.....	16	84	4	40	3,152	131,216	21,795	23,680	.....	96
0	0	0	420	.....	.....	.....	.....	0	268	4	37	5,532	1,250,000	150,000	150,000	.....	97
0	0	17	15	91	105	0	0	31	85	1	40	.....	.....	25,000	26,277	.....	98
0	0	.....	.....	.....	.....	0	0	8	88	3	40	7,000	125,000	25,000	27,200	0	99
0	0	0	0	64	83	0	0	4	27	4	40	2,400	150,000	20,800	21,825	1,000	100
0	0	.....	.....	138	174	1	0	16	58	4	40	5,000	151,300	25,000	26,529	1,100	101
.....	.....	.....	.....	500	450	.....	.....	0	30	2	40	3,298	117,141	30,000	32,955	.....	102
0	0	37	108	9	25	12	28	.....	.....	5	36	152	1,000	2,000	2,000	.....	103
.....	.....	.....	.....	.....	.....	31	40	.....	.....	6	36	500	1,150	1,630	1,750	.....	104
.....	.....	.....	.....	.....	.....	93	96	1	10	4	32	300	10,000	2,300	6,300	.....	105
.....	.....	.....	.....	.....	.....	37	54	0	0	3	36	100	.....	1,800	1,800	0	106
0	50	.....	.....	105	83	0	0	0	27	4	32	3,000	100,000	26,000	41,000	.....	107
0	0	0	0	0	0	52	89	1	0	3	40	.....	1,600	2,007	2,157	0	108
.....	.....	.....	.....	.....	.....	20	31	1	4	3	33	.....	.....	1,950	1,950	.....	109
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	36	475	40,000	10,000	11,643	.....	110
0	0	0	0	5	7	0	0	1	0	4	36	3,100	35,000	10,227	10,859	300	111
0	0	0	0	224	223	0	2	0	55	2	40	70	.....	.....	340	.....	112
.....	.....	.....	.....	500	600	0	0	0	87	2	38	500	.....	.....	.....	.....	113
0	0	0	0	210	190	0	5	0	23	2	36	310	.....	.....	.....	.....	114
.....	.....	.....	.....	90	100	.....	.....	0	30	2	40	500	.....	.....	.....	.....	115
.....	.....	46	64	.....	.....	0	0	9	21	4	38	400	40,000	8,000	9,000	2,300	116
.....	.....	.....	.....	17	15	0	0	3	8	3	40	1,000	50,000	16,000	19,000	.....	117
.....	.....	15	2	60	64	.....	.....	12	12	3	40	240	18,000	700	2,300	.....	118
.....	.....	.....	.....	97	122	.....	.....	10	24	3	40	1,000	3,000	9,000	13,600	.....	119
.....	.....	.....	.....	24	30	0	0	4	16	3	40	300	8,000	0	2,500	0	120

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TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	PENNSYLVANIA.											
121	Bloomsburg	State Normal School	14	12	14	8	286	325	39	31	247	294
122	California	Southwestern State Normal School.	15	15	10	8	429	484	180	175	180	185
123	Clarion	Clarion State Normal School	12	5	10	4	288	382	66	65	157	274
124	East Stroudsburg	State Normal School	7	7	7	7	168	254	40	50	128	204
125	Edinboro	....do	9	7	9	7	142	288	....	....	142	288
126	Indiana	Indiana Normal School of Pennsylvania.	12	12	12	8	181	347	....	....	173	317
127	Kutztown	Keystone State Normal School.	17	6	17	6	547	289	99	78	427	197
128	Lockhaven	Central State Normal School	13	11	12	9	365	385	90	75	275	310
129	Mansfield	State Normal School	6	10	6	9	192	289	....	....	192	289
130	Millersville	First Pennsylvania State Normal School.	20	15	10	7	545	593	136	131	409	462
131	Philadelphia	Philadelphia Normal School for Girls.	2	52	2	52	0	598	0	0	0	598
132	Pittsburg	High School, Normal Department.	3	12	3	11	0	144	....	....	0	144
133	Shippensburg	Cumberland Valley State Normal School.	8	9	8	9	216	182	31	39	185	143
134	Slippery Rock	State Normal School	8	9	8	9	344	511	107	122	237	389
135	Westchester	....do	15	16	15	16	487	385	31	30	456	355
	RHODE ISLAND.											
136	Providence	Rhode Island Normal School.	4	15	4	7	3	215	0	0	3	215
	SOUTH CAROLINA.											
137	Rockhill	Winthrop Normal and Industrial College.	6	24	3	12	3	340	3	11	0	199
	SOUTH DAKOTA.											
138	Madison	State Normal School	4	6	4	6	66	305	30	89	36	216
139	Spearfish	....do	1	11	1	11	72	150	....	....	72	150
	TENNESSEE.											
140	Nashville	Peabody Normal College	13	15	13	15	208	370	....	....	161	330
	TEXAS.											
141	Detroit	Detroit Normal School	1	2	1	1	60	70	37	43	15	20
142	Huntsville	Sam Houston Normal Institute.	5	11	5	11	160	296	0	0	160	296
143	Timpson	Timpson High School	2	2	1	1	178	128	150	100	18	16
	UTAH.											
144	Cedar City	Southern Branch of State Normal School.	3	1	3	1	72	47	43	13	29	34
145	Salt Lake City	Utah State Normal School	24	11	24	11	184	310	0	0	184	310
	VERMONT.											
146	Castleton	State Normal School	2	2	2	2	20	100	0	0	20	100
147	Johnson	....do	3	6	3	6	7	64	....	....	7	64
148	Randolph Center	....do	1	5	1	3	15	67	0	0	15	67
	VIRGINIA.											
149	Farmville	State Female Normal School.	1	12	1	5	0	256	0	186	0	70
150	Hampton	Hampton Normal and Agricultural Institute.	30	49	21	24	562	444	443	368	119	76
151	Petersburg	Virginia Normal and Collegiate Institute.	7	6	7	6	162	154	67	86	58	68

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normal schools, 1897-98—Continued.

Students.																	
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of buildings, grounds, apparatus, etc.	Amount of State, county, or city aid.	Total income for the year 1897-98.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
.....	.....	.....	.....	39	31	0	0	42	93	2	42	2,130	$315,300	$7,500	$36,705	.....	121
.....	.....	69	124	162	155	.....	.....	32	61	2	42	4,000	220,000	7,500	7,500	.....	122
22	18	43	25	.....	.....	0	0	.....	.....	2	42	4,000	259,000	4,725	19,038	$7,500	123
0	0	.....	.....	40	50	.....	.....	35	58	2	42	750	58,217	12,052	34,253	.....	124
.....	.....	.....	.....	43	45	0	0	18	31	2	42	9,000	171,000	14,181	20,644	0	125
6	11	2	19	70	87	0	0	25	63	2	42	2,552	205,300	10,000	32,752	.....	126
.....	.....	21	14	120	92	.....	.....	83	53	3	42	6,148	272,000	7,500	74,438	.....	127
.....	.....	.....	.....	90	75	.....	.....	61	72	3	42	4,300	250,000	7,500	22,500	.....	128
0	0	.....	.....	109	145	0	0	29	53	3	42	4,849	310,000	15,000	22,000	0	129
.....	.....	.....	.....	136	131	0	1	47	69	3	42	10,150	457,600	7,500	106,822	.....	130
0	0	0	0	177	490	0	4	0	262	2	40	4,200	600,000	75,000	75,000	0	131
0	0	0	0	105	125	0	0	0	101	4	40	544	.....	.....	.....	.....	132
.....	.....	.....	.....	31	39	.....	.....	54	44	3	42	2,850	225,000	7,500	22,500	.....	133
.....	.....	.....	.....	107	122	0	0	27	83	3	42	1,352	192,000	7,500	25,923	14,400	134
.....	.....	.....	.....	31	30	0	2	40	75	3	40	7,200	450,000	7,500	44,869	7,500	135
0	0	0	0	100	125	.....	.....	0	16	2	39	3,500	.....	25,000	25,000	0	136
0	49	0	81	57	77	0	0	0	16	4	36	2,990	175,000	30,000	38,204	1,725	137
0	0	0	0	30	89	1	0	5	27	4	38	1,200	75,000	13,800	15,129	.....	138
0	0	0	0	36	52	1	1	4	18	5	38	12,672	50,000	13,200	14,902	.....	139
.....	.....	47	40	105	215	.....	.....	.....	.....	2	32	13,000	300,000	20,000	67,306	.....	140
0	0	8	7	0	0	0	0	1	1	2	36	100	2,000	1,000	1,300	0	141
0	0	0	0	0	0	0	0	34	60	3	36	10,000	100,000	39,500	45,500	2,000	142
0	0	10	12	0	0	0	0	0	0	2	36	100	2,500	2,000	2,700	0	143
0	0	0	0	0	0	0	0	0	0	4	36	309	21,000	7,500	8,385	0	144
0	0	.....	.....	207	199	.....	.....	3	24	4	36	13,500	265,000	51,000	56,000	6,000	145
0	0	0	0	0	0	0	0	3	48	2	40	.....	15,000	5,000	5,000	0	146
.....	.....	.....	.....	60	80	.....	.....	3	29	2	40	2,500	6,000	5,000	5,180	.....	147
0	0	0	0	38	25	0	0	1	24	2	40	3,000	15,000	5,000	5,655	0	148
0	0	0	0	18	78	0	0	0	50	4	40	4,000	75,000	15,000	17,333	2,500	149
0	0	.....	.....	167	195	109	65	29	16	3	37	9,641	684,000	17,996	132,358	0	150
0	0	37	0	35	23	58	68	9	10	3	34	.....	157,000	15,000	20,796	.....	151

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TABLE 19.—*Statistics of public*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	WASHINGTON.											
152	Cheney	State Normal School	4	2	4	2	75	130	0	0	75	130
153	Ellensburg	....do	3	6	3	6	38	160	0	0	38	160
	WEST VIRGINIA.											
154	Athens	Concord State Normal School	6	3	4	1	149	87	4	13	137	72
155	Fairmont	Fairmont State Normal School.	5	4	5	2	204	140	....	....	204	140
156	Farm	West Virginia Colored Institute.*	4	2	4	2	44	56	....	....	44	56
157	Glenville	Glenville State Normal School.	3	2	3	2	100	48	0	0	100	48
158	Huntington	Marshall College, State Normal School.	3	7	2	5	204	184	10	10	124	134
159	Shepherdstown	Shepherd College, State Normal School.	2	3	2	2	47	50	0	0	47	50
160	West Liberty	State Normal School	3	2	3	1	77	85	0	0	77	85
	WISCONSIN.											
161	Milwaukee	State Normal School	8	14	8	8	176	454	135	101	41	353
162	Oshkosh	....do	10	20	10	15	419	684	179	197	224	477
163	Platteville	....do	10	11	10	7	253	405	98	132	155	273
164	River Falls	....do	5	13	5	9	145	306	83	105	62	201
165	Stevens Point	....do	9	11	9	8	235	392	82	85	153	300
166	West Superior	....do	6	13	6	10	177	271	90	70	84	197
167	Whitewater	.... do	7	12	7	9	204	330	81	69	122	256

* Statistics of 1896–97.

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normal schools, 1897–98—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of buildings, grounds, apparatus, etc.	Amount of State, county, or city aid.	Total income for the year 1897–98.	Amount received from State, county, or city for buildings and improvements.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	0	0	24	24	0	0	4	6	4	40	3,000	$75,000	.....	.....	.....	152
0	0	0	0	46	70	0	0	3	23	4	40	1,861	66,250	$12,500	$12,500	$2,825	153
5	1	3	1	4	17	0	0	2	1	4	39	600	40,000	900	1,458	20,000	154
.....	.....	.....	.....	.....	.....	.....	.....	6	9	4	40	1,000	75,000	6,500	7,220	1,000	155
.....	.....	0	0	0	0	44	56	2	4	3	36	600	50,000	15,000	20,000	8,000	156
0	0	0	0	0	0	0	0	1	2	4	40	1,500	35,000	4,000	4,291	1,450	157
70	40	.....	.....	10	10	.....	.....	3	9	4	40	1,500	185,000	6,000	6,800	15,000	158
.....	.....	.....	.....	.....	.....	.....	.....	1	3	4	40	890	50,000	4,000	4,302	.....	159
0	0	0	0	0	0	0	0	2	8	4	40	.....	.....	.....	.....	.....	160
0	0	.....	.....	135	101	0	0	26	121	2	40	3,000	100,000	45,075	48,286	.....	161
0	0	15	10	139	134	0	0	41	70	4	40	20,916	131,000	48,159	52,905	950	162
0	0	0	0	98	132	0	0	28	30	4	40	5,200	100,000	30,000	32,400	11,000	163
.....	.....	.....	.....	60	100	.....	.....	8	35	4	40	2,497	65,000	18,184	28,885	0	164
0	0	0	7	82	85	0	0	24	47	4	40	5,500	90,000	30,000	33,000	.....	165
0	0	3	4	90	70	0	1	9	26	4	40	2,700	130,000	29,746	32,281	2,404	166
.....	.....	1	5	81	69	0	0	25	67	4	40	12,363	150,000	58,432	60,599	25,000	167

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TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
1	Huntsville	Central Alabama Academy	2	2	3	1	85	100	16	34	6	20
2	Selma	Burrell Academy	2	6	2	1	150	174	130	150	20	24
3	Tuskegee	Tuskegee Normal and Industrial Institute.	52	33	14	20	716	331	389	155	327	176
	ARKANSAS.											
4	Belleville	Belleville Normal College	3	1	2	0	110	98	90	86	20	12
5	Pea Ridge	Pea Ridge Normal College	4	3	3	1	130	95	55	36	53	48
6	Southland	Southland College and Normal Institute.*	4	5	2	3	85	80	52	50	33	30
7	Sulphur Rock	Arkansas Normal School	4	1	4	1	84	63	17	13	67	50
8	Wilmar	Drew Normal Institute	4	3	1	1	107	96	57	55	20	16
9	Woodberry	Woodberry Normal School	2	2	0	1	68	43	27	17	35	21
	CALIFORNIA.											
10	Martinez	Normal Institute*	4	0	4	0	18	0	....	....	18	0
11	Oakland	Gilson's Normal and Special Training School.	1	1	1	1	7	31	....	....	5	30
12	San Francisco	California Kindergarten Training School.*	0	2	0	2	0	20	0	0	0	20
	COLORADO.											
13	Denver	Denver Normal and Preparatory School.	5	4	5	4	31	160	9	41	10	80
	DELAWARE.											
14	Newark	Newark Academy and Delaware Normal School.	2	1	2	0	28	14	5	3	23	11
	DIST. OF COLUMBIA.											
15	Washington	Washington National Kindergarten Normal Institute.	0	4	0	3	12	27	12	14	0	13
16	.....do	Woman's League Kindergarten Training School.	0	14	0	2	0	22	0	0	0	22
	FLORIDA.											
17	Jasper	Jasper Normal Institute	4	4	2	1	188	166	98	70	12	14
	Live Oak	Florida Institute.a										
18	Orange Park	Orange Park Normal and Manual Training School.	2	5	2	3	34	35	13	17	21	18
19	White Spring	Florida Normal College*	3	1	3	0	57	31	23	11	26	19
	GEORGIA.											
20	Demorest	Demorest Normal School	3	2	3	2	26	19	0	0	12	10
21	Macon	Ballard Normal School	1	12	1	2	120	328	105	273	15	55
22	Thomasville	Allen Normal and Industrial School.	0	7	0	3	26	106	20	64	6	42
	ILLINOIS.											
23	Addison	German Evangelical Lutheran Teachers' Seminary*	8	0	8	0	198	0	114	0	84	0
24	Bushnell	Western Normal College	10	2	10	2	300	200	0	0	240	160
25	Dixon	Northern Illinois Normal School.*	18	11	10	8	318	176	....	....	318	176
26	.....do	Steinmann Institute	8	7	5	1	104	76	25	31	22	20
27	Galesburg	Kindergarten Normal School	0	6	0	5	37	186	35	55	2	131
28	Macomb	Western Illinois Normal School.	14	5	3	2	200	150	35	52	125	75
29	Onarga	Grand Prairie Seminary	6	5	4	0	145	140	....	....	15	35
30	Oregon	Wells School for Teachers	2	0	2	0	35	76	5	8	21	61
31	Rushville	Rushville Normal and Business College.	4	1	4	1	140	150	0	0	90	110

* Statistics of 1896-97.

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normal schools for 1897–98.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received 1897–98.	Total income for the year 1897–98.	Total money value of endowment property and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
6	5	7	41	.....	.....	6	20	2	2	3	32	1,200	$10,000	.....	$388	.....	1
.....	.....	.....	.....	.....	.....	20	24	4	3	6	32	500	7,000	.....	.....	.....	2
0	0	.....	.....	50	81	327	176	15	14	4	36	6,000	237,333	.....	101,877	$29,406	3
.....	.....	.....	.....	40	35	.....	.....	2	1	4	36	55	3,000	.....	2,495	100	4
7	0	15	11	0	0	.....	.....	5	0	2	40	400	5,000	.....	2,340	.....	5
0	0	.....	.....	52	50	33	30	4	3	4	34	1,200	27,000	$1,020	6,416	60,000	6
0	0	0	0	17	13	0	0	4	6	2	36	3,500	10,000	.....	4,200	.....	7
.....	.....	30	25	.....	.....	.....	.....	.....	.....	2	36	250	5,000	.....	3,000	.....	8
.....	.....	6	5	12	16	0	0	0	0	4	40	300	5,000	.....	3,150	.....	9
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	500	.....	.....	.....	.....	10
2	1	.....	.....	0	0	0	0	0	0	1	44	1,200	20,000	0	1,250	0	11
0	0	0	0	0	0	0	0	6	15	2	44	.....	.....	.....	.....	.....	12
5	7	7	32	.....	.....	.....	.....	0	22	4	36	600	1,000	.....	.....	.....	13
.....	.....	.....	.....	.....	.....	.....	.....	0	2	3	40	1,000	10,000	.....	.....	.....	14
0	0	.....	.....	.....	.....	.....	.....	.....	.....	1	37	300	.....	.....	1,200	0	15
.....	.....	.....	.....	50	100	0	22	0	14	2	22	75	.....	.....	1,000	.....	16
10	8	68	74	.....	.....	.....	.....	6	7	3	40	2,000	6,000	.....	1,500	.....	17
.....	.....	.....	.....	.....	.....	11	16	1	0	4	32	300	27,000	40	3,200	0	18
8	1	0	0	0	0	0	0	1	1	1	40	.....	.....	.....	400	.....	19
6	3	8	6	0	0	0	0	1	0	3	36	1,000	1,200	0	.....	0	20
.....	.....	.....	.....	.....	.....	15	55	0	6	5	32	3,600	35,000	100	2,400	.....	21
.....	.....	.....	.....	15	33	6	42	0	3	4	32	216	8,560	229	1,989	.....	22
.....	.....	.....	.....	.....	.....	1	0	42	0	3	40	1,600	92,000	.....	.....	.....	23
36	10	24	30	0	0	0	0	55	28	2	40	400	28,000	600	7,600	600	24
.....	.....	.....	.....	.....	.....	3	1	26	44	3	50	5,000	200,000	.....	.....	.....	25
46	11	11	14	0	0	0	0	1	3	2	50	800	40,000	0	3,500	0	26
.....	.....	.....	.....	35	55	0	2	0	18	2	40	700	12,000	.....	.....	.....	27
40	23	.....	.....	.....	.....	.....	.....	5	4	2	48	125	32,000	.....	6,500	.....	28
28	5	102	100	.....	.....	.....	.....	0	4	3	38	1,000	45,000	1,000	6,600	55,000	29
6	3	3	4	0	0	0	0	0	0	3	52	100	3,000	0	1,000	0	30
50	40	0	0	0	0	0	0	6	3	3	40	50	.....	.....	3,500	.....	31

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TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	INDIANA.											
32	Anderson	Anderson Normal University.*	15	7	6	2	185	165	46	14	83	101
33	Angola	Tri-State Normal College*	9	5	4	2	282	214	....	....	282	214
34	Borden	Borden Institute*	5	1	3	0	68	41	0	0	55	38
35	Corydon	Ohio Valley Normal College	11	5	11	5	212	109	11	15	190	91
36	Covington	Indiana Normal College	2	2	2	2	20	18	2	5	10	11
37	Danville	Central Normal College	20	2	3	1	986	537	371	249	28	13
38	Fairmount	Fairmount Academy and Normal School.	4	3	3	1	87	76	0	0	15	15
39	Indianapolis	The Indiana Kindergarten and Primary Normal Training School.	1	10	1	10	0	97	....	....	0	97
40	Marion	Marion Normal School	14	4	7	3	67	54	....	....	11	13
41	Mitchell	Southern Indiana Normal College.	5	4	3	2	70	60	25	20	20	16
42	Valparaiso	Northern Indiana Normal School.	34	18	24	7	2281	968	990	279	709	631
	IOWA.											
43	Bloomfield	Southern Iowa Normal, Scientific, and Business Institute.	5	4	4	1	230	200	149	142	50	42
44	Carroll	Carroll Normal and Business College.*	4	0	3	0	66	50	18	0	30	40
45	Decorah	Valder Business College and Normal School.*	6	2	3	1	154	184	....	....	66	156
46	Denison	Denison Normal School	7	2	5	2	154	151	0	0	87	93
47	Des Moines	Highland Park Normal College.*	21	10	9	6	4	162	....	....	4	162
48	Glidden	National Normal School	4	0	3	0	80	70	20	20	40	50
49	Humboldt	Humboldt College	9	5	3	1	195	105	92	8	20	75
50	Kossuth	Kossuth Academy	2	0	2	0	14	8	1	0	5	7
51	Le Mars	Le Mars Normal College	7	4	4	2	85	70	30	20	40	45
52	Mount Pleasant	Howe's Academy and Teachers' Training School.*	3	1	2	1	60	79	0	0	30	42
53	Newton	Newton Normal College	4	2	4	1	78	60	0	0	54	50
54	Nora Springs	Nora Springs Seminary	5	6	3	5	305	338	0	0	75	120
55	Ottumwa	Ottumwa Normal School	0	1	0	1	1	22	0	0	1	22
56	Perry	Perry Normal School	3	3	2	2	61	56	....	....	25	40
57	Shenandoah	Western Normal College	10	6	5	3	473	528	....	....	236	423
	Spirit Lake	Spirit Lake Normal School.a										
58	Vinton	Tilford Collegiate Academy	3	3	3	3	175	110	51	15	42	65
59	Waukon	Waukon Business College and Normal School.	2	1	2	1	53	81	0	0	35	58
	KANSAS.											
60	Conway Springs	Normal and Business College	2	3	1	1	42	78	10	10	4	8
61	Fort Scott	Kansas Normal College*	11	2	8	1	270	193	60	42	90	52
62	Great Bend	Central Normal College	13	4	3	2	206	178	148	96	34	48
63	McPherson	McPherson College	10	2	5	1	250	155	159	109	18	10
64	Marysville	Modern Normal College	2	4	2	4	50	55	....	....	50	55
65	Salina	Salina Normal University*	11	5	11	5	142	122	....	....	71	61
	KENTUCKY.											
66	Blaine	Blaine Normal School	2	0	1	0	70	50	40	30	30	20
67	Bowling Green	Southern Normal School	9	9	7	5	433	250	0	0	55	47
68	Bremen	Bremen College and Perryman Institute.*	3	1	2	0	80	30	49	20	15	10
69	Corinth	Northern Kentucky Normal School.*	1	2	1	0	110	100	90	85	13	12
70	Hardinsburg	Breckinridge Normal College	3	1	2	0	61	42	30	24	31	18
71	Irvine	Irvine Training School*	1	1	1	1	49	50	43	42	6	7
72	Lexington	Chandler Normal School*	0	8	0	3	60	130	51	116	9	14

* Statistics of 1896-97.

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normal schools, 1897–98—Continued.

Students.																	
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received 1897–98.	Total income for the year 1897–98.	Total money value of endowment property and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
45	34	11	16	.....	.....	0	1	7	9	4	48	.....	$20,000	.....	.....	$28,000	32
.....	.....	.....	.....	.....	.....	.....	.....	1	3	.....	.....	.....	.....	.....	.....	.....	33
3	0	10	3	0	0	0	0	5	2	2	39	3,000	50,000	$1,600	$3,300	56,000	34
11	3	0	0	11	15	0	0	30	6	1	48	2,000	10,000	100	5,660	5,200	35
5	0	3	2	.....	.....	.....	.....	0	1	2	46	.....	.....	.....	400	.....	36
215	25	372	250	.....	.....	.....	.....	.....	.....	4	48	4,000	50,000	0	25,000	0	37
11	3	61	58	0	0	0	0	1	1	3	38	500	20,000	.....	2,200	.....	38
0	0	0	0	1062	1100	0	2	0	92	3	38	374	13,000	1,093	8,247	.....	39
53	41	.....	.....	.....	.....	4	2	6	4	4	50	600	25,000	.....	.....	.....	40
7	5	18	19	.....	.....	0	0	4	2	4	47	.....	.....	.....	.....	.....	41
582	58	.....	.....	40	45	0	0	.....	.....	2	50	10,000	200,000	.....	85,000	.....	42
19	7	12	9	0	0	0	0	5	4	2	50	.....	10,000	.....	.....	.....	43
18	10	.....	.....	.....	.....	.....	.....	.....	.....	3	44	.....	15,000	.....	.....	.....	44
88	28	.....	.....	.....	.....	.....	.....	12	14	2	40	.....	.....	.....	.....	.....	45
49	15	18	43	8	9	0	0	4	0	4	40	.....	35,000	0	3,700	0	46
.....	.....	.....	.....	15	30	0	0	.....	.....	2	48	5,000	200,000	.....	25,000	.....	47
20	0	.....	.....	20	30	0	0	5	2	2	46	300	14,000	0	3,200	0	48
75	10	8	12	0	0	0	0	5	7	2	40	2,000	50,000	.....	.....	.....	49
.....	.....	8	1	0	0	0	0	0	0	1	24	100	4,500	0	150	4,650	50
15	0	0	5	0	0	0	0	7	6	3	40	3,000	50,000	.....	.....	.....	51
8	3	22	34	.....	.....	.....	.....	1	2	....	40	.....	.....	.....	2,085	.....	52
24	10	0	0	.....	.....	.....	.....	2	12	2	43	850	30,000	0	3,450	0	53
42	5	188	213	.....	.....	.....	.....	13	8	2	38	200	8,000	0	5,000	0	54
0	0	0	0	0	0	0	0	0	0	....	36	.....	.....	.....	.....	.....	55
30	10	6	6	0	0	0	0	6	3	2	44	900	.....	.....	.....	.....	56
204	27	33	78	11	13	.....	.....	8	11	1	48	1,300	60,000	0	.....	0	57
.....	.....	82	30	.....	.....	.....	.....	2	1	2	36	1,200	30,000	.....	4,000	.....	58
6	1	12	22	0	0	0	0	3	7	2	40	.....	600	0	1,300	.....	59
2	4	26	56	.....	.....	.....	.....	.....	.....	3	32	100	5,000	.....	1,400	.....	60
53	38	67	61	0	0	0	0	15	7	4	40	2,700	35,000	.....	10,000	.....	61
0	3	24	31	17	25	1	0	5	7	4	40	2,500	80,800	300	8,100	.....	62
49	15	24	21	0	0	0	0	1	2	4	40	700	35,000	3,500	4,500	40,000	63
.....	.....	.....	.....	.....	.....	.....	.....	15	17	4	40	2,600	10,000	0	1,600	.....	64
36	30	35	31	.....	.....	1	1	14	6	4	40	600	30,000	.....	5,500	.....	65
0	0	0	0	0	0	0	0	0	0	4	20	.....	1,000	0	700	0	66
140	35	238	168	0	0	0	0	43	37	....	48	1,000	50,000	0	14,033	0	67
16	0	.....	.....	.....	.....	.....	.....	2	0	1	40	150	3,000	.....	1,100	.....	68
6	2	1	1	0	0	0	0	7	4	1	20	.....	4,000	.....	725	0	69
.....	.....	0	0	10	0	0	0	0	0	2	40	26	3,500	0	1,400	0	70
0	1	0	0	.....	.....	.....	.....	2	0	4	40	.....	2,500	.....	700	.....	71
0	0	0	0	20	42	60	130	0	3	4	36	550	18,000	132	1,713	.....	72

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TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	KENTUCKY—cont'd.											
	Madisonville	Western Kentucky Normal School.	0	3	0	2	20	47	19	37	1	10
73	Morehead	Morehead Normal School	3	3	3	0	102	83	56	54	39	26
74	Waddy	Central Normal College	6	2	6	2	143	127	47	17	96	110
75	LOUISIANA.											
76	Baldwin	Gilbert Academy and Industrial College.	9	7	2	0	127	145	114	131	1	8
	MAINE.											
77	Lee	Lee Normal Academy	2	2	2	2	60	70	0	0	60	70
78	Springfield	Springfield Normal School	1	2	1	2	38	32	19	7	19	25
	MARYLAND.											
79	Ammendale	Ammendale Normal Institute	9	0	4	0	75	0	20	0	40	0
80	Buckeystown	Buckeystown Normal Training School.	1	1	1	1	10	13	3	5	7	8
	MASSACHUSETTS.											
81	Boston	Kindergarten Training School. (Miss Wheelock.)	3	4	3	4	0	90	....	....	0	90
82	Waltham	Notre Dame Training School	0	9	0	9	0	56	....	....	0	56
83	Worcester	Kindergarten Normal School	0	1	0	1	0	22	....	....	0	22
	MICHIGAN.											
84	Fenton	Fenton Normal School	3	5	3	2	100	125	....	....	50	75
85	Owosso	Oakside School	1	1	1	1	16	13	7	6	2	6
86	Petoskey	Petoskey Normal School	2	3	1	2	247	360	85	129	38	78
	MINNESOTA.											
87	Madison	Normal School of the United Norwegian Lutheran Church.	4	1	3	0	72	45	62	31	10	14
88	New Ulm	Dr. Martin Luther College	6	0	4	0	74	3	0	0	40	1
	MISSISSIPPI.											
	Burgess	Burgess Normal Institute. *a*										
89	Cumberland	Cumberland Normal Institute.	1	1	1	1	40	46	27	34	13	12
90	Houston	Mississippi Normal College*.	5	8	4	3	171	205	125	145	46	60
91	Iuka	Iuka Normal Institute	4	5	4	5	116	127	83	100	23	27
92	Lake Como	Lake Como Normal School	2	1	2	0	64	69	50	61	11	7
93	Louisville	Louisville Normal School	3	2	2	2	70	85	18	20	52	65
94	Meridian	Meridian Academy	3	2	2	1	135	150	115	125	20	25
95	Plattsburg	Winston Normal School	1	3	1	2	80	30	25	20	18	5
96	Poplar Springs	Poplar Springs Normal College.	2	2	1	1	73	109	50	80	15	18
97	Tougaloo	Tougaloo University	5	16	4	8	135	137	115	115	20	22
98	Yale	Oakland Normal Institute	3	1	2	1	120	90	40	50	80	40
	MISSOURI.											
99	Chillicothe	Chillicothe Normal College	16	3	9	2	623	462	222	257	243	187
100	Clarksburg	Hooper Institute	3	3	1	2	40	30	30	20	10	10
101	College Mound	McGee Holiness College	2	2	1	0	50	75	40	60	2	14
	Mill Spring	Hale's College. *a*										
	Springfield	Springfield Normal School. *a*										
	Stanberry	Stanberry Normal School. *a*										
102	Thornfield	Thornfield Normal School*	4	2	3	0	35	32	9	7	23	22
103	Weaubleau	Weaubleau Christian College.*	3	1	1	0	66	50	28	23	28	24

a No report. * Statistics of 1896-97.

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normal schools for 1897–98—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received 1897–98.	Total income for the year 1897–98.	Total money value of endowment property and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
.....	.....	.....	.....	19	37	.....	.....	.....	.....	3	36	150	$100	.....	$500	.....	73
7	2	0	7	.....	.....	.....	.....	.....	.....	3	40	650	10,000	.....	1,540	$10,000	74
.....	.....	.....	.....	.....	.....	0	0	7	2	2	40	1,000	10,000	0	4,800	10,000	75
.....	.....	12	6	.....	.....	1	8	.....	.....	.....	.....	2,000	100,000	.....	3,205	140,000	76
0	0	0	0	0	0	0	0	1	5	8	22	104	1,200	0	1,195	.....	77
.....	.....	0	0	0	0	0	0	1	2	4	22	.....	.....	.....	1,325	.....	78
6	0	.....	.....	.....	.....	.....	.....	6	0	2	.....	5,060	.....	0	8,000	0	79
.....	.....	.....	.....	.....	.....	0	0	0	0	.....	.....	500	4,000	0	500	0	80
.....	.....	.....	.....	.....	.....	.....	.....	0	35	2	36	.....	.....	.....	.....	.....	81
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	40	3,600	70,000	0	12,192	.....	82
.....	.....	.....	.....	12	14	.....	.....	0	10	2	36	.....	.....	.....	.....	.....	83
50	50	.....	.....	.....	.....	.....	.....	.....	.....	1	48	1,000	11,000	.....	5,200	.....	84
4	0	3	1	0	0	0	0	0	0	....	39	500	3,000	0	500	5,000	85
96	127	23	26	18	26	.....	.....	11	22	4	36	1,240	.....	.....	6,340	.....	86
0	0	0	0	8	10	0	0	8	6	2	36	300	30,000	.....	3,450	.....	87
30	2	4	0	60	70	0	0	13	1	5	40	500	28,000	.....	600	0	88
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3	40	.....	1,600	.....	1,050	.....	89
.....	.....	.....	.....	.....	.....	.....	.....	8	11	4	40	600	10,000	0	5,000	0	90
.....	.....	10	0	5	7	.....	.....	10	0	4	48	.....	60,000	.....	7,200	.....	91
3	1	.....	.....	.....	.....	.....	.....	9	7	2	40	126	800	.....	1,450	.....	92
.....	.....	.....	.....	.....	.....	0	0	0	0	4	9	500	1,500	.....	1,800	.....	93
.....	.....	.....	.....	.....	.....	20	25	2	4	3	32	.....	4,000	.....	850	.....	94
7	3	30	2	12	8	0	0	7	6	2	32	0	1,500	.....	1,135	.....	95
2	2	6	9	.....	.....	.....	.....	.....	.....	4	40	100	2,500	.....	1,000	0	96
.....	.....	.....	.....	45	50	20	22	4	4	4	32	4,000	80,000	$2,000	14,000	.....	97
.....	.....	.....	.....	.....	.....	0	0	20	5	3	40	500	2,500	.....	1,430	.....	98
158	18	.....	.....	.....	.....	0	0	2	1	3	48	200	40,000	.....	.....	.....	99
0	0	.....	.....	.....	.....	0	0	.....	.....	.....	.....	300	2,500	0	1,000	.....	100
3	1	5	0	.....	.....	.....	.....	.....	.....	2	40	.....	5,000	.....	500	.....	101
3	3	.....	.....	.....	.....	0	0	.....	.....	2	40	.....	1,500	.....	800	.....	102
12	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	300	8,000	500	1,740	9,000	103

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TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	NEBRASKA.											
104	Fremont	Fremont Normal School	16	5	3	2	498	279	25	28	87	125
105	Normal	Lincoln Normal University	10	5	9	2	320	380	50	50	200	300
106	Santee Agency	Santee Normal Training School.	4	4	2	1	47	46	43	43	4	3
107	Wayne	Nebraska Normal College	5	6	5	4	469	576	116	245	173	218
	NEW YORK.											
108	Buffalo	Teachers' College, University of Buffalo.	5	2	5	2	20	80	0	0	18	70
109	New York	Teachers' College (Columbia University).	36	40	20	23	290	692	143	121	62	494
	NORTH CAROLINA.											
110	Asheville	Normal and Collegiate Institute.	1	11	1	5	4	226	4	61	0	150
	Charlotte	Training School for Teachers. *a*										
111	Concord	Scotia Seminary	1	14	1	3	0	273	0	259	0	14
112	Kings Mountain	Lincoln Academy	0	7	0	4	70	149	62	127	8	22
113	Lumberton	Whitin Normal School	1	1	1	1	20	25	8	11	12	14
	Poes	Bules Creek Academy. *a*										
114	Raleigh	St. Augustine's School	12	8	12	3	148	167	118	129	30	38
115	Traphill	Fair View College	3	1	1	0	88	63	70	55	18	8
116	Wilmington	Gregory Normal Institute	1	10	1	2	80	209	70	158	10	51
117	Winton	Waters Normal Institute	2	2	2	2	111	118	59	69	17	23
	Yadkinville	Normal School. *a*										
	NORTH DAKOTA.											
118	Grand Forks	Northwestern Normal College.	5	4	3	1	138	82	25	18	35	29
	OHIO.											
119	Ada	Ohio Normal University	24	9	10	4	2179	1030	5	2	804	326
120	Augusta	Augusta Normal School	2	0	2	0	20	10	.....	.....	20	10
121	Canfield	Northeastern Ohio Normal College.	6	3	6	3	88	83	17	23	39	49
122	Dayton	St. Mary's Convent	12	0	12	0	93	0	40	0	53	0
123	Ewington	Ewington Academy	1	1	1	0	25	20	10	5	13	15
124	Fayette	Fayette Normal University*	8	3	6	1	140	118	0	0	75	68
125	Lebanon	National Normal University*	8	5	8	5	1481	940	.....	.....	1243	850
126	Middlepoint	Western Ohio Normal School	5	0	5	0	60	34	.....	.....	60	34
127	New Philadelphia	John P. Kuhn's Normal School.	1	0	1	0	15	10	.....	.....	15	10
128	Piketon	Southern Ohio School of Pedagogy.	3	0	3	0	30	20	0	0	30	20
129	Portsmouth	Normal University	4	1	3	0	61	79	.....	.....	25	23
130	Woodville	Evangelical Lutheran Teacher's Seminary.	4	0	4	0	39	0	16	0	20	0
	PENNSYLVANIA.											
131	Ebensburg	Ebensburg Normal Institute.	2	0	2	0	32	40	2	4	30	36
132	Huntington	Juniata College	17	2	17	2	202	120	.....	.....	156	111
133	Muncy	Lycoming County Normal School.	5	1	5	1	125	140	0	0	110	115
134	Philadelphia	Institute for Colored Youth	3	7	3	7	114	211	60	132	32	49
135	Pittsburg	Curry College	7	6	1	2	213	153	30	25	50	35
136	Rimersburg	Clarion Collegiate Institute.	3	1	1	0	25	21	7	2	6	8
	West Bridgewater	Piersol's Academy. *a*										

a No report.

* Statistics of 1896-97.

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normal schools for 1897–98—Continued.

Students.																	
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received 1897–98.	Total income for the year 1897–1898.	Total money value of endowment property and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
127	23	259	103	498	279	0	0	10	15	3	50	3,000	$100,000	.....	.....	.....	104
50	10	20	20	35	45	0	0	6	16	2	48	800	125,000	0	$6,000	0	105
.....	.....	.....	.....	16	17	.....	.....	1	1	3	38	1,425	45,000	0	13,090	$5,000	106
131	42	49	71	30	37	0	0	14	37	2	50	1,100	50,000	.....	16,389	.....	107
0	0	2	16	50	50	0	0	1	4	2	32	72	625	.....	12,497	.....	108
0	0	85	77	228	198	1	0	0	20	4	34	10,421	1,183,989	$206,764	72,011	1,213,763	109
0	9	0	6	4	18	0	0	0	0	4	36	1,136	.....	5,000	.....	100,000	110
0	0	0	0	0	144	0	14	0	0	2	35	1,700	65,000	9,400	15,474	70,000	111
.....	.....	.....	.....	.....	.....	8	22	0	0	.....	.....	.....	3,500	.....	426	.....	112
.....	.....	.....	.....	.....	.....	.....	.....	12	14	3	32	250	1,200	.....	200	75	113
.....	.....	.....	.....	51	53	30	38	0	2	.....	.....	.....	.....	.....	.....	.....	114
.....	.....	.....	.....	.....	.....	0	0	0	0	3	40	100	2,000	600	75	.....	115
0	0	.....	.....	.....	.....	10	51	1	3	4	32	200	15,000	300	3,700	.....	116
.....	.....	35	26	.....	.....	17	23	1	3	8	32	250	11,800	.....	1,221	11,800	117
67	28	11	7	.....	.....	0	0	0	0	1	44	1,000	40,000	0	8,000	0	118
309	86	1,061	616	.....	.....	.....	.....	44	20	2	49	5,495	60,000	.....	44,917	.....	119
0	0	0	0	0	0	0	0	9	4	3	37	50	.....	.....	640	.....	120
12	7	20	4	.....	.....	.....	.....	2	4	3	40	2,000	20,000	.....	.....	32,000	121
.....	.....	.....	.....	.....	.....	.....	.....	15	0	5	44	2,500	6,000	.....	.....	.....	122
2	0	0	0	0	0	0	0	0	0	.....	40	.....	2,500	.....	0	.....	123
23	2	42	48	0	0	0	0	7	4	2	40	560	15,000	0	4,200	0	124
87	28	151	62	0	0	0	0	776	426	2	48	1,200	40,000	0	18,420	0	125
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	48	.....	.....	.....	.....	.....	126
.....	.....	.....	.....	.....	.....	.....	.....	12	8	4	40	.....	.....	.....	.....	.....	127
0	0	.....	.....	0	0	3	1	0	0	.....	.....	.....	.....	.....	350	.....	128
36	56	.....	.....	.....	.....	.....	.....	4	2	3	45	56	200	.....	3,000	.....	129
0	0	3	0	50	63	0	0	10	0	3	40	1,000	30,000	.....	5,350	1,000	130
0	0	0	0	0	0	0	0	0	0	.....	10	0	0	0	316	0	131
23	4	23	5	.....	.....	.....	.....	14	6	3	40	6,533	106,000	1,000	6,828	20,000	132
10	10	5	15	.....	.....	0	1	13	13	3	20	220	30,000	0	2,300	0	133
6	8	16	22	.....	.....	32	49	6	7	4	40	3,453	.....	.....	.....	.....	134
113	85	20	8	0	0	0	0	25	15	3	40	.....	.....	.....	.....	.....	135
.....	.....	12	11	.....	.....	.....	.....	.....	.....	3	39	300	5,000	.....	700	.....	136

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TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	SOUTH CAROLINA.											
137	Aiken	Schofield Normal and Industrial School.	7	10	2	1	142	130	101	111	41	19
138	Charleston	Avery Normal Institute	2	6	1	3	112	268	72	146	0	16
139	do	Wallingford Academy	0	5	0	1	92	143	86	128	6	15
140	Chester	Brainerd Normal and Industrial Institute.*	2	6	2	1	80	88	76	81	4	7
141	Frogmore	Penn Normal and Industrial School.	4	8	1	1	147	121	127	109	20	12
142	Greenwood	Brewer Normal School	1	7	1	2	116	156	108	152	8	4
	SOUTH DAKOTA.											
143	Sioux Falls	Lutheran Normal School	5	2	4	1	70	50	41	14	29	36
	TENNESSEE.											
144	Birchwood	Rutherford Graded School	2	1	1	0	134	126	122	108	12	18
145	Bloomingdale	Kingsley Seminary	4	1	4	0	95	43	59	31	28	9
146	Chattanooga	Chattanooga Normal University.	10	4	4	0	125	138	18	22	4	12
147	Dickson	Dickson Normal School	6	8	2	1	350	250	129	143	93	85
148	Edgewood	Edgewood Normal School*	3	2	3	2	80	75	40	50	25	20
149	Fountain City	Holbrook Normal College*	4	5	1	2	119	75	90	56	14	9
150	Greenbrier	Central Tennessee Normal College.	2	1	2	1	115	120	60	65	49	55
	Holladay	Independent Normal School. *a*										
151	Hornbeck	West Tennessee Normal College.	2	3	1	1	110	90	80	80	20	10
152	Huntington	Southern Normal University	12	8	12	8	400	200	.....	.....	400	200
153	Jonesboro	Warner Institute	1	2	0	1	47	50	39	32	6	17
154	Maryville	Freedmen's Normal Institute.	9	6	3	1	101	109	60	74	40	33
155	Memphis	Le Moyne Normal Institute.	2	14	2	5	321	420	239	287	82	142
156	Morristown	Morristown Normal College.	14	12	3	2	132	179	101	119	31	60
157	Sparta	Dibrell Normal Institute	1	4	1	0	109	122	69	84	25	25
	TEXAS.											
158	Brenham	Blinn Memorial College	4	1	3	0	68	16	32	8	13	3
159	Castroville	Divine Providence Academy.	0	4	0	4	0	24	0	10	0	14
160	Commerce	East Texas Normal College.	7	1	7	1	145	87	40	22	105	65
161	Crockett	Mary Allen Seminary*	1	14	1	5	0	229	0	216	0	13
162	Cumby	Independent Normal College.	7	3	5	3	170	180	70	80	15	20
163	Hearne	Hearne Academy*	2	4	2	1	40	50	.....	.....	20	29
164	Omen	Summer Hill Select School*	4	2	2	1	150	125	115	103	25	20
165	Whitesboro	Whitesboro Normal College.	5	4	5	4	110	154	0	0	110	154
	UTAH.											
166	Provo City	Brigham Young Academy*	21	9	18	4	492	412	143	174	276	236
167	Salt Lake City	Latter-day Saints College	11	1	2	0	170	115	0	0	20	15
	VIRGINIA.											
168	Lawrenceville	St. Paul Normal and Industrial School.	14	12	5	5	153	175	35	45	8	10
169	Reliance	Shenandoah Normal College.	5	3	5	2	40	30	.....	.....	40	30
170	Rocky Mount	Piedmont Normal College	2	1	2	1	28	32	8	5	20	27
171	Scottsburg	Scottsburg Normal College	3	4	3	4	55	50	.....	.....	30	25
172	Stuart	Stuart Normal College	3	2	2	0	60	48	17	25	35	23
173	Willis	Mountain Normal School*	2	2	2	1	41	44	11	10	30	34

* Statistics of 1896-97.

a No report.

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normal schools for 1897–98—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received 1897–98.	Total income for the year 1897–98.	Total money value of endowment property and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
.....	.....	.....	.....	51	55	41	19	5	7	6	34	2,000	$35,000	$2,500	$6,172	$61,000	137
3	6	37	100	0	0	0	16	0	16	4	36	600	25,000	0	5,200	0	138
0	0	0	0	20	45	6	15	0	0	3	32	0	4,000	0	365	0	139
.....	.....	.....	.....	.....	.....	4	7	1	0	3	30	250	10,000	.....	2,209	.....	140
0	0	0	0	34	52	20	12	5	4	4	30	200	4,000	1,000	1,268	0	141
0	0	0	0	0	0	8	4	3	1	4	32	250	12,000	.....	700	.....	142
0	0	0	0	0	0	0	0	10	9	4	35	870	25,000	.....	4,158	50,000	143
0	0	.....	.....	12	8	0	0	0	0	4	26	150	2,500	0	1,800	0	144
4	2	4	1	32	16	0	0	0	0	4	36	30	2,200	0	580	0	145
10	4	93	100	12	14	.....	.....	0	2	2	40	500	45,000	.....	5,901	.....	146
.....	.....	128	22	.....	.....	.....	.....	30	15	3	40	2,000	40,000	.....	5,800	.....	147
15	5	.....	.....	.....	.....	.....	.....	.....	.....	3	40	300	4,000	0	3,000	0	148
15	10	.....	.....	7	8	0	0	8	5	2	40	3,000	75,000	0	0	0	149
6	0	.....	.....	.....	.....	0	0	9	8	4	40	600	.....	.....	.....	.....	150
10	0	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	151
.....	.....	.....	.....	.....	.....	.....	.....	30	20	3	48	5,000	40,000	.....	8,000	.....	152
1	0	1	1	0	0	6	17	3	3	4	34	600	8,000	.....	840	.....	153
.....	.....	1	2	60	74	40	33	4	2	3	38	.....	.....	.....	.....	.....	154
0	0	0	0	185	314	82	142	4	9	4	34	3,000	45,000	195	8,775	60,000	155
.....	.....	.....	.....	.....	.....	31	60	.....	.....	.....	.....	500	75,000	.....	10,200	.....	156
7	1	8	12	.....	.....	0	0	0	0	.....	20	200	6,000	.....	2,000	.....	157
13	3	10	2	0	0	0	0	0	0	2	38	1,200	16,000	.....	4,500	34,000	158
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	40	300	20,000	.....	.....	.....	159
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	48	3,500	24,000	.....	.....	.....	160
.....	.....	.....	.....	.....	.....	0	13	0	5	4	32	400	40,000	.....	5,500	.....	161
12	2	73	78	.....	.....	.....	.....	0	0	.....	40	400	4,000	.....	1,000	.....	162
.....	.....	20	21	10	18	20	29	.....	.....	.....	.....	.....	5,000	.....	1,200	.....	163
10	2	.....	.....	.....	.....	0	0	10	4	.....	22	400	5,000	.....	3,560	0	164
.....	.....	.....	.....	0	0	0	0	2	2	.....	.....	500	6,000	.....	.....	.....	165
73	2	.....	.....	.....	.....	.....	.....	11	8	6	38	9,963	80,000	.....	44,927	.....	166
100	60	50	40	.....	.....	.....	.....	3	0	4	40	1,000	25,000	.....	7,000	10,000	167
.....	.....	110	120	35	45	153	175	8	10	4	27	350	55,000	.....	23,068	.....	168
.....	.....	.....	.....	0	0	0	0	4	4	3	44	300	1,800	0	2,500	0	169
.....	.....	.....	.....	.....	.....	0	0	0	0	2	48	700	2,000	.....	.....	.....	170
.....	.....	25	25	.....	.....	0	0	7	2	3	36	1,000	5,000	.....	4,000	.....	171
8	0	0	0	7	8	0	0	0	0	.....	40	125	1,500	.....	.....	.....	172
0	0	.....	.....	.....	.....	0	0	3	4	4	16	200	5,000	0	650	0	173

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TABLE 20.—*Statistics of private*

	Location.	Name of institution.	Teachers.				Students.					
			Entire number employed.		Instructing normal students.		Entire number enrolled.		Below high school and normal grades.		In normal course.	
			Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	WEST VIRGINIA.											
174	Fayetteville.....	Fayetteville Academy *	2	1	2	1	45	51	30	34	15	17
175	Harpers Ferry....	Storer College.....	4	7	4	7	76	92	19	48	25	24
176	Summersville.....	Summersville Normal School	4	1	4	0	95	91	9	8	51	64
	WISCONSIN.											
177	Milwaukee	National German-American Teachers' Seminary.	7	8	7	1	89	106	77	83	12	23
178	St. Francis.....	Catholic Normal School of the Holy Family.	7	0	7	0	65	0	.....	.....	35	0

* Statistics of 1896-97.

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normal schools for 1897–98—Continued.

Students.																
In business course.		In high-school grades.		Children in model school.		Colored students in normal course.		Graduates from normal course.		Years in normal course.	Weeks in school year.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Value of benefactions received 1897–98.	Total income for the year 1897–98.	Total money value of endowment property and funds now possessed, received from private sources.	
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.								
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
0	0	.....	.....	0	0	0	0	0	0	2	25	.....	$5,000	0	.....	.....	174
0	0	32	20	0	0	25	24	10	2	3	35	5,000	60,000	.....	$4,717	.....	175
4	1	31	18	.....	.....	.....	.....	3	4	2	36	250	6,000	.....	2,135	.....	176
.....	.....	.....	.....	77	83	0	0	2	4	3	42	1,350	100,000	$15,000	7,500	$150,000	177
30	0	.....	.....	.....	.....	.....	.....	11	0	4	40	2,000	.....	.....	.....	.....	178

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CHAPTER XLVI.

STATISTICS OF SECONDARY SCHOOLS.

During the scholastic year ending June, 1898, there were enrolled in institutions of various classes reporting to the Bureau of Education 626,115 secondary students. This was a gain of 41,211 over the preceding year, or more than 7 per cent. The total number of pupils enrolled in the schools of all classes in the United States for the year was 16,687,643. The secondary students comprise about 3.75 per cent of this aggregate enrollment. The secondary students enumerated were distributed among eight classes of institutions as follows:

Institutions.	Male.	Female.	Total.
Public high schools	189,187	260,413	449,600
Public normal schools	1,258	2,312	3,570
Public universities and colleges	4,797	1,846	6,643
Private high schools	52,172	53,053	105,225
Private normal schools	4,095	3,242	7,337
Private universities and colleges	28,849	12,978	41,827
Private colleges for women	.....	5,004	5,004
Manual training schools	4,021	2,888	6,909
Total	284,379	341,736	626,115

In the elementary schools of nearly all the States there are many students pursuing secondary studies where high schools are not accessible. These students and others not reported probably exceed 25,000. The aggregate number of secondary students in the United States may be safely estimated at 650,000. This total does not include the 70,950 students enrolled in commercial schools, although many of the branches taught in these institutions are equivalent to high-school studies. These students who spend only a few months in the commercial schools are not given the standing of students who are enrolled for the entire year in secondary schools.

For the year 1897-98 there were 5,315 public high schools and 1,990 private high schools and academies reporting to this office. This chapter is devoted almost exclusively to the statistics of these 7,305 secondary schools. The following table shows the growth of public and private high schools and academies for the past nine years:

Year reported.	Public.			Private.			Total.		
	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.	Schools.	Teachers.	Students.
1889-90	2,526	9,120	202,963	1,632	7,209	94,931	4,158	16,329	297,894
1890-91	2,771	8,270	211,596	1,714	6,231	98,400	4,485	14,501	309,996
1891-92	3,035	9,564	239,556	1,550	7,093	100,739	4,585	16,657	340,295
1892-93	3,218	10,141	254,023	1,575	7,199	102,375	4,793	17,340	356,398
1893-94	3,964	12,120	289,274	1,982	8,609	118,645	5,946	20,129	407,919
1894-95	4,712	14,122	350,099	2,180	8,559	118,347	6,892	22,681	468,446
1895-96	4,974	15,700	380,493	2,106	8,752	106,654	7,080	24,452	487,147
1896-97	5,109	16,809	409,433	2,100	9,574	107,633	7,209	26,383	517,066
1897-98	5,315	17,941	449,600	1,990	9,357	105,225	7,305	27,298	554,825

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While there has been a small decrease in the number of private high schools and academies within the last four years, the increase in the number of public high schools has been phenomenal. In 1889–90 there were 2,526 public high schools with 202,963 secondary students, while in 1897–98 the number had reached 5,315 schools with 449,600 students.

The relative progress of public and private high schools for the past nine years is shown in the following table, which gives the proportion of the number of schools, teachers, and students of the two classes:

Year reported.	Per cent of number of schools.		Per cent of number of teachers.		Per cent of number of students.	
	Public.	Private.	Public.	Private.	Public.	Private.
1889–90	60.75	39.25	55.85	44.15	68.13	31.87
1890–91	61.78	38.22	57.03	42.97	68.26	31.74
1891–92	66.19	33.81	57.42	42.58	70.40	29.60
1892–93	66.23	33.77	60.25	39.75	70.78	29.22
1893–94	66.67	33.33	60.21	39.79	70.91	29.09
1894–95	68.37	31.63	62.26	37.74	74.74	25.26
1895–96	70.25	29.75	64.21	35.79	78.11	21.89
1896–97	70.87	29.13	63.71	36.29	79.18	20.82
1897–98	72.76	27.24	65.72	34.28	81.03	18.97

For the year ending June, 1890, the public high schools had about 68 per cent of the number of secondary students, and for the year ending June, 1898, about 81 per cent.

It was not until 1889–90 that the United States Bureau of Education attempted to collect statistics from all the public high schools, although information was collected concerning public high schools in the larger cities as early as 1876. The following table shows the percentage of the number of public and private high-school students to the total population each year for twenty-seven years:

Number of secondary students in public and private high schools.

Year.	Secondary students.					
	In public high schools.	Per cent of population.	In private high schools.	Per cent of population.	In both classes of schools.	Per cent of population.
1871			38,280	0.097		
1872			48,060	.120		
1873			56,640	.137		
1874			61,860	.145		
1875			68,580	.157		
1876	22,982	0.051	73,740	.164	96,722	0.215
1877	24,925	.054	73,560	.160	98,485	.214
1878	28,124	.059	73,620	.155	101,744	.214
1879	27,163	.056	74,160	.152	101,323	.208
1880	26,609	.053	75,840	.151	102,449	.204
1881	36,594	.071	80,160	.156	116,754	.227
1882–83	39,581	.074	88,920	.166	128,501	.240
1883–84	34,672	.063	95,280	.174	129,952	.237
1884–85	35,307	.063	97,020	.173	132,327	.236
1885–86	70,241	.122	86,400	.150	156,641	.272
1886–87	80,004	.136	83,160	.142	163,164	.278
1887–88	116,009	.194	69,600	.116	185,609	.310
1888–89	125,542	.205	79,440	.130	204,982	.335
1889–90	a 202,963	a .324	94,931	.152	297,894	.476
1890–91	211,596	.331	98,400	.154	309,996	.485
1891–92	239,556	.369	100,739	.155	340,295	.524
1892–93	254,023	.383	102,375	.154	356,398	.537
1893–94	289,274	.425	118,645	.174	407,919	.599
1894–95	350,099	.509	118,347	.172	468,446	.681
1895–96	380,493	.539	106,654	.151	487,147	.690
1896–97	409,433	.573	107,633	.151	517,066	.724
1897–98	449,600	.618	105,225	.144	554,825	.762

a Previous to 1890 only the pupils in public city high schools are given. From 1890 onward all public high schools are included.

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In the above table the statistics of the years from 1871 to 1889 have been carefully corrected upon the basis of reports for later years. Prior to 1890 the number of students reported by a large number of the private high schools included the whole number in attendance, the elementary pupils as well as the secondary students. An attempt has been made in the preceding table to eliminate all pupils below the high school grades.

PUBLIC HIGH SCHOOLS.

The statistics of public high schools are summarized in Tables 1 to 15 and the information concerning each school is given in detail in Table 42. Tables 16 to 29 relate exclusively to private high schools and academies, while Tables 30 to 38 combine the statistics of public and private high schools. Tables 39 and 40 show the distribution of secondary students by States in the various classes of institutions.

The number of public high schools reporting to this office for the year 1897–98 was 5,315, a gain of 206 schools over the preceding year. The number of these schools which were departments of city or village systems was 4,695, while only 620 were reported as independent. Of the number belonging to city or village systems 700 are in cities which have 8,000 population or over. The 620 independent public high schools are generally outside the cities or villages.

The number of teachers instructing students in the public high schools as shown in Table 1 was 17,941, the number of men being 8,542 and the number of women 9,399. This was an increase of 1,132 in the number of teachers over the preceding year.

Table 1 also shows that the public high schools had 449,600 secondary students, 189,187 males and 260,413 females. There was a gain of 40,167 students, or only a little less than 10 per cent. The male students comprised 42.08 per cent of the whole number, and the female students 57.92 per cent.

The States of the North Central Division had 225,578 of the public high school students, or considerably more than half the total number for the United States. The North Atlantic Division had 141,747 secondary students in the public high schools, the South Central 32,888, the South Atlantic 24,383, and the Western Division 25,004.

Included in the 449,600 there were 6,306 colored secondary students. It is noticeable that only 2,858 of these colored students were in the two Southern divisions, while the other divisions had 3,448. If the 681 colored secondary students in Missouri be subtracted from the number in the North Central Division and added to the total in the two Southern divisions the number would be 3,539 for the South and 2,767 for the Eastern, Northern, and Western sections of the country.

STUDENTS AND COURSES OF STUDY.

Table 2 shows the number of secondary students in classical and scientific courses known to be preparing for college, the number of graduates in 1898, the number of college preparatory students in the graduating classes, and the number of public high school students in military drill. The number preparing for college was 51,066, or 11.36 per cent of the whole number. The number of graduates was 53,022, or almost 12 per cent of the total enrollment. The number of graduates prepared for college was 14,552, or 27.45 per cent of the total number of graduates. The number of students in military drill was 9,032, an increase of 371 over the preceding year.

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Students in certain courses and studies in public high schools.

Courses, studies, etc.	Number of students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	27,935	6.21	13,575	7.18	14,360	5.52
Scientific course	23,131	5.15	12,056	6.37	11,075	4.25
Total preparing for college	51,066	11.36	25,631	13.55	25,435	9.77
Graduating in 1898	53,022	11.79	19,247	10.17	33,775	12.97
College preparatory students in graduating class	14,552	a 27.45	6,699	a 34.81	7,853	a 23.25
Students in—						
Latin	223,307	49.67	87,529	46.27	135,778	52.14
Greek	14,021	3.12	7,656	4.05	6,365	2.44
French	33,917	7.54	12,006	6.35	21,911	8.41
German	59,577	13.25	23,336	12.34	36,241	13.92
Algebra	252,358	56.13	106,676	56.39	145,682	55.94
Geometry	121,813	27.09	49,787	26.32	72,026	27.66
Trigonometry	10,200	2.27	4,966	2.63	5,234	2.01
Astronomy	17,170	3.82	6,351	3.36	10,819	4.15
Physics	93,038	20.69	39,493	20.88	53,545	20.56
Chemistry	37,329	8.30	16,450	8.70	20,879	8.02
Physical geography	112,133	24.94	47,074	24.88	65,059	24.98
Geology	19,646	4.37	7,725	4.08	11,921	4.58
Physiology	134,785	29.98	57,392	30.34	77,393	29.72
Psychology	12,325	2.74	4,355	2.30	7,970	3.06
Rhetoric	161,724	35.97	66,949	35.39	94,775	36.39
English literature	180,156	40.07	74,014	39.12	106,142	40.76
History (other than United States)	169,478	37.70	69,636	36.81	99,842	38.34
Civics	102,242	22.74	43,997	23.26	58,245	22.37

a Per cent of number of graduates.

The above table is a synopsis of the summaries exhibited in Tables 2 to 11. About 14 per cent of the male students and nearly 10 per cent of the female students were preparing for college. About 10 per cent of the male students and 13 per cent of the female students enrolled graduated in 1898. Nearly 35 per cent of the male graduates and about 23 per cent of the female graduates had prepared for college.

As shown in the above table, there were 223,307 public high school students studying Latin, or almost 50 per cent of the whole number. More than 46 per cent of the male students and 52 per cent of the female students were studying Latin in 1897-98. The number in each State is given in Table 3. The numbers and percentages for the other leading high school studies are given in the above table for the United States, and by States in detail in Tables 3 to 11.

Latin was taught in 4,488 of the 5,315 public high schools. This was an increase of 260 in the number of schools offering Latin. The number of students was 25,293 more than the preceding year, an increase of more than 12 per cent.

The table which follows shows the per cent of students in certain courses and studies each year for the past nine years. The per cent of students in Latin increased from 34.69 in 1889-90 to 49.67 in 1897-98. In several other branches the increase was quite as marked.

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Per cent of total number of secondary students in public high schools in certain courses and studies, etc.

Students and studies.	1889–90.	1890–91.	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1897–98.
Males	42.67	40.27	40.59	40.10	40.45	41.15	41.51	42.36	42.08
Females	57.33	59.73	59.41	59.90	59.55	58.85	58.49	57.64	57.92
Preparing for college classical course	7.38	6.04	6.33	7.50	7.87	7.53	7.68	6.62	6.21
Preparing for college scientific courses	7.06	5.80	6.90	7.10	6.43	6.22	6.14	5.55	5.15
Total preparing for college	14.44	11.84	13.23	14.60	14.30	13.75	13.82	12.17	11.36
Graduates	10.78	12.00	11.48	12.60	12.90	12.11	12.05	12.22	11.79
Graduates prepared for college a	.....	28.58	32.44	29.97	26.70	28.08	29.28	29.26	27.45
Studying—									
Latin	34.69	41.20	38.88	43.06	44.73	43.97	46.18	48.36	49.67
Greek	3.05	3.00	3.08	3.40	3.33	3.10	3.11	3.13	3.12
French	5.84	5.70	5.16	6.42	6.81	6.52	6.99	6.86	7.54
German	10.51	15.92	10.43	11.92	11.77	11.40	12.00	12.42	13.25
Algebra	45.40	52.20	48.93	52.88	56.14	54.27	54.64	55.46	56.13
Geometry	21.33	24.60	23.71	26.00	27.20	25.34	26.23	26.71	27.09
Trigonometry	.....	.....	2.37	2.73	2.93	2.53	2.48	2.45	2.27
Astronomy	.....	.....	.....	.....	.....	4.79	4.40	4.21	3.82
Physics	22.21	21.00	22.82	23.27	25.29	22.77	22.08	21.09	20.69
Chemistry	10.10	10.20	10.17	10.00	10.31	9.15	8.95	8.83	8.30
Physical geography	.....	.....	.....	.....	.....	23.89	25.54	25.38	24.94
Geology	.....	.....	.....	.....	.....	5.00	4.80	4.62	4.37
Physiology	.....	.....	.....	.....	.....	29.95	31.94	30.84	29.98
Psychology	.....	.....	.....	.....	.....	2.74	3.00	2.90	2.74
Rhetoric	.....	.....	.....	.....	.....	32.05	32.34	34.24	35.97
English literature	.....	.....	.....	.....	.....	.....	.....	.....	40.07
History (other than United States)	27.31	28.20	30.97	33.88	36.48	34.33	35.28	35.76	37.70
Civics	.....	.....	.....	.....	.....	.....	.....	.....	22.74

a Per cent of total number of graduates.

There has been a falling off in the proportion of students preparing for college since 1889–90, although the actual number each year has been larger. In 1889–90 the per cent of public high school students preparing for college was 14.44 and in 1897–98 only 11.36.

Table 12 gives the statistics of public high schools in cities of 8,000 population and over. There were 700 such schools, with 6,880 instructors and 208,775 students, in 1897–98. Outside of these cities there were 4,615 public high schools, with 11,061 instructors and 240,825 students. In the cities these schools had an average of 298 students to a school, while the average outside of the cities was 52 students to a school, as shown in Table 14.

EQUIPMENT AND INCOME.

Table 15 exhibits the equipment and income of public high schools in each State. The number of volumes in the libraries of 4,341 schools was 2,380,895; the value of grounds, buildings, scientific apparatus, etc., owned by 4,300 schools was $83,096,050. Only 1,905 schools were able to report the amount of State or municipal aid received, owing to the fact that in most cases separate accounts are not kept of the proportion of public appropriations used by the high schools. The amount of public money received by the 1,905 high schools was $4,816,237. The amount received from tuition fees by 1,646 schools was $552,932; the amount received from 202 schools from productive funds was $209,847, and the amount received by 786 schools from other sources unclassified was $1,630,831. It is certain that nearly all of the latter item should be credited to State, county, or city appropriations.

The total income of 2,141 schools reporting this item was $7,209,847. This was an average of nearly $3,368 to the school. It is hardly probable that this average would be maintained by the 3,174 schools not reporting this item.

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PRIVATE HIGH SCHOOLS AND ACADEMIES.

The statistics of private high schools, academies, and seminaries having students of no higher grade than secondary are summarized in Tables 16 to 29, inclusive. The tables from 16 to 26 are similar in form to Tables 1 to 11, in which the statistics of public high schools are summarized, and the two series may be compared. Tables 27 and 15 may also be compared. Table 30 is a comparative showing of the average numbers of teachers and students in public and private high schools.

The number of private secondary schools reporting for 1897-98 was 1,990, or 110 less than the number reporting the year before. Table 16 shows that these schools had 9,357 teachers instructing secondary students, a decrease of 217, and that these schools had 105,225 students, a decrease of 2,408 from the previous year. The total number of secondary students included 1,659 colored students, 260 in the North Atlantic division, 15 in the North Central and Western divisions, and 1,384 in private colored schools in the two Southern divisions. The number of elementary pupils reported by the 1,990 schools aggregated 124,807.

STUDENTS AND COURSES OF STUDY.

The number of students in private secondary schools preparing for college was 26,693, about 25 per cent of the number enrolled and a decrease of 3,637 from the year before. As shown in Table 17, the number of these college preparatory students preparing for the classical course was 16,361, and the number preparing for scientific courses 10,332. The number of graduates in the class of 1898 was 12,148, or nearly 12 per cent of the number of secondary students enrolled. In the classes that graduated there were 5,388 students prepared for college, or more than 44 per cent of the graduates. There were 7,854 students in military drill, an increase of 1,206 over the preceding year.

Tables 18 to 23 give the number of students in each of 18 high school studies in each State, while the percentages of students in these studies are shown in Tables 24, 25, and 26. The following table is a synopsis showing the number and per cent of students by sex in college preparatory courses and in the leading high school studies in private institutions of secondary grade in 1897-98:

Studies in certain courses and studies in private high schools and academies.

Courses, studies, etc.	Number students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	16,361	15.54	11,128	21.33	5,233	9.86
Scientific courses	10,332	9.82	7,429	14.23	2,903	5.47
Total preparing for college	26,693	25.36	18,557	35.56	8,136	15.33
Graduating in 1898	12,148	11.54	6,302	12.08	5,846	11.02
College preparatory students in graduating class	5,388	a 44.35	3,628	a 57.57	1,700	a 30.11
Students in—						
Latin	50,986	48.45	27,908	53.49	23,078	43.50
Greek	10,973	10.43	8,983	17.21	1,990	3.75
French	24,248	23.04	8,682	16.64	15,566	29.34
German	19,417	18.45	9,719	18.63	9,698	18.28
Algebra	54,397	51.70	29,470	56.49	24,927	46.99
Geometry	25,702	24.43	14,791	28.35	10,911	20.57
Trigonometry	5,519	5.25	3,447	6.61	2,072	3.91
Astronomy	7,263	6.91	2,188	4.19	5,075	9.57
Physics	20,612	19.59	10,230	19.61	10,382	19.57
Chemistry	10,119	9.62	4,991	9.57	5,128	9.67
Physical geography	22,849	21.79	10,555	20.23	12,294	23.17
Geology	6,205	5.90	2,506	4.80	3,699	6.97
Physiology	28,205	26.80	12,561	24.08	15,644	29.49
Psychology	7,873	7.48	2,814	5.39	5,059	9.54
Rhetoric	34,124	32.43	15,164	29.07	18,960	35.74
English literature	35,654	33.88	15,709	30.11	19,945	37.59
History	39,556	37.59	18,346	35.16	21,210	39.98
Civics	16,585	15.74	7,975	15.29	8,590	16.19

a Per cent of total number of graduates.

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A comparison of this table with the similar table relating to public high schools will show that while the private secondary schools were preparing over 25 per cent of their students for college but little more than 11 per cent of the public high school students were making such preparation. In the private schools 48.45 per cent studied Latin, as against 49.67 per cent in the public high schools. The per cent studying algebra in the private high schools was 51.70 and in the public high schools 56.13 per cent.

The progress made by the private high schools and academies in the past nine years, as indicated in the increased percentages of students in certain courses and studies, may be seen from the following table:

Per cent of total number secondary students in private high schools and academies in certain courses and studies.

Students and studies.	1889–90.	1890–91.	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1897–98.
Males	50.07	50.97	52.14	52.10	50.39	48.46	50.15	49.44	49.58
Females	49.93	49.03	47.86	47.90	49.61	51.54	49.85	50.56	50.42
Preparing for college, classical course	17.54	13.62	15.87	15.60	16.36	17.30	18.50	17.72	15.54
Preparing for college, scientific courses	10.16	7.62	9.22	10.90	9.55	9.78	10.78	10.45	9.82
Total preparing for college	27.70	21.24	25.09	26.50	25.91	27.08	29.28	28.17	25.36
Graduates	8.50	7.22	8.41	8.70	9.40	10.11	10.58	10.93	11.54
Graduates prepared for college *a*	.....	61.37	61.68	60.10	50.39	47.93	46.55	46.81	44.35
Studying—									
Latin	31.32	37.00	38.60	39.23	40.77	43.14	46.36	46.67	48.45
Greek	7.02	8.00	8.44	8.61	9.04	9.55	9.83	10.22	10.43
French	17.03	16.30	16.69	18.47	18.85	19.38	21.31	21.83	23.04
German	13.55	15.10	14.45	15.63	15.25	16.07	17.46	18.84	18.45
Algebra	37.12	45.00	44.57	42.75	44.37	46.88	49.23	49.50	51.70
Geometry	17.56	19.60	19.66	20.37	20.54	22.06	23.84	24.45	24.43
Trigonometry	.....	.....	4.37	5.76	5.93	6.39	5.51	5.45	5.25
Astronomy	.....	.....	.....	.....	.....	6.69	7.99	7.46	6.91
Physics	18.39	20.98	20.16	19.76	20.91	20.32	21.02	20.14	19.59
Chemistry	8.59	10.60	9.83	9.94	10.32	9.79	9.89	10.49	9.62
Physical geography	.....	.....	.....	.....	.....	18.15	22.77	21.81	21.79
Geology	.....	.....	.....	.....	.....	7.08	6.61	6.11	5.90
Physiology	.....	.....	.....	.....	.....	22.34	28.01	26.71	26.80
Psychology	.....	.....	.....	.....	.....	5.13	6.74	7.35	7.48
Rhetoric	.....	.....	.....	.....	.....	29.12	32.01	32.60	32.43
English literature	.....	.....	.....	.....	.....	.....	.....	.....	33.88
History (other than United States)	28.98	33.10	32.22	32.46	34.07	35.60	37.35	37.31	37.59
Civics	.....	.....	.....	.....	.....	.....	.....	.....	15.74

a Per cent of number of graduates.

The per cent of graduates has increased steadily from 8.50 in 1890 to 11.54 in 1898. The proportion of graduates prepared for college to the total number of graduates each year has decreased from 61.37 per cent in 1891 to 44.35 per cent in 1898. As in the case of the public high schools, there has been a marked increase in the number of students in Latin. In 1889–90 the per cent was 31.32, and in 1897–98 it had increased to 48.45. In the nine years the proportion studying algebra increased from 37.12 to 51.70 per cent. In the same period the number studying Greek increased from 7.02 to 10.43 per cent. In several other leading high school studies the increase is not less marked.

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EQUIPMENT AND INCOME.

The equipment, income, benefactions, value of endowment, etc., of the private secondary schools are exhibited in Table 27. Of the 1,990 schools, 1,397 reported libraries with an aggregate of 1,718,631 volumes. The value of buildings, grounds, scientific apparatus, etc., owned by 1,421 of these schools was $60,769,995. Only 297 of these schools received aid from public funds to the amount of $162,299. The amount received in tuition fees by 1,245 schools was $6,349,804, while 304 schools received $838,978 from productive funds. Receipts from sources not indicated amounted to $976,755 for 430 schools. The aggregate income of 1,316 schools was $8,329,836. Benefactions amounting to $1,298,670 were received by 181 schools. The total money value of the endowment of 358 of these institutions was $44,404,372.

DENOMINATIONAL SCHOOLS.

The number of private secondary schools reported as under the control of religious denominations in 1897-98 was 968. There were 52,604 students in these denominational schools, as against 52,621 in nonsectarian schools. In Table 43, which gives in detail the statistics of private secondary schools, the name of the religious denomination controlling each school is given in column 4. From Tables 28 and 29, which show the number of schools in each State controlled by each religious denomination, the following statement is condensed:

Religious denomination.	Schools.	Instructors.	Students.
Nonsectarian	1,022	4,653	52,621
Roman Catholic	351	1,662	14,325
Baptist	92	401	6,412
Presbyterian	99	439	5,348
Episcopal	108	710	5,315
Methodist Episcopal South	51	205	4,157
Methodist	56	289	4,093
Friends	55	297	3,597
Congregational	53	225	3,362
Lutheran	33	135	1,780
All other denominations	70	341	4,215
Total	1,990	9,357	105,225

PUBLIC AND PRIVATE SECONDARY SCHOOLS.

Table 30 presents a comparison of certain statistics of public and private high schools. For example, it is shown that the public high schools have an average of about 85 students to a school, while the average number for the private high school is 54.

The statistics of public and private secondary schools are combined in Tables 31 to 38. Table 31 shows that the 7,305 schools had 27,298 teachers for secondary students and 554,825 students. Of these secondary students 241,359, or 43.50 per cent, were males and 313,466, or 56 50 per cent, were females. It is shown in Table 32 that 77,759, or 14 per cent, of the secondary students were preparing for college. The graduates for 1898 numbered 65,170, or nearly 12 per cent of the entire number enrolled. The number of graduates who had prepared for college was 19,940, or 30.60 per cent of the whole number of graduates.

The number and per cent of high school students in each of the eighteen leading high school studies in each State is given in Tables 33 to 38. The following synopsis shows the number and per cent of students in certain courses and studies for the United States:

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Students in certain courses and studies in public and private high schools and academies.

Courses, studies, etc.	Number of students.	Per cent of total number of secondary students.	Male students.	Per cent of total number of male students.	Female students.	Per cent of total number of female students.
Students preparing for college:						
Classical course	44,296	7.99	24,703	10.24	13,593	6.25
Scientific courses	33,463	6.03	19,485	8.07	13,978	4.46
Total preparing for college	77,759	14.02	44,188	18.31	33,571	10.71
Graduating in 1898	65,170	11.75	25,549	10.59	39,621	12.64
College preparatory students in graduating class	19,940	a 30.60	10,327	a 40.42	9,613	a 24.26
Students in—						
Latin	274,293	49.44	115,437	47.83	158,856	50.68
Greek	24,994	4.50	16,639	6.89	8,355	2.67
French	58,165	10.48	20,688	8.57	37,477	11.96
German	78,994	14.24	33,055	13.70	45,939	14.66
Algebra	306,755	55.29	136,146	56.41	170,609	54.43
Geometry	147,515	26.59	64,578	26.76	82,937	26.46
Trigonometry	15,719	2.83	8,413	3.49	7,306	2.33
Astronomy	24,433	4.40	8,539	3.54	15,894	5.07
Physics	113,650	20.48	49,723	20.60	63,927	20.39
Chemistry	47,448	8.55	21,441	8.88	26,007	8.30
Physical geography	134,982	24.33	57,629	23.88	77,353	24.68
Geology	25,851	4.66	10,231	4.24	15,620	4.98
Physiology	162,990	29.38	69,953	28.98	93,037	29.68
Psychology	20,198	3.64	7,169	2.97	13,029	4.16
Rhetoric	195,848	35.30	82,113	34.02	113,735	36.28
English literature	215,810	38.90	89,723	37.18	126,087	40.22
History (other than United States)	209,034	37.68	87,082	36.45	121,052	38.62
Civics	118,807	21.41	51,972	21.53	66,835	21.32

a Per cent of number of graduates.

The progress made by public and private secondary schools in the increased percentage of students pursuing certain studies has been noticed in referring to the summaries of the two classes of schools separately.

In 1889–90 the per cent of secondary students in public and private high schools studying Latin was 33.62. For the eight years since there has been each year a large increase in the number of Latin students, until the percentage for 1897–98 was 49.44. There has been but little variation in the proportion of students in Greek, and but a small increase in the percentage of students in French, while the percentage of those studying German increased from 11.48 in 1889–90 to 14.24 in 1897–98. In 1889–90 the per cent of students in algebra was 42.77, and in 1897–98 it had increased to 55.29. The per cent in geometry increased from 20.07 to 26.59 in the same time. The percentage of students in history other than history of the United States increased from 27.83 to 37.68 per cent in the eight years. These percentages for each of the nine years are shown in the following synopsis:

Per cent of total number of secondary students in public and private high schools and academies in certain courses and studies, etc.

Students and studies.	1889–90.	1890–91.	1891–92.	1892–93.	1893–94.	1894–95.	1895–96.	1896–97.	1897–98.
Males	45.03	43.67	44.01	43.62	43.39	43.00	43.40	43.84	43.50
Females	54.97	56.33	55.99	56.38	56.61	57.00	56.60	56.16	56.50
Preparing for college, classical course	10.61	8.45	9.18	9.90	10.34	10.00	10.05	8.94	7.99
Preparing for college, scientific courses	8.05	6.38	7.59	8.22	7.33	7.11	7.16	6.57	6.03
Total preparing for college	18.66	14.83	16.77	18.12	17.67	17.11	17.21	15.51	14.02
Graduates	10.05	10.51	10.87	11.46	11.88	11.60	11.73	11.95	11.75
Graduates prepared for college a	.....	35.74	39.15	36.62	30.92	32.44	32.69	32.60	30.60

a Per cent of total number of graduates.

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Per cent of total number of secondary students in public and private high schools and academies in certain courses and studies, etc.—Continued.

Students and studies.	1889-90.	1890-91.	1891-92.	1892-93.	1893-94.	1894-95.	1895-96.	1896-97.	1897-98.
Studying—									
Latin	33.62	39.80	38.80	41.94	43.59	43.76	46.22	48.01	49.44
Greek	4.32	4.65	4.68	4.92	4.99	4.73	4.58	4.60	4.50
French	9.41	9.06	8.59	9.94	10.31	9.77	10.13	9.98	10.48
German	11.43	15.68	11.61	13.00	12.78	12.58	13.20	13.76	14.24
Algebra	42.77	49.89	47.65	49.92	52.71	52.40	53.46	54.22	55.29
Geometry	20.07	23.04	22.52	24.36	25.25	24.51	25.71	26.24	26.59
Trigonometry	.....	.....	2.96	3.61	3.80	3.25	3.15	3.08	2.83
Astronomy	.....	.....	.....	.....	.....	5.27	5.19	4.89	4.40
Physics	21.36	23.06	22.04	22.25	24.02	22.15	21.85	20.89	20.48
Chemistry	9.62	10.37	10.08	9.98	10.31	9.31	9.15	9.18	8.55
Physical geography	.....	.....	.....	.....	.....	22.44	24.93	24.64	24.33
Geology	.....	.....	.....	.....	.....	5.52	5.20	4.93	4.06
Physiology	.....	.....	.....	.....	.....	28.03	31.08	29.98	29.38
Psychology	.....	.....	.....	.....	.....	3.35	3.82	3.82	3.64
Rhetoric	.....	.....	.....	.....	.....	31.31	32.27	33.78	35.30
English literature	.....	.....	.....	.....	.....	.....	.....	.....	38.90
History (other than United States)	27.83	29.77	31.35	33.46	35.78	34.65	35.73	36.08	37.68
Civics	.....	.....	.....	.....	.....	.....	.....	.....	21.41

SECONDARY STUDENTS IN THE UNITED STATES.

The distribution of secondary students enrolled in 1897-98 in eight classes of institutions is given by States in Tables 39 and 40. It is shown that of 626,115, the total number of secondary students in the United States as reported to this Bureau, 459,813 were in public institutions and 166,302 in private institutions. In the public institutions 449,600 were in public high schools, 6,643 in preparatory departments of universities and colleges, and 3,570 in public normal schools. In the private institutions 105,225 were in private high schools and academies, 46,831 in preparatory departments of private universities and colleges, 7,337 in private normal schools, and 6,909 in manual training schools.

The number of secondary students to each 1,000 population in the United States and in each State is given in Table 41. For the whole country there was an average of 8.60 secondary students to each 1,000 of population. The average for the North Atlantic Division was 9.61; for the South Atlantic, 4.87; for the South Central, 5.16; for the North Central, 10.87; for the Western Division, 9.05.

The number of students in higher education was 144,477, as shown also in Table 41. This number includes all students who in 1897-98 were receiving higher instruction in colleges, resident graduate students in universities and colleges, and all professional students in theology, medicine, and law. The independent professional schools are included, as well as those classed as departments of universities and colleges. Students of normal schools and schools of dentistry, pharmacy, veterinary surgery, and nurse training are not here included. The last column of Table 41 shows that the number of students in higher education to each 1,000 population was 1.98. The average in the North Atlantic Division was 2.26; in the South Atlantic, 1.98; in the South Central, 1.45; in the North Central, 2.02; and in the Western Division, 2.08.

Table 42 gives in detail the statistics of the 5,315 public high schools reporting to this office. Table 43 gives similar statistics of private high schools, academies, and other private institutions for secondary instruction.

Table 44 shows the number of public and private high schools for boys only, the number for girls only, and the number of coeducational schools of this grade in each State.

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TABLE 1.—*Public high schools—Number of schools, secondary instructors, secondary students, and elementary pupils in 1897–98.*

State or Territory.	Number of schools.	Secondary teachers.			Secondary students.			Colored students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	5,315	8,542	9,399	17,941	189,187	260,413	449,600	2,142	4,164	6,306	45,533	46,661	92,194
North Atlantic Division	1,316	2,245	3,441	5,686	61,651	80,096	141,747	332	519	851	7,235	7,395	14,630
South Atlantic Division	387	512	564	1,076	9,742	14,641	24,383	416	924	1,340	6,993	6,635	13,628
South Central Division	552	862	700	1,562	13,607	19,281	32,888	452	1,066	1,518	9,230	9,119	18,349
North Central Division	2,832	4,434	4,204	8,638	94,163	131,415	225,578	913	1,589	2,502	21,555	22,907	44,462
Western Division	228	489	490	979	10,024	14,980	25,004	29	66	95	520	605	1,125
North Atlantic Division:													
Maine	154	170	162	332	3,873	4,695	8,568	0	6	6	956	901	1,857
New Hampshire	52	58	87	145	1,467	1,858	3,325	1	0	1	272	272	544
Vermont	55	55	86	141	1,348	1,808	3,156	3	1	4	474	487	961
Massachusetts	227	495	861	1,356	14,604	18,718	33,322	59	106	165	419	423	842
Rhode Island	16	73	82	155	1,339	1,810	3,149	11	17	28	.....	.....	.....
Connecticut	68	112	195	307	3,106	3,775	6,881	16	23	39	159	149	308
New York	367	616	1,198	1,814	21,491	25,083	46,574	81	113	194	3,708	3,824	7,532
New Jersey	85	134	280	414	3,842	5,848	9,690	50	84	134	128	126	254
Pennsylvania	292	532	490	1,022	10,581	16,501	27,082	111	169	280	1,119	1,213	2,332
South Atlantic Division:													
Delaware	14	16	31	47	449	655	1,104	.....	.....	.....	50	53	103
Maryland	46	75	68	143	1,533	2,389	3,922	72	120	192	741	553	1,294
District of Columbia	5	49	73	122	1,203	1,753	2,956	220	470	690	.....	.....	.....
Virginia	66	70	96	166	1,015	2,296	3,911	44	126	170	1,372	1,397	2,769
West Virginia	28	36	43	79	644	1,134	1,778	15	50	65	114	171	285
North Carolina	14	22	15	37	399	493	892	5	4	9	184	203	387
South Carolina	85	93	84	177	1,298	2,014	3,312	36	67	103	1,935	1,615	3,550
Georgia	105	116	121	237	2,173	3,281	5,454	23	82	105	2,103	2,138	4,241
Florida	24	35	33	68	428	626	1,054	1	5	6	494	505	999
South Central Division:													
Kentucky	61	103	111	214	1,985	2,769	4,754	129	423	552	405	442	847
Tennessee	93	130	93	223	2,293	3,064	5,357	80	186	266	2,150	1,917	4,067
Alabama	48	55	62	117	1,036	1,541	2,577	13	40	53	957	1,043	2,000
Mississippi	85	93	93	186	1,566	1,906	3,472	80	125	205	2,384	2,283	4,667
Louisiana	20	37	51	88	560	1,195	1,755	20	32	52	266	246	512
Texas	192	358	242	600	4,799	7,053	11,843	101	194	295	2,273	2,562	4,835
Arkansas	48	78	40	118	1,204	1,582	2,786	29	66	95	511	529	1,040
Oklahoma	2	3	4	7	97	149	246	.....	.....	.....	.....	.....	.....
Indian Territory	3	5	4	9	76	22	98	.....	.....	.....	284	97	381
North Central Division:													
Ohio	598	911	647	1,558	17,601	23,207	40,808	203	328	531	6,573	6,768	13,341
Indiana	349	628	355	983	10,042	12,770	22,812	139	178	317	2,864	3,106	5,970
Illinois	328	636	631	1,267	13,921	21,147	35,068	122	223	345	1,523	1,733	3,256
Michigan	282	411	588	999	11,650	15,808	27,458	43	57	100	2,200	2,467	4,667
Wisconsin	182	282	327	609	7,339	9,457	16,796	10	10	20	668	661	1,329
Minnesota	112	178	326	504	4,780	6,930	11,710	17	21	38	493	543	1,036
Iowa	326	435	566	1,001	10,959	15,303	26,262	31	51	82	2,754	2,808	5,562
Missouri	201	353	301	654	6,776	10,367	17,143	223	458	681	1,015	1,074	2,089
North Dakota	24	25	25	50	360	548	908	2	2	4	6	6	12
South Dakota	29	33	35	68	677	938	1,615	1	1	2	131	147	278
Nebraska	225	286	225	511	5,381	8,022	13,403	13	27	40	2,485	2,532	5,017
Kansas	176	256	178	434	4,677	6,918	11,595	109	233	342	843	1,062	1,905
Western Division:													
Montana	15	16	23	39	365	531	896	2	4	6	11	11	22
Wyoming	5	6	6	12	137	170	307	2	2	4	94	91	185
Colorado	39	110	98	208	1,963	2,965	4,928	9	27	36	56	81	137
New Mexico	4	5	2	7	48	79	127	.....	.....	.....	7	18	25
Arizona	2	5	3	8	65	91	156	.....	.....	.....	.....	.....	.....
Utah	4	17	16	33	371	520	891	3	2	5	37	34	71
Nevada	8	6	17	23	191	318	509	.....	.....	.....	3	2	5
Idaho	6	8	15	23	141	205	346	0	3	3	.....	.....	.....
Washington	36	59	42	101	1,044	1,586	2,630	2	7	9	192	239	431
Oregon	13	25	22	47	638	956	1,594	3	1	4	40	45	85
California	96	232	246	478	5,061	7,559	12,620	8	20	28	80	84	164

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TABLE 2.—*Public high schools—Number of secondary students in college preparatory courses and number of graduates and college preparatory students in graduating class in 1897–98.*

State or Territory.	Secondary students preparing for college.						Graduates in class of 1898.			College preparatory students in graduating class of 1898.			Students in military tactics.
	Classical course.			Scientific courses.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	13,575	14,360	27,935	12,056	11,075	23,131	19,247	33,775	53,022	6,699	7,853	14,552	9,032
North Atlantic Division	6,126	5,115	11,241	3,766	2,083	5,849	6,319	10,743	17,062	2,141	1,910	4,051	5,031
South Atlantic Division	781	812	1,593	283	193	476	775	1,773	2,548	251	338	589	696
South Central Division	1,175	1,345	2,520	832	855	1,687	963	1,799	2,762	347	493	840	653
North Central Division	4,855	6,174	11,029	6,005	6,753	12,758	10,048	17,404	27,452	3,421	4,369	7,790	1,683
Western Division	638	914	1,552	1,170	1,191	2,361	1,142	2,056	3,198	539	743	1,282	969
North Atlantic Division:													
Maine	563	490	1,053	206	73	279	361	677	1,038	137	154	291	262
New Hampshire	177	128	305	94	44	138	159	281	440	47	58	105	246
Vermont	106	82	188	138	152	290	124	197	321	70	63	133	89
Massachusetts	2,212	2,147	4,359	1,199	302	1,501	1,867	3,044	4,911	631	640	1,271	3,881
Rhode Island	333	206	539	39	5	44	128	201	329	80	53	133	.....
Connecticut	386	209	595	249	46	295	372	575	947	163	62	225	26
New York	1,449	1,067	2,516	1,089	943	2,032	1,470	2,370	3,840	546	518	1,064	444
New Jersey	351	205	556	310	249	559	451	789	1,240	118	134	252	60
Pennsylvania	549	581	1,130	442	269	711	1,387	2,609	3,996	349	228	577	23
South Atlantic Division:													
Delaware	18	26	44	12	0	12	40	88	128	12	13	25	16
Maryland	51	21	72	13	0	13	114	266	380	34	7	41	.....
District of Columbia	23	18	41	28	5	33	127	224	351	23	20	43	458
Virginia	152	116	268	45	34	79	100	305	405	31	31	62	.....
West Virginia	44	49	93	13	17	30	59	155	214	18	26	44	.....
North Carolina	24	25	49	5	4	9	23	71	94	14	30	44	.....
South Carolina	210	234	444	67	42	109	109	190	299	57	84	141	99
Georgia	245	306	551	93	85	178	175	403	578	52	116	168	80
Florida	14	17	31	7	6	13	28	71	99	10	11	21	43
South Central Division:													
Kentucky	112	90	202	124	94	218	159	231	390	60	48	108	336
Tennessee	207	249	456	144	126	270	218	371	589	72	94	166	79
Alabama	83	69	152	52	18	70	58	173	231	23	45	68	60
Mississippi	194	277	471	164	200	364	60	142	202	24	43	67	14
Louisiana	20	36	56	9	3	12	82	157	239	11	20	31	37
Texas	436	457	893	251	327	578	292	588	880	107	192	299	.....
Arkansas	107	167	274	74	87	161	82	116	198	43	45	88	55
Oklahoma	.....	.....	.....	.....	.....	.....	3	15	18	3	6	9	.....
Indian Territory	16	0	16	14	0	14	9	6	15	4	0	4	72
North Central Division:													
Ohio	1,248	1,208	2,456	943	1,043	1,986	1,952	3,293	5,245	557	679	1,236	282
Indiana	339	350	689	418	295	713	1,002	1,510	2,512	270	269	539	131
Illinois	716	1,080	1,796	854	931	1,785	1,450	2,870	4,320	458	579	1,037	137
Michigan	313	366	679	775	756	1,531	1,107	1,990	3,097	352	545	897	38
Wisconsin	369	392	761	457	346	803	823	1,241	2,064	294	320	614	35
Minnesota	98	124	222	752	1,167	1,919	504	858	1,362	282	425	707	94
Iowa	623	968	1,591	588	596	1,184	1,381	2,134	3,515	477	493	970	367
Missouri	368	492	860	410	518	928	591	1,302	1,893	183	275	458	79
North Dakota	33	43	76	34	36	70	27	54	81	15	24	39	.....
South Dakota	8	14	22	13	21	34	85	142	227	30	43	73	.....
Nebraska	341	540	881	516	704	1,220	622	1,140	1,762	263	397	660	420
Kansas	399	597	996	245	340	585	504	870	1,374	240	320	560	100
Western Division:													
Montana	46	61	107	41	46	87	30	73	103	11	21	32	71
Wyoming	8	10	18	3	3	6	11	32	43	8	20	28	.....
Colorado	141	172	313	312	345	657	218	387	605	80	113	193	714
New Mexico	0	1	1	4	6	10	4	24	28	0	5	5	.....
Arizona	2	10	12	4	3	7	5	7	12	5	7	12	15
Utah	.....	.....	.....	.....	.....	.....	18	48	66	12	18	30	.....
Nevada	6	21	27	16	11	27	28	69	97	14	27	41	.....
Idaho	20	21	41	28	12	40	9	21	30	5	3	8	33
Washington	76	105	181	59	93	152	136	231	367	28	43	71	48
Oregon	30	47	77	6	5	11	64	129	193	6	8	14	.....
California	309	466	775	697	667	1,364	619	1,035	1,654	370	478	848	88

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TABLE 3.—*Public high schools—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,488	87,529	135,778	223,307	997	7,656	6,365	14,021	809	12,006	21,911	33,917
North Atlantic Division	1,211	26,355	40,792	67,147	577	4,902	3,688	8,590	528	9,088	14,890	23,978
South Atlantic Division	364	6,434	9,320	15,754	79	391	235	626	92	834	1,455	2,289
South Central Division	501	6,982	11,555	18,537	93	496	232	728	54	448	1,242	1,690
North Central Division	2,217	42,427	65,909	108,336	209	1,541	1,670	3,211	105	1,313	3,356	4,669
Western Division	195	5,331	8,202	13,533	39	326	540	866	30	323	968	1,291
North Atlantic Division:												
Maine	133	1,559	2,382	3,941	78	473	466	939	67	690	1,109	1,799
New Hampshire	48	726	1,151	1,877	25	162	160	322	32	414	629	1,043
Vermont	53	539	822	1,361	29	112	89	201	31	138	267	405
Massachusetts	225	6,284	10,305	16,589	155	1,799	1,459	3,258	189	5,608	7,703	13,311
Rhode Island	13	614	795	1,409	9	176	141	317	10	244	553	797
Connecticut	66	1,635	2,055	3,690	29	347	149	496	29	405	719	1,124
New York	357	7,881	10,793	18,674	170	1,099	771	1,870	142	1,127	2,660	3,796
New Jersey	60	1,480	2,398	3,878	21	219	132	351	12	197	364	561
Pennsylvania	256	5,637	10,091	15,728	61	515	321	836	16	265	877	1,142
South Atlantic Division:												
Delaware	13	349	515	864	1	2	0	2				
Maryland	43	1,234	1,284	2,518	12	88	5	93	11	269	86	355
District of Columbia	4	523	794	1,317	4	62	42	104	4	122	298	420
Virginia	64	1,042	1,801	2,843	6	11	0	11	27	126	307	433
West Virginia	24	249	452	701								
North Carolina	14	332	403	735	4	14	30	44				
South Carolina	79	878	1,221	2,099	18	40	32	72	22	38	104	142
Georgia	103	1,593	2,546	4,139	32	164	122	286	26	271	608	879
Florida	20	234	304	538	2	10	4	14	2	8	52	60
South Central Division:												
Kentucky	57	1,165	1,884	3,049	10	190	21	211	7	10	45	55
Tennessee	78	1,059	1,608	2,667	20	54	51	105	4	15	75	90
Alabama	47	601	1,038	1,639	11	104	12	116	12	40	124	164
Mississippi	78	734	1,031	1,765	17	48	24	72	2	3	3	6
Louisiana	18	464	1,023	1,487	2	6	15	21	10	294	835	1,129
Texas	171	2,226	3,921	6,147	22	68	93	161	13	69	124	193
Arkansas	47	633	942	1,575	11	26	16	42	6	17	36	53
Oklahoma	2	63	102	165								
Indian Territory	3	37	6	43								
North Central Division:												
Ohio	465	8,396	12,225	20,621	56	465	446	911	17	135	470	655
Indiana	323	6,477	8,576	15,053	8	55	56	111	3	31	122	153
Illinois	262	6,360	11,093	17,453	30	247	275	522	21	377	1,152	1,529
Michigan	181	3,781	5,658	9,439	32	221	251	472	25	238	578	816
Wisconsin	99	1,692	2,461	4,153	13	82	68	150	5	33	34	67
Minnesota	107	2,651	4,215	6,866	21	82	131	213	10	176	410	586
Iowa	232	4,063	6,713	10,776	12	57	63	120	7	60	162	222
Missouri	158	3,282	5,681	8,963	14	209	205	414	8	118	272	390
North Dakota	22	241	421	662	4	9	3	12				
South Dakota	21	265	391	656	2	4	9	13	1	2	3	5
Nebraska	188	2,730	4,615	7,345	9	65	102	167	3	78	125	203
Kansas	159	2,489	3,860	6,349	8	45	61	106	5	15	28	43
Western Division:												
Montana	13	241	321	562	1	1	6	7	1	9	17	26
Wyoming	5	58	101	159								
Colorado	36	1,272	1,944	3,216	10	124	149	273	6	83	294	377
New Mexico	3	9	32	41								
Arizona	2	26	53	79								
Utah	2	166	235	401	1	4	10	14	1	24	30	54
Nevada	7	89	188	277					1	10	15	25
Idaho	6	50	110	160								
Washington	19	437	718	1,155					1	8	38	46
Oregon	8	249	285	534								
California	94	2,734	4,215	6,949	27	197	375	572	20	189	574	763

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TABLE 4.—*Public high schools—Number of secondary students pursuing certain studies in 1897-98.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,505	23,336	36,241	59,577	5,282	106,676	145,682	252,358	4,720	49,787	72,026	121,813
North Atlantic Division	574	9,389	14,203	23,592	1,305	31,558	40,397	71,955	1,223	15,931	21,491	37,422
South Atlantic Division	50	1,010	1,919	2,929	387	6,782	10,301	17,083	305	3,121	4,978	8,099
South Central Division	67	793	825	1,618	551	9,942	14,213	24,155	485	4,366	6,789	11,155
North Central Division	727	10,987	17,281	28,268	2,812	52,194	72,040	124,234	2,500	22,774	33,626	56,400
Western Division	87	1,157	2,013	3,170	227	6,200	8,731	14,931	207	3,595	5,142	8,737
North Atlantic Division:												
Maine	9	16	89	105	152	2,008	2,414	4,422	138	982	1,248	2,230
New Hampshire	9	34	80	114	51	724	869	1,593	49	477	547	1,024
Vermont	9	24	49	73	55	654	854	1,508	48	279	387	666
Massachusetts	93	1,110	2,305	3,415	224	7,600	8,203	15,803	221	4,496	5,506	10,002
Rhode Island	11	175	234	409	16	744	967	1,711	13	382	425	807
Connecticut	44	582	886	1,468	68	1,446	1,769	3,215	60	901	1,086	1,987
New York	270	4,308	5,754	10,062	367	8,301	10,996	19,297	346	4,066	5,524	9,590
New Jersey	36	978	1,648	2,624	84	2,855	4,203	7,058	80	821	1,552	2,373
Pennsylvania	93	2,162	3,160	5,322	288	7,226	10,122	17,348	268	3,527	5,216	8,743
South Atlantic Division:												
Delaware	3	17	20	37	14	330	466	796	13	155	204	359
Maryland	11	442	630	1,072	46	1,024	1,956	2,980	46	966	1,681	2,647
District of Columbia	4	237	686	923	4	377	542	919	4	255	310	565
Virginia	19	232	442	674	66	1,188	1,540	2,728	48	442	624	1,066
West Virginia	4	45	76	121	28	454	839	1,293	25	164	325	489
North Carolina					14	262	330	592	11	80	119	199
South Carolina	6	20	15	35	86	1,023	1,531	2,554	57	207	463	670
Georgia	2	14	23	37	105	1,627	2,661	4,488	82	724	1,074	1,798
Florida	1	3	27	30	24	297	436	733	19	128	178	306
South Central Division:												
Kentucky	19	466	287	753	61	1,384	2,156	3,540	51	570	790	1,360
Tennessee	7	48	68	116	93	1,542	1,838	3,380	86	764	1,167	1,931
Alabama	3	13	37	50	47	760	1,234	1,994	40	373	668	1,041
Mississippi	1	4	2	6	85	980	1,264	2,244	62	242	298	540
Louisiana					20	428	791	1,219	19	184	639	823
Texas	26	196	337	533	192	3,847	5,674	9,521	183	1,837	2,756	4,593
Arkansas	10	31	54	85	48	881	1,148	2,029	41	321	439	760
Oklahoma	1	35	40	75	2	65	100	165	2	25	32	57
Indian Territory					3	55	8	63	1	50	0	50
North Central Division:												
Ohio	125	2,041	2,872	4,913	593	10,393	13,457	23,850	499	4,289	6,013	10,302
Indiana	53	799	1,231	2,030	349	6,660	8,263	14,923	283	2,469	3,272	5,741
Illinois	87	1,645	3,259	4,904	324	7,073	10,019	17,092	302	3,505	5,614	9,119
Michigan	124	1,601	2,663	4,264	280	5,947	8,056	14,003	264	2,156	3,274	5,430
Wisconsin	117	1,745	2,398	4,143	179	3,207	3,991	7,198	180	1,636	2,161	3,797
Minnesota	51	649	1,166	1,815	112	2,116	3,098	5,214	108	1,395	1,973	3,368
Iowa	52	859	1,343	2,202	323	5,645	8,316	13,961	276	2,440	3,717	6,157
Missouri	33	725	932	1,657	200	4,689	6,782	11,471	174	1,678	2,733	4,411
North Dakota	2	4	1	5	23	215	316	531	23	100	153	253
South Dakota	8	68	94	162	29	349	461	810	24	148	235	383
Nebraska	31	449	720	1,169	225	3,130	5,122	8,252	219	1,569	2,567	4,136
Kansas	44	402	602	1,004	175	2,770	4,159	6,929	148	1,389	1,914	3,303
Western Division:												
Montana	3	37	112	149	15	247	305	552	12	100	133	233
Wyoming	1	8	12	20	5	74	82	156	4	50	89	139
Colorado	24	397	684	1,081	38	1,113	1,499	2,612	38	794	1,083	1,877
New Mexico					4	34	60	94	4	20	37	57
Arizona					2	61	58	119	2	9	17	26
Utah	3	74	99	173	4	262	340	602	3	78	110	188
Nevada					8	154	270	424	7	79	172	251
Idaho					6	102	123	225	6	34	62	96
Washington	5	121	185	306	36	602	1,000	1,602	28	336	488	824
Oregon	1	57	118	175	13	450	570	1,020	9	120	217	337
California	50	463	803	1,266	96	3,101	4,424	7,525	94	1,975	2,734	4,709

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TABLE 5.—*Public high schools—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	780	4,966	5,234	10,200	1,127	6,351	10,819	17,170	4,444	39,493	53,545	93,038
North Atlantic Division	224	1,584	1,276	2,860	447	2,156	3,947	6,103	1,093	11,571	14,135	25,706
South Atlantic Division	98	577	685	1,262	54	314	657	971	234	2,646	4,078	6,724
South Central Division	153	790	1,217	2,007	88	565	974	1,539	472	4,132	5,600	9,732
North Central Division	233	1,569	1,692	3,261	511	3,112	4,933	8,045	2,454	18,886	26,446	45,332
Western Division	72	446	364	810	27	204	308	512	191	2,258	3,286	5,544
North Atlantic Division:												
Maine	7	28	7	35	68	270	439	709	121	799	976	1,775
New Hampshire	6	26	16	42	27	113	128	241	34	402	420	822
Vermont	.....	.....	.....	.....	23	87	129	216	43	221	265	486
Massachusetts	38	275	65	340	121	661	1,329	1,990	209	3,497	3,764	7,261
Rhode Island	5	52	20	72	9	57	106	163	14	303	393	696
Connecticut	16	139	55	194	26	178	258	436	53	498	670	1,168
New York	91	453	591	1,044	111	416	703	1,119	294	2,430	2,756	5,186
New Jersey	14	86	125	211	25	142	353	495	81	833	1,160	1,993
Pennsylvania	47	525	397	922	37	232	502	734	214	2,588	3,731	6,319
South Atlantic Division:												
Delaware	2	23	5	28	1	0	5	5	13	159	215	374
Maryland	21	201	197	398	8	99	157	256	45	855	1,279	2,134
District of Columbia	4	72	16	88	.....	.....	.....	.....	4	262	338	600
Virginia	18	96	96	192	4	19	37	56	38	369	507	876
West Virginia	7	22	39	61	3	7	13	20	20	115	219	334
North Carolina	.....	.....	.....	.....	3	8	19	27	4	95	138	233
South Carolina	8	28	119	147	6	20	132	152	38	307	663	970
Georgia	36	84	171	255	24	113	253	366	57	412	617	1,029
Florida	8	51	42	93	5	48	41	89	15	72	102	174
South Central Division:												
Kentucky	22	145	179	324	20	96	209	305	46	600	510	1,110
Tennessee	18	62	75	137	16	112	170	282	77	567	741	1,308
Alabama	17	159	284	443	10	135	251	386	40	332	553	885
Mississippi	14	31	44	75	9	53	63	116	76	625	767	1,392
Louisiana	1	8	11	19	3	9	24	33	19	163	417	580
Texas	72	265	461	726	25	149	234	383	177	1,526	2,243	3,769
Arkansas	9	120	163	283	4	9	21	30	33	261	341	602
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	2	18	26	44
Indian Territory	.....	.....	.....	.....	1	2	2	4	2	40	2	42
North Central Division:												
Ohio	91	626	572	1,198	141	771	1,150	1,921	469	3,339	4,332	7,671
Indiana	19	101	144	245	21	222	275	497	253	2,148	2,630	4,778
Illinois	22	199	159	358	91	641	1,269	1,910	315	2,985	4,217	7,202
Michigan	17	111	113	224	61	305	445	750	259	1,991	2,962	4,953
Wisconsin	6	38	35	73	4	35	33	68	178	1,120	1,545	2,665
Minnesota	3	39	27	66	22	155	224	379	91	756	1,094	1,850
Iowa	20	97	115	212	93	540	832	1,372	301	2,288	3,298	5,586
Missouri	24	228	331	559	31	193	264	457	165	1,541	2,277	3,818
North Dakota	1	2	2	4	1	4	10	14	19	64	97	161
South Dakota	5	23	21	44	4	34	46	80	26	146	214	360
Nebraska	18	69	132	201	16	74	126	200	212	1,305	2,081	3,386
Kansas	7	36	41	77	26	138	259	397	166	1,203	1,699	2,902
Western Division:												
Montana	3	8	12	20	2	5	11	16	12	93	111	204
Wyoming	1	0	5	5	2	6	10	16	4	23	51	74
Colorado	14	130	82	212	7	87	139	226	38	503	715	1,218
New Mexico	.....	.....	.....	.....	1	15	15	30	2	15	25	40
Arizona	1	4	9	13	.....	.....	.....	.....	2	16	16	32
Utah	2	28	20	48	1	2	6	8	3	55	66	121
Nevada	.....	.....	.....	.....	1	0	3	3	7	102	209	311
Idaho	.....	.....	.....	.....	2	3	10	13	4	8	26	34
Washington	2	10	19	29	2	29	37	66	23	181	304	485
Oregon	3	25	27	52	4	19	35	54	9	124	201	325
California	46	241	190	431	5	38	42	80	87	1,138	1,562	2,700

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TABLE 6.—*Public high schools—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,837	16,450	20,879	37,329	4,272	47,074	65,059	112,133	1,147	7,725	11,921	19,646
North Atlantic Division	629	5,934	6,964	12,898	1,026	11,416	15,541	26,957	492	3,157	5,154	8,311
South Atlantic Division	79	914	1,072	1,986	302	3,121	4,407	7,528	36	277	507	784
South Central Division	143	1,195	1,612	2,807	418	5,048	6,953	12,001	126	956	1,304	2,260
North Central Division	849	7,061	9,470	16,531	2,385	25,541	35,285	60,826	441	2,969	4,415	7,384
Western Division	137	1,346	1,761	3,107	141	1,948	2,873	4,821	52	366	541	907
North Atlantic Division:												
Maine	67	364	446	810	108	709	838	1,547	65	305	465	770
New Hampshire	27	228	249	477	30	161	193	354	21	84	136	220
Vermont	23	115	91	206	41	337	424	761	23	106	140	246
Massachusetts	168	1,830	2,302	4,102	133	1,432	1,662	3,094	110	738	1,091	1,829
Rhode Island	12	224	249	473	8	115	84	199	7	42	99	141
Connecticut	34	281	381	662	49	530	690	1,220	22	152	277	429
New York	168	1,485	1,061	2,546	326	3,815	5,136	8,951	173	957	1,870	2,827
New Jersey	48	363	618	981	61	897	1,698	2,595	21	206	454	660
Pennsylvania	82	1,074	1,567	2,641	270	3,420	4,816	8,236	50	567	622	1,189
South Atlantic Division:												
Delaware	5	61	73	134	11	204	300	504	.....	.....	.....	.....
Maryland	5	239	16	255	35	330	473	803	1	34	0	34
District of Columbia	4	131	105	236	.....	.....	.....	.....	1	2	33	35
Virginia	18	217	265	482	55	668	817	1,485	4	52	31	83
West Virginia	10	33	69	102	27	313	499	812	6	24	35	59
North Carolina	4	49	101	150	10	88	103	191	4	53	66	119
South Carolina	6	17	115	132	70	615	1,021	1,636	5	17	165	182
Georgia	23	145	291	436	73	726	977	1,703	12	84	158	242
Florida	4	22	37	59	21	177	217	394	3	11	19	30
South Central Division:												
Kentucky	21	233	232	465	42	447	516	963	15	61	109	170
Tennessee	18	155	180	335	49	540	749	1,289	50	354	404	758
Alabama	16	174	290	464	30	366	558	924	10	141	253	394
Mississippi	9	56	54	110	56	546	740	1,286	6	36	47	83
Louisiana	8	120	273	393	17	265	378	643	1	5	8	13
Texas	54	277	415	692	180	2,353	3,273	5,626	36	205	335	540
Arkansas	13	133	147	280	41	470	690	1,160	5	107	140	247
Oklahoma	2	12	19	31	2	31	49	80	1	7	6	13
Indian Territory	2	35	2	37	1	30	0	30	2	40	2	42
North Central Division:												
Ohio	133	1,318	1,756	3,074	531	4,785	6,106	10,891	81	474	669	1,143
Indiana	93	867	1,110	1,977	276	2,615	3,167	5,782	39	338	419	757
Illinois	135	1,105	1,415	2,520	263	3,842	6,090	9,932	49	406	867	1,273
Michigan	156	1,118	1,476	2,594	236	2,477	3,376	5,853	58	246	374	620
Wisconsin	29	278	270	548	178	2,477	3,235	5,712	12	122	126	248
Minnesota	67	502	652	1,154	41	644	919	1,563	10	62	78	140
Iowa	64	496	680	1,176	287	2,947	4,257	7,204	86	605	881	1,486
Missouri	54	562	792	1,354	163	1,821	2,465	4,286	38	362	478	840
North Dakota	3	11	18	29	17	86	98	184	1	4	2	6
South Dakota	8	47	55	102	28	250	336	586	8	52	84	136
Nebraska	71	505	860	1,365	198	1,731	2,538	4,269	22	117	184	301
Kansas	36	252	386	638	167	1,866	2,698	4,564	37	181	253	434
Western Division:												
Montana	6	73	69	142	12	132	150	282	6	25	45	70
Wyoming	2	6	9	15	3	33	27	60	2	6	6	12
Colorado	32	317	485	802	26	335	408	743	24	216	317	533
New Mexico	1	3	8	11	4	23	44	67	1	1	13	14
Arizona	1	7	6	13	2	15	18	33	1	4	4	8
Utah	2	14	10	24	3	67	110	177	1	12	18	30
Nevada	7	55	120	175	8	86	139	225	.....	.....	.....	.....
Idaho	2	7	19	26	5	91	115	206	1	2	4	6
Washington	4	54	82	136	35	410	710	1,120	5	28	36	64
Oregon	3	78	125	203	13	195	302	497	3	13	20	33
California	77	732	828	1,560	30	561	850	1,411	8	59	78	137

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TABLE 7.—*Public high schools—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,063	57,392	77,393	134,785	840	4,355	7,970	12,325	4,567	66,949	94,775	161,724
North Atlantic Division	965	16,351	22,242	38,593	115	596	1,458	2,054	1,126	20,602	25,330	45,932
South Atlantic Division	276	3,259	4,660	7,919	46	273	690	963	318	3,613	6,475	10,088
South Central Division	463	6,961	8,687	15,648	177	952	1,558	2,510	477	5,443	8,188	13,631
North Central Division	2,269	29,487	39,977	69,464	475	2,364	3,938	6,302	2,455	33,032	47,905	80,937
Western Division	90	1,334	1,827	3,161	27	170	326	496	191	4,259	6,877	11,136
North Atlantic Division:												
Maine	96	759	841	1,600	21	88	148	236	121	978	1,381	2,359
New Hampshire	27	157	235	392	2	6	11	17	45	554	649	1,203
Vermont	26	163	237	400	16	42	77	119	48	350	475	825
Massachusetts	145	2,288	2,987	5,275	11	77	106	183	199	6,004	8,330	14,334
Rhode Island	3	13	26	39	3	3	87	90	15	688	746	1,444
Connecticut	35	414	597	1,011	3	13	31	44	60	1,237	1,593	2,830
New York	355	6,929	9,721	16,650	11	63	397	460	309	4,241	5,699	9,940
New Jersey	62	1,053	1,859	2,912	10	38	165	203	72	1,269	2,021	3,290
Pennsylvania	216	4,575	5,739	10,314	38	266	436	702	257	5,271	4,436	9,707
South Atlantic Division:												
Delaware	11	244	369	613	1	4	4	8	13	166	232	398
Maryland	38	468	1,069	1,537	5	29	146	175	38	494	1,482	1,976
District of Columbia									4	461	612	1,073
Virginia	53	675	759	1,434	5	41	115	156	50	591	898	1,489
West Virginia	24	312	417	729	3	12	14	26	26	175	325	500
North Carolina	10	138	178	316	2	12	16	28	9	93	144	237
South Carolina	58	595	857	1,452	5	41	151	192	69	431	925	1,356
Georgia	62	629	731	1,360	13	83	162	245	86	965	1,527	2,492
Florida	20	198	280	478	12	51	82	133	23	237	330	567
South Central Division:												
Kentucky	47	902	889	1,791	24	143	267	410	52	770	1,115	1,885
Tennessee	76	1,020	1,076	2,096	12	68	54	122	84	822	1,142	1,964
Alabama	38	560	771	1,331	8	33	252	285	42	478	813	1,291
Mississippi	73	862	1,110	1,972	11	47	72	119	61	508	725	1,233
Louisiana	15	275	481	756	2	8	15	23	20	378	698	1,076
Texas	169	2,648	3,553	6,201	108	528	771	1,299	175	1,972	3,068	5,040
Arkansas	41	616	774	1,390	9	103	113	216	39	425	565	990
Oklahoma	1	21	25	46	2	8	14	22	2	50	60	110
Indian Territory	3	57	8	65	1	14	0	14	2	40	2	42
North Central Division:												
Ohio	514	6,409	7,974	14,383	89	423	562	985	495	6,006	8,647	14,653
Indiana	200	2,193	2,549	4,742	68	361	490	851	310	4,986	6,281	11,167
Illinois	305	5,203	7,275	12,478	21	140	261	401	296	5,155	7,776	12,931
Michigan	253	2,845	3,873	6,718	54	244	490	734	255	3,413	4,752	8,165
Wisconsin	174	1,827	2,378	4,205	111	460	654	1,114	138	1,352	1,690	3,042
Minnesota	72	1,019	1,621	2,640	3	17	33	50	95	1,285	1,937	3,222
Iowa	257	3,296	4,737	8,033	28	163	214	377	300	3,771	5,295	9,066
Missouri	157	2,820	3,870	6,690	59	335	821	1,156	182	2,786	4,811	7,597
North Dakota	16	136	180	316	3	13	15	28	21	137	177	314
South Dakota	24	258	374	632	1	0	4	4	25	214	310	524
Nebraska	170	2,033	3,011	5,044	4	12	44	56	182	2,334	3,617	5,951
Kansas	127	1,448	2,135	3,583	34	196	350	546	156	1,693	2,612	4,305
Western Division:												
Montana	11	126	154	280	1	1	11	12	13	143	174	317
Wyoming	3	48	39	87	1	1	6	7	5	51	71	122
Colorado	19	238	263	501	10	93	177	270	35	713	1,013	1,726
New Mexico	3	40	59	99					3	21	43	64
Arizona	1	10	23	33					1	10	12	22
Utah	2	12	26	38	2	16	35	51	3	201	275	476
Nevada	5	87	150	237	1	0	8	8	7	92	174	266
Idaho	5	74	91	165					4	29	30	59
Washington	17	214	302	516	11	58	81	142	28	393	650	1,043
Oregon	8	132	188	320	1	1	5	6	10	141	312	453
California	16	353	532	885					82	2,465	4,123	6,588

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TABLE 8.—*Public high schools—Number of secondary students pursuing certain studies in 1897-98.*

State or Territory.	English literature.				History.				Civics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	4,356	74,014	106,142	180,156	4,504	69,636	99,842	169,478	4,133	43,997	58,245	102,242
North Atlantic Division	1,086	27,811	34,373	62,184	1,088	24,364	31,828	56,192	1,052	11,631	13,962	25,593
South Atlantic Division	271	4,644	7,204	11,848	318	4,850	7,668	12,518	147	1,447	1,591	3,038
South Central Division	404	4,772	7,569	12,341	421	5,715	9,366	15,081	375	3,991	5,484	9,475
North Central Division	2,387	30,328	46,800	77,128	2,474	29,472	42,626	72,098	2,380	25,067	34,286	59,353
Western Division	208	6,459	10,196	16,655	203	5,235	8,354	13,589	179	1,861	2,922	4,783
North Atlantic Division:												
Maine	110	1,206	1,649	2,855	112	1,259	1,639	2,898	103	671	856	1,527
New Hampshire	43	638	861	1,499	43	567	693	1,260	30	189	253	442
Vermont	40	156	302	458	41	323	480	803	45	320	397	717
Massachusetts	218	9,895	12,837	22,732	215	8,906	10,207	18,213	171	2,136	2,290	4,426
Rhode Island	15	833	1,331	2,164	15	749	880	1,629	14	202	169	371
Connecticut	62	2,003	2,463	4,466	62	1,306	1,688	2,994	40	292	488	780
New York	276	4,109	5,324	9,433	306	4,592	8,118	12,710	336	3,767	4,394	8,161
New Jersey	73	1,999	3,379	5,378	73	1,881	2,861	4,742	64	747	1,145	1,892
Pennsylvania	249	6,972	6,227	13,199	221	5,681	5,262	10,943	249	3,307	3,970	7,277
South Atlantic Division:												
Delaware	11	99	172	271	14	143	236	379	11	76	132	208
Maryland	42	1,196	1,547	2,743	40	1,093	1,555	2,648	15	180	89	269
District of Columbia	5	1,120	1,684	2,804	4	506	919	1,425	1	3	4	7
Virginia	47	520	887	1,407	54	898	1,308	2,206	16	170	116	286
West Virginia	23	272	490	762	26	286	452	738	24	203	299	502
North Carolina	11	302	383	685	13	285	359	644	6	192	216	408
South Carolina	57	311	742	1,053	72	584	1,111	1,695	28	241	313	554
Georgia	61	667	1,098	1,765	79	923	1,560	2,483	31	267	284	551
Florida	14	157	201	358	16	132	168	300	15	115	138	253
South Central Division:												
Kentucky	54	1,004	1,163	2,167	47	930	1,502	2,432	51	548	652	1,200
Tennessee	58	547	811	1,358	62	786	1,078	1,864	50	445	518	963
Alabama	38	340	759	1,099	33	344	715	1,059	18	210	343	553
Mississippi	65	637	914	1,551	60	606	822	1,428	55	484	678	1,162
Louisiana	17	211	717	928	18	396	1,055	1,451	14	151	317	468
Texas	135	1,617	2,723	4,340	161	2,242	3,646	5,888	154	1,816	2,593	4,409
Arkansas	83	361	455	816	37	374	540	914	30	278	357	635
Oklahoma	2	22	21	43	1	10	8	18	1	40	20	60
Indian Territory	2	33	6	39	2	27	0	27	2	19	6	25
North Central Division:												
Ohio	480	5,736	8,313	14,049	481	5,476	7,571	13,047	523	4,417	5,593	10,010
Indiana	305	4,510	5,843	10,353	314	3,567	4,592	8,159	265	2,740	3,368	6,108
Illinois	301	6,666	11,282	17,948	296	4,094	6,578	10,672	277	3,267	4,575	7,842
Michigan	247	1,859	3,119	4,978	269	3,699	4,746	8,445	244	2,836	3,976	6,812
Wisconsin	166	1,477	2,245	3,722	175	1,687	2,255	3,942	165	1,090	2,282	3,972
Minnesota	93	842	1,339	2,181	93	1,446	2,195	3,641	66	629	806	1,435
Iowa	279	3,604	5,550	9,154	298	3,489	5,327	8,816	300	3,364	4,821	8,185
Missouri	167	1,905	3,130	5,035	173	2,434	3,875	6,309	143	2,071	2,964	5,035
North Dakota	20	164	270	434	18	161	199	360	19	130	168	298
South Dakota	23	111	225	336	25	220	344	564	25	198	299	497
Nebraska	102	2,021	3,208	5,229	180	1,666	2,690	4,356	203	1,964	2,852	4,816
Kansas	144	1,433	2,276	3,709	152	1,533	2,254	3,787	150	1,761	2,582	4,343
Western Division:												
Montana	15	123	184	307	14	132	187	319	10	126	204	330
Wyoming	5	68	100	168	5	40	55	95	4	57	78	135
Colorado	37	1,376	2,050	3,426	37	1,355	1,981	3,336	23	331	514	845
New Mexico	2	11	25	36	2	9	18	27	3	8	26	34
Arizona	2	40	50	90	2	20	27	47	1	29	20	49
Utah	4	156	244	400	3	78	98	176	3	36	46	82
Nevada	7	144	236	380	7	119	214	333	6	71	135	206
Idaho	6	53	100	153	4	55	81	136	5	67	94	161
Washington	28	402	645	1,047	23	299	497	796	20	204	310	514
Oregon	10	106	265	371	13	229	463	692	9	120	224	344
California	92	3,980	6,297	10,277	93	2,899	4,733	7,632	86	812	1,271	2,083

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TABLE 9.—*Public high schools—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1897–98.*

State or Territory.	Total secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Males.	Females.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1898.	
United States	449,000	42.08	57.92	6.21	5.15	11.79	27.45
North Atlantic Division	141,747	43.49	56.51	7.93	4.13	12.04	23.74
South Atlantic Division	24,383	39.95	60.05	6.53	1.95	10.45	23.12
South Central Division	32,888	41.37	58.63	7.66	5.13	8.40	30.41
North Central Division	225,578	41.74	58.26	4.89	5.66	12.17	28.38
Western Division	25,004	40.09	59.91	6.21	9.44	12.79	40.09
North Atlantic Division:							
Maine	8,568	45.20	54.80	12.29	3.26	12.11	28.03
New Hampshire	3,325	44.12	55.88	9.17	4.15	13.23	23.86
Vermont	3,156	42.71	57.29	5.96	9.19	10.17	41.43
Massachusetts	33,322	43.83	56.17	13.08	4.50	14.74	25.88
Rhode Island	3,149	42.52	57.48	17.12	1.40	10.45	40.43
Connecticut	6,881	45.14	54.86	8.65	4.29	13.76	23.76
New York	46,574	46.14	53.86	5.40	4.36	8.24	27.71
New Jersey	9,090	39.65	60.35	5.74	5.77	12.80	20.32
Pennsylvania	27,082	39.07	60.93	4.17	2.63	14.76	14.44
South Atlantic Division:							
Delaware	1,104	40.67	59.33	3.99	1.09	11.59	19.53
Maryland	3,922	39.09	60.91	1.84	0.33	9.69	10.79
District of Columbia	2,956	40.70	59.30	1.39	1.12	11.87	12.25
Virginia	3,911	41.29	58.71	6.85	2.02	10.36	15.31
West Virginia	1,778	36.22	63.78	5.23	1.69	12.04	20.56
North Carolina	892	44.73	55.27	5.49	1.01	10.54	46.81
South Carolina	3,312	39.19	60.81	13.41	3.29	9.03	47.16
Georgia	5,454	39.84	60.16	10.10	3.26	10.60	29.07
Florida	1,051	40.61	59.39	2.94	1.23	9.39	21.21
South Central Division:							
Kentucky	4,754	41.75	58.25	4.25	4.59	8.20	27.69
Tennessee	5,357	42.80	57.20	8.51	5.04	10.99	28.18
Alabama	2,577	40.20	59.80	5.90	2.72	8.96	29.44
Mississippi	3,472	45.10	54.90	13.57	10.48	5.82	33.17
Louisiana	1,755	31.91	68.09	3.19	0.68	13.52	12.97
Texas	11,843	40.45	59.55	7.54	4.88	7.43	33.98
Arkansas	2,785	43.22	56.78	9.83	5.78	7.11	44.44
Oklahoma	246	39.43	60.57	0.00	0.00	7.32	50.00
Indian Territory	98	77.55	22.45	16.33	14.29	15.31	26.67
North Central Division:							
Ohio	40,808	43.13	56.87	6.02	4.87	12.85	23.57
Indiana	22,812	44.02	55.98	3.02	3.13	11.01	21.46
Illinois	35,068	39.70	60.30	5.12	5.09	12.32	24.00
Michigan	27,458	42.43	57.57	2.47	5.58	11.28	28.96
Wisconsin	16,796	43.69	56.31	4.53	4.78	12.29	29.75
Minnesota	11,710	40.82	59.18	1.90	16.39	11.63	51.91
Iowa	20,262	41.73	58.27	6.06	4.51	13.38	27.59
Missouri	17,143	39.53	60.47	5.02	5.41	11.04	24.19
North Dakota	908	39.65	60.35	8.37	7.71	8.92	48.15
South Dakota	1,615	41.92	58.08	1.36	2.11	14.06	32.16
Nebraska	13,403	40.15	59.85	6.57	9.10	13.15	37.46
Kansas	11,595	40.34	59.66	8.59	5.05	11.85	40.76
Western Division:							
Montana	836	40.74	59.26	11.94	9.71	11.50	31.07
Wyoming	307	44.63	55.37	5.86	1.95	14.01	65.12
Colorado	4,928	39.83	60.17	6.35	13.33	12.28	31.90
New Mexico	127	37.80	62.20	0.79	7.87	22.05	17.86
Arizona	156	41.67	58.33	7.69	4.49	7.69	100.00
Utah	891	41.64	58.36	0.00	0.00	7.41	45.45
Nevada	509	37.52	62.48	5.30	5.30	19.06	42.27
Idaho	346	40.75	59.25	11.85	11.56	8.67	26.67
Washington	2,630	39.70	60.30	6.88	5.78	13.95	19.35
Oregon	1,594	40.03	59.97	4.83	0.69	12.11	7.25
California	12,620	40.10	59.90	6.14	10.81	13.11	51.27

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TABLE 10.—*Public high schools—Percentages of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Per cent of total secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States	49.67	3.12	7.54	13.25	56.13	27.09	2.27	3.82	20.69
North Atlantic Division	47.37	6.06	16.92	16.64	50.76	26.40	2.02	4.31	18.14
South Atlantic Division	64.61	2.57	9.39	12.01	70.06	33.22	5.18	3.98	27.58
South Central Division	56.34	2.21	5.14	4.92	73.42	33.90	6.10	4.68	29.58
North Central Division	48.03	1.42	2.07	12.53	55.08	25.01	1.45	3.57	20.10
Western Divison	54.12	3.46	5.16	12.68	59.71	34.94	3.24	2.05	22.17
North Atlantic Division:									
Maine	46.00	10.96	21.00	1.23	51.61	26.03	0.41	8.27	20.72
New Hampshire	56.45	9.68	31.37	3.43	47.91	30.80	1.26	7.25	24.72
Vermont	43.12	6.37	12.83	2.31	47.78	21.10	0.00	6.84	15.40
Massachusetts	49.78	9.78	39.95	10.25	47.43	30.02	1.02	5.97	21.79
Rhode Island	44.74	10.07	25.31	12.99	54.33	25.63	2.29	5.18	22.10
Connecticut	53.63	7.21	16.33	21.33	46.72	28.88	2.82	6.34	16.97
New York	40.10	4.02	8.15	21.60	41.43	20.59	2.24	2.40	11.13
New Jersey	40.02	3.62	5.79	27.08	72.84	24.49	2.18	5.11	20.57
Pennsylvania	58.08	3.09	4.22	19.65	64.06	32.28	3.40	2.71	23.33
South Atlantic Division:									
Delaware	78.26	0.18	0.00	3.35	72.10	32.52	2.54	0.45	33.88
Maryland	64.20	2.37	9.05	27.33	75.98	67.49	10.15	6.53	54.41
District of Columbia	44.55	3.52	14.21	31.22	31.09	19.11	2.98	0.00	20.30
Virginia	72.69	0.28	11.07	17.23	69.75	27.26	4.91	1.43	22.40
West Virginia	39.43	0.00	0.00	6.81	72.72	27.50	3.43	1.12	18.79
North Carolina	82.40	4.93	0.00	0.00	66.37	22.31	0.00	3.03	26.12
South Carolina	63.38	2.17	4.29	1.06	77.11	20.23	4.44	4.59	29.29
Georgia	75.89	5.24	16.12	0.68	82.29	32.97	4.68	6.71	18.87
Florida	51.04	1.33	5.69	2.85	69.54	29.03	8.82	8.44	16.51
South Central Division:									
Kentucky	64.14	4.44	1.16	15.84	74.46	23.61	6.82	6.42	23.35
Tennessee	49.79	1.96	1.68	2.17	63.10	36.05	2.56	5.26	24.42
Alabama	63.60	4.50	6.36	1.94	77.38	40.40	17.19	14.98	34.34
Mississippi	50.84	2.07	0.17	0.17	64.63	15.55	2.16	3.34	40.09
Louisiana	84.11	1.19	63.86	0.00	68.95	48.55	1.07	1.87	32.81
Texas	51.90	1.36	1.63	4.50	80.39	38.78	6.13	3.23	31.82
Arkansas	56.53	1.51	1.90	3.05	72.83	27.28	10.16	1.08	21.61
Oklahoma	67.07	0.00	0.00	30.49	67.07	23.17	0.00	0.00	17.89
Indian Territory	43.88	0.00	0.00	0.00	64.29	51.02	0.00	4.08	42.86
North Central Division:									
Ohio	50.53	2.23	1.61	12.04	58.44	25.25	2.94	4.71	18.80
Indiana	65.99	0.49	0.67	8.90	65.42	25.17	1.07	2.18	20.95
Illinois	49.77	1.49	4.36	13.98	48.74	26.00	1.02	5.45	20.54
Michigan	34.38	1.72	2.97	15.53	51.00	19.78	0.82	2.73	18.04
Wisconsin	24.73	0.89	0.40	24.67	42.86	22.61	0.43	0.40	15.87
Minnesota	58.63	1.82	5.00	15.50	44.53	28.76	0.56	3.24	15.80
Iowa	41.07	0.46	0.85	8.39	53.21	23.47	0.81	5.23	21.29
Missouri	52.28	2.41	2.27	9.67	66.91	25.73	3.26	2.67	22.27
North Dakota	72.91	1.32	0.00	0.55	58.48	27.86	0.44	1.54	17.73
South Dakota	40.62	0.80	0.31	10.03	50.15	23.72	2.72	4.95	22.29
Nebraska	54.80	1.25	1.51	8.72	61.57	30.86	1.50	1.49	25.26
Kansas	54.76	0.91	0.37	8.66	59.76	28.49	0.66	3.42	25.03
Western Division:									
Montana	62.72	0.78	2.90	16.63	61.61	26.00	2.23	1.79	22.77
Wyoming	51.79	0.00	0.00	6.51	50.81	45.28	1.63	5.21	24.10
Colorado	65.26	5.54	7.65	21.94	53.00	38.09	4.30	4.59	24.72
New Mexico	32.28	0.00	0.00	0.00	74.02	44.88	0.00	23.62	31.50
Arizona	50.64	0.00	0.00	0.00	76.28	16.67	8.33	0.00	20.51
Utah	45.01	1.57	6.06	19.42	67.56	21.10	5.39	0.90	13.58
Nevada	54.42	0.00	4.91	0.00	83.30	49.31	0.00	0.59	61.10
Idaho	46.24	0.00	0.00	0.00	65.03	27.75	0.00	3.76	9.83
Washington	43.92	0.00	1.75	11.63	60.91	31.33	1.10	2.51	18.44
Oregon	33.50	0.00	0.00	10.98	63.99	21.14	3.26	3.39	20.39
California	55.06	4.53	6.05	10.03	59.63	37.31	3.42	0.63	21.39

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TABLE 11.—*Public high schools—Percentages of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Per cent of total secondary students.								
	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	English literature.	History.	Civics.
United States	8.30	24.94	4.37	29.98	2.74	35.97	40.07	37.70	22.74
North Atlantic Division	9.10	19.02	5.86	27.23	1.45	32.40	43.87	39.64	18.06
South Atlantic Division	8.15	30.87	3.22	32.48	3.95	41.37	48.59	51.34	12.46
South Central Division	8.53	36.48	6.87	47.56	7.63	41.43	37.51	45.84	28.80
North Central Division	7.33	26.97	3.27	30.80	2.79	35.88	34.19	31.96	26.31
Western Division	12.43	19.28	3.63	12.64	1.98	44.54	66.61	54.35	19.13
North Atlantic Division:									
Maine	9.45	18.06	8.99	18.67	2.75	27.53	33.32	33.82	17.82
New Hampshire	14.35	10.65	6.62	11.79	0.51	36.18	45.08	37.80	13.29
Vermont	6.53	24.11	7.79	12.67	3.77	26.14	14.51	25.44	22.72
Massachusetts	12.31	9.29	5.49	15.83	0.55	43.02	68.22	54.66	13.28
Rhode Island	15.02	6.32	4.48	1.24	2.86	45.86	68.72	51.73	11.78
Connecticut	9.62	17.73	6.23	14.69	0.64	41.13	64.90	43.51	11.34
New York	5.47	19.22	6.07	35.75	0.99	21.34	20.25	27.29	17.53
New Jersey	10.12	26.78	6.81	30.05	2.09	33.95	55.50	48.94	19.53
Pennsylvania	9.75	30.41	4.39	38.08	2.59	35.84	48.74	40.41	26.87
South Atlantic Division:									
Delaware	12.14	45.65	0.00	55.53	0.72	36.05	24.55	34.83	18.84
Maryland	6.50	20.47	0.87	39.19	4.46	50.38	69.94	67.52	6.86
District of Columbia	7.98	0.00	1.18	0.00	0.00	36.30	94.86	48.21	0.24
Virginia	12.32	37.97	2.12	36.67	3.90	38.07	35.98	56.41	7.31
West Virginia	5.74	45.67	3.32	41.00	1.46	28.12	42.86	41.51	28.23
North Carolina	16.82	21.41	13.34	35.43	3.14	26.57	76.79	72.20	45.74
South Carolina	3.99	49.40	5.50	43.84	5.80	40.94	31.79	51.18	16.73
Georgia	7.99	31.22	4.44	24.94	4.49	45.69	32.36	45.53	10.10
Florida	5.60	37.38	2.85	45.35	12.62	53.80	33.97	28.46	24.00
South Central Division:									
Kentucky	9.78	20.26	3.58	37.67	8.62	39.65	45.58	51.16	25.24
Tennessee	6.25	24.06	14.15	39.13	2.28	36.66	25.35	34.80	17.98
Alabama	18.01	35.86	15.29	51.65	11.06	50.10	42.65	41.09	21.46
Mississippi	3.17	37.04	2.39	56.80	3.43	35.51	44.67	41.13	83.47
Louisiana	22.23	36.37	0.74	42.76	1.30	60.86	52.49	82.07	26.47
Texas	5.84	47.50	4.56	52.36	10.97	42.56	36.65	49.72	37.23
Arkansas	10.05	41.64	8.87	49.89	7.75	35.53	29.29	32.81	22.79
Oklahoma	12.60	32.52	5.28	18.70	8.94	44.72	17.48	7.32	24.39
Indian Territory	37.76	30.61	42.86	66.33	14.29	42.86	39.80	27.55	25.51
North Central Division:									
Ohio	7.53	26.69	2.80	35.25	2.41	35.91	34.43	31.97	24.53
Indiana	8.67	25.35	3.32	20.79	3.73	48.95	45.38	35.77	26.78
Illinois	7.19	28.32	3.63	35.58	1.14	36.87	51.18	30.43	22.36
Michigan	9.45	21.32	2.26	24.47	2.67	29.74	18.13	30.76	24.81
Wisconsin	3.26	34.01	1.48	25.04	6.63	18.11	22.16	23.47	23.65
Minnesota	9.85	13.35	1.20	22.54	0.43	27.51	18.63	31.09	12.25
Iowa	4.48	27.46	5.66	30.62	1.44	34.55	34.89	33.60	31.20
Missouri	7.90	25.00	4.90	39.02	6.74	44.32	29.37	36.80	29.37
North Dakota	3.19	20.26	0.66	34.80	3.08	34.58	47.80	39.65	32.82
South Dakota	6.32	36.28	8.42	39.13	0.25	32.45	20.80	34.92	30.77
Nebraska	10.18	31.85	2.25	37.63	0.42	44.40	39.01	32.50	35.93
Kansas	5.50	39.36	3.74	30.90	4.71	37.13	31.99	32.66	37.46
Western Division:									
Montana	15.85	31.47	7.81	31.25	1.34	35.38	34.26	35.00	36.83
Wyoming	4.89	19.54	3.91	28.34	2.28	39.74	54.72	30.94	43.97
Colorado	16.27	15.08	10.82	10.17	5.48	35.02	69.52	67.69	17.15
New Mexico	8.66	52.76	11.02	77.95	0.00	50.39	28.35	21.26	26.77
Arizona	8.33	21.15	5.13	21.15	0.00	14.10	57.09	30.13	31.41
Utah	2.69	19.87	3.37	4.26	5.72	53.42	44.89	19.75	9.20
Nevada	34.38	44.20	0.00	46.56	1.57	52.26	74.66	65.42	40.47
Idaho	7.51	59.54	1.73	47.69	0.00	17.05	44.22	39.31	46.53
Washington	5.17	42.50	2.43	19.62	5.40	39.66	39.81	30.27	19.54
Oregon	12.74	31.18	2.07	20.08	0.38	28.42	23.27	43.41	21.58
California	12.36	11.18	1.09	7.01	0.00	52.20	81.43	60.48	16.51

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TABLE 12.—*Statistics of public high schools in cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	700	2,669	4,211	6,880	85,009	123,766	208,775
North Atlantic Division	252	1,048	1,829	2,877	36,210	46,684	82,894
South Atlantic Division	56	157	258	415	4,467	8,144	12,611
South Central Division	74	175	206	381	3,827	7,227	11,054
North Central Division	280	1,090	1,665	2,755	34,893	53,123	88,016
Western Division	38	199	253	452	5,612	8,588	14,200
North Atlantic Division:							
Maine	9	25	42	67	931	1,174	2,105
New Hampshire	7	18	35	53	711	941	1,652
Vermont	2	4	12	16	183	287	470
Massachusetts	71	339	584	923	10,846	13,681	24,527
Rhode Island	9	60	71	131	1,119	1,544	2,663
Connecticut	17	69	124	193	2,136	2,512	4,648
New York	63	266	540	806	12,385	13,335	25,720
New Jersey	21	59	136	195	2,249	3,616	5,865
Pennsylvania	53	208	285	493	5,650	9,594	15,244
South Atlantic Division:							
Delaware	1	5	15	20	260	362	622
Maryland	9	30	41	71	914	1,633	2,547
District of Columbia	5	49	73	122	1,203	1,753	2,956
Virginia	14	24	52	76	877	1,482	2,359
West Virginia	6	9	14	23	226	483	709
North Carolina	4	9	7	16	213	293	506
South Carolina	5	6	14	20	104	617	721
Georgia	11	22	39	61	630	1,416	2,046
Florida	1	3	3	6	40	105	145
South Central Division:							
Kentucky	18	53	56	109	1,065	1,726	2,791
Tennessee	10	21	35	56	555	1,199	1,754
Alabama	9	11	24	35	363	647	1,010
Mississippi	5	7	11	18	210	331	541
Louisiana	6	16	32	48	313	808	1,121
Texas	19	50	40	90	1,009	1,978	2,987
Arkansas	6	16	6	22	254	452	706
Oklahoma	1	1	2	3	58	86	144
Indian Territory							
North Central Division:							
Ohio	56	212	295	507	6,802	10,132	16,934
Indiana	37	136	148	284	3,793	5,345	9,138
Illinois	49	257	314	571	6,747	11,647	18,394
Michigan	28	107	215	322	4,347	6,010	10,357
Wisconsin	27	87	140	227	2,814	3,717	6,531
Minnesota	16	58	168	226	2,527	3,756	6,283
Iowa	23	72	141	213	2,627	3,785	6,412
Missouri	21	94	126	220	2,593	4,726	7,319
North Dakota	1	2	2	4	29	69	98
South Dakota	1	2	5	7	102	148	250
Nebraska	10	39	69	108	1,469	2,190	3,659
Kansas	11	24	42	66	1,043	1,598	2,641
Western Division:							
Montana	2	5	5	10	137	210	347
Wyoming	1	2	4	6	67	73	140
Colorado	10	23	58	111	1,232	1,912	3,144
New Mexico							
Arizona							
Utah	2	13	15	28	340	482	822
Nevada							
Idaho							
Washington	4	21	24	45	586	916	1,502
Oregon	2	10	15	25	417	660	1,077
California	17	95	132	227	2,833	4,335	7,168

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TABLE 13.—*Statistics of public high schools outside of cities of 8,000 population and over.*

State or Territory.	Schools.	Secondary instructors.			Secondary pupils.		
		Male.	Female.	Total.	Male.	Female.	Total.
United States	4,615	5,873	5,188	11,061	104,178	136,647	240,825
North Atlantic Division	1,064	1,197	1,612	2,809	25,441	33,412	58,853
South Atlantic Division	331	355	306	661	5,275	6,497	11,772
South Central Division	478	687	494	1,181	9,780	12,054	21,834
North Central Division	2,552	3,344	2,539	5,883	59,270	78,292	137,562
Western Division	190	290	237	527	4,412	6,392	10,804
North Atlantic Division:							
Maine	145	145	120	265	2,942	3,521	6,463
New Hampshire	45	40	52	92	756	917	1,673
Vermont	53	51	74	125	1,165	1,521	2,686
Massachusetts	156	156	277	433	3,758	5,037	8,795
Rhode Island	7	13	11	24	220	266	486
Connecticut	51	43	71	114	970	1,263	2,233
New York	304	350	658	1,008	9,106	11,748	20,854
New Jersey	64	75	144	219	1,593	2,232	3,825
Pennsylvania	239	324	205	529	4,931	6,907	11,838
South Atlantic Division:							
Delaware	13	11	16	27	189	293	482
Maryland	37	45	27	72	619	756	1,375
District of Columbia							
Virginia	52	46	44	90	738	814	1,552
West Virginia	22	27	29	56	418	651	1,069
North Carolina	10	13	8	21	186	200	386
South Carolina	80	87	70	157	1,194	1,397	2,591
Georgia	94	94	82	176	1,543	1,865	3,408
Florida	23	32	30	62	388	521	909
South Central Division:							
Kentucky	43	50	55	105	920	1,043	1,963
Tennessee	83	109	58	167	1,738	1,865	3,603
Alabama	39	44	38	82	673	894	1,567
Mississippi	80	86	82	168	1,356	1,575	2,931
Louisiana	14	21	19	40	247	387	634
Texas	173	308	202	510	3,781	5,075	8,856
Arkansas	42	62	34	96	950	1,130	2,080
Oklahoma	1	2	2	4	39	63	102
Indian Territory	3	5	4	9	76	22	98
North Central Division:							
Ohio	542	699	352	1,051	10,799	13,075	23,874
Indiana	312	492	207	699	6,249	7,425	13,674
Illinois	279	379	317	696	7,174	9,500	16,674
Michigan	254	304	373	677	7,303	9,798	17,101
Wisconsin	155	195	187	382	4,525	5,740	10,265
Minnesota	96	120	158	278	2,253	3,174	5,427
Iowa	303	363	425	788	8,332	11,518	19,850
Missouri	180	259	175	434	4,183	5,641	9,824
North Dakota	23	23	23	46	331	479	810
South Dakota	28	31	30	61	575	790	1,365
Nebraska	215	247	156	403	3,912	5,832	9,744
Kansas	165	232	136	368	3,634	5,320	8,954
Western Division:							
Montana	13	11	18	29	228	321	549
Wyoming	4	4	2	6	70	97	167
Colorado	29	57	40	97	731	1,053	1,784
New Mexico	4	5	2	7	48	79	127
Arizona	2	5	3	8	65	91	156
Utah	2	4	1	5	31	38	69
Nevada	8	6	17	23	191	318	509
Idaho	6	8	15	23	141	205	346
Washington	32	38	18	56	458	670	1,128
Oregon	11	15	7	22	221	296	517
California	79	137	114	251	2,228	3,224	5,452

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TABLE 14.—*Average number of teachers to a public high school, students to a teacher, and students to a school, in cities and outside of cities of 8,000 population.*

State or Territory.	Schools reported as departments of city or village systems.	Schools reported as independent.	Average teachers to a high school.		Average students to a teacher.		Average students to a high school.	
			In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.	In cities of 8,000 population and over.	In schools not in cities of 8,000 and over.
United States	4,695	620	9.8	2.4	30.3	21.8	296.3	52.2
North Atlantic Division	1,211	105	11.4	2.6	28.8	21.0	328.9	55.3
South Atlantic Division	297	90	7.4	2.0	30.4	17.8	225.2	35.6
South Central Division	420	132	5.1	2.5	29.0	18.5	149.4	45.7
North Central Division	2,583	249	9.8	2.3	31.9	23.4	314.3	53.9
Western Division	184	44	11.9	2.8	31.4	20.5	373.7	56.9
North Atlantic Division:								
Maine	133	21	7.4	1.8	31.4	24.4	233.9	44.6
New Hampshire	47	5	7.6	2.0	31.2	18.2	236.0	37.2
Vermont	54	1	8.0	2.4	29.4	21.5	235.0	50.7
Massachusetts	214	13	13.0	2.8	26.6	29.3	345.5	56.4
Rhode Island	15	1	14.6	3.4	20.3	20.3	295.9	69.4
Connecticut	58	10	11.4	2.2	24.1	19.6	273.4	43.8
New York	318	49	12.8	3.3	31.9	20.7	408.3	68.6
New Jersey	83	2	9.3	3.4	30.1	17.5	279.3	59.8
Pennsylvania	289	3	9.3	2.2	30.9	22.4	287.6	49.5
South Atlantic Division:								
Delaware	13	1	20.0	2.1	31.1	17.9	622.6	37.1
Maryland	35	11	7.9	1.9	35.9	19.1	283.0	37.2
District of Columbia	5	.....	24.4	.....	24.2	.....	591.2	.....
Virginia	52	14	5.4	1.7	30.9	17.2	168.5	29.8
West Virginia	26	2	3.8	2.5	30.8	19.1	118.2	48.6
North Carolina	12	2	4.0	2.1	31.6	18.4	126.5	38.6
South Carolina	57	28	4.0	2.0	36.1	16.5	144.2	32.4
Georgia	77	28	5.5	1.9	33.5	19.4	186.0	36.3
Florida	20	4	6.0	2.7	24.2	14.7	145.0	39.5
South Central Division:								
Kentucky	56	5	6.1	2.4	25.6	18.7	155.1	45.7
Tennessee	66	27	5.6	2.0	31.3	21.6	175.4	43.4
Alabama	29	19	3.9	2.1	28.9	19.1	112.3	40.2
Mississippi	49	36	3.6	2.1	30.1	17.4	108.2	36.6
Louisiana	14	6	8.0	2.9	23.4	15.9	186.8	45.3
Texas	161	31	4.7	2.9	33.2	17.4	157.2	51.2
Arkansas	43	5	3.7	2.3	32.1	21.7	117.7	49.5
Oklahoma	2	.....	3.0	4.0	48.0	25.5	144.0	102.0
Indian Territory	.....	3	.....	3.0	.....	10.9	.....	32.7
North Central Division:								
Ohio	541	57	9.1	1.9	33.4	22.7	302.4	44.0
Indiana	310	39	7.7	2.2	32.2	19.6	247.0	43.8
Illinois	308	20	11.7	2.5	32.2	24.0	375.4	59.8
Michigan	257	25	11.5	2.7	32.2	25.3	369.9	67.3
Wisconsin	173	9	8.4	2.5	28.8	26.9	241.9	66.2
Minnesota	101	11	14.1	2.9	27.8	19.5	392.7	56.5
Iowa	272	54	9.3	2.6	30.1	25.2	278.8	65.5
Missouri	195	6	10.5	2.4	33.3	22.6	348.5	54.6
North Dakota	24	.....	4.0	2.0	24.5	17.6	98.0	35.2
South Dakota	29	.....	7.0	2.2	35.7	22.4	250.0	48.8
Nebraska	204	21	10.8	1.9	33.9	24.2	365.9	45.3
Kansas	109	7	6.0	2.2	40.0	24.3	240.1	51.3
Western Division:								
Montana	15	.....	5.0	2.2	34.7	18.9	173.5	42.2
Wyoming	5	.....	6.0	1.5	23.3	27.8	140.0	41.8
Colorado	39	.....	11.1	3.3	28.3	18.4	314.4	61.5
New Mexico	4	.....	.....	1.8	.....	18.1	.....	31.8
Arizona	2	.....	.....	4.0	.....	19.5	.....	78.0
Utah	3	1	14.0	2.5	29.4	13.8	411.0	34.5
Nevada	8	.....	.....	2.9	.....	22.1	.....	63.6
Idaho	4	2	.....	3.8	.....	15.0	.....	57.7
Washington	36	.....	11.3	1.8	33.4	20.1	375.5	35.3
Oregon	13	.....	12.5	2.0	43.1	23.5	538.5	47.0
California	55	41	13.4	3.2	31.6	21.7	421.6	69.0

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TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States	4,341	2,380,895	4,300	$83,096,050	1,905	$4,816,237	1,646	$552,932	202	$200,847	786	$1,630,831	2,141	$7,209,847	51	$50,631	109	$1,381,993
North Atlantic Division	1,078	860,703	942	27,845,325	502	1,749,169	409	163,354	69	41,546	256	698,654	557	2,652,723	28	31,683	67	1,016,351
South Atlantic Division	190	79,896	311	2,937,260	209	356,491	147	65,684	15	10,383	55	37,872	232	470,430	3	290	2	5,250
South Central Division	321	120,054	486	5,053,530	314	497,813	273	121,637	28	20,022	73	43,977	331	683,449	5	13,742	9	92,990
North Central Division	2,546	1,224,074	2,361	41,239,483	801	1,742,587	750	164,111	85	130,426	368	700,562	911	2,737,686	14	4,851	22	119,804
Western Division	206	96,168	194	6,020,452	79	470,177	67	38,146	5	7,470	34	149,766	110	665,559	1	65	9	147,598
North Atlantic Division:																		
Maine	78	16,895	105	698,710	103	74,577	49	3,584	10	3,597	43	38,126	107	119,884	3	1,250	4	55,015
New Hampshire	35	11,957	40	1,149,675	15	30,100	17	2,204	5	3,200	8	6,530	20	42,034	4	25,497	6	75,725
Vermont	42	13,054	39	452,055	14	22,073	12	4,155	4	630	6	4,875	17	31,733	3	125	1	30
Massachusetts	187	104,356	154	8,072,391	53	264,850	45	22,468	19	13,458	33	173,766	81	474,542	9	1,800	23	517,917
Rhode Island	12	8,428	8	298,500	4	18,501	5	2,113	1	4,000	2	1,387	5	26,001	....	....	1	90,000
Connecticut	65	45,541	45	1,805,250	19	47,407	14	4,075	6	3,758	7	9,321	24	64,561	2	1,035	6	73,100
New York	349	454,722	321	8,778,706	196	811,172	191	71,776	19	10,670	128	430,539	201	1,324,157	6	1,076	22	177,286
New Jersey	72	50,551	64	2,055,241	18	174,618	11	34,056	....	....	5	4,724	21	213,398	....	....	....	....
Pennsylvania	238	155,199	172	4,534,797	80	305,871	65	18,923	5	2,233	24	29,386	81	356,413	1	900	4	27,278
South Atlantic Division:																		
Delaware	8	1,775	13	184,650	10	34,578	6	668	1	1,052	4	2,745	10	39,043	....	....	....	....
Maryland	34	8,724	31	562,850	13	52,479	4	1,616	....	....	6	5,760	17	59,855	....	....	....	....
District of Columbia	5	10,080	2	140,800	1	25,975	....	....	....	....	....	....	1	25,975	....	....	....	....
Virginia	25	6,935	48	272,900	28	54,122	18	7,899	6	1,320	5	1,521	32	64,862	....	....	....	....
West Virginia	20	5,950	22	344,770	3	4,300	1	194	....	....	1	3,000	4	7,494	....	....	....	....
North Carolina	8	16,268	12	133,750	7	3,544	7	1,805	....	....	3	2,250	8	7,599	....	....	1	5,000
South Carolina	37	12,297	70	272,175	57	66,343	49	20,109	2	850	17	6,861	63	94,223	2	190	....	....
Georgia	40	14,788	91	907,390	76	85,506	58	32,033	4	2,975	12	7,921	81	129,035	1	100	1	250
Florida	13	3,079	22	117,975	14	29,644	4	700	2	4,186	7	7,814	16	42,344	....	....	....	....
South Central Division:																		
Kentucky	42	19,307	57	1,151,900	25	77,283	20	11,859	2	1,200	9	6,060	27	96,402	....	....	1	15,000
Tennessee	47	17,413	84	548,460	47	65,386	44	19,715	4	900	10	4,000	53	90,001	....	....	1	2,500
Alabama	21	14,281	38	253,610	32	24,289	29	17,140	2	125	8	6,518	33	48,072	....	....	1	50
Mississippi	40	12,597	77	421,062	58	56,232	52	20,129	6	1,215	18	3,105	61	80,681	2	850	1	300

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TABLE 15.—*Public high schools—Equipment, income, benefactions, and endowments*—Continued.

State or territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Value.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
South Cent'l Division—Cont'd.																		
Louisiana	16	6,706	12	$125,200	7	$14,845	3	$950	....	.....	2	$3,550	8	$19,345	....	.....	1	$540
Texas	122	38,121	171	1,968,967	116	207,883	102	44,458	10	$8,132	17	12,227	119	272,700	2	$12,010	3	74,000
Arkansas	28	10,619	43	416,331	28	33,895	23	7,386	3	7,450	9	8,517	29	57,248	1	882	1	600
Oklahoma	2	400	2	118,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	3	550	2	50,000	1	18,000	.....	.....	1	1,000	....	.....	1	19,000	....	.....	....	.....
North Central Division:																		
Ohio	479	184,001	490	7,386,855	152	328,261	142	36,879	23	36,583	66	101,345	181	503,068	3	650	4	2,700
Indiana	308	142,206	281	3,850,568	109	232,266	88	20,561	6	3,979	37	99,541	127	356,347	....	.....	2	1,995
Illinois	312	141,327	282	5,753,185	77	214,595	84	25,506	11	24,872	39	104,878	95	369,851	3	2,500	5	16,151
Michigan	262	203,679	240	4,585,990	98	240,042	109	24,466	12	19,119	66	114,988	114	398,615	....	.....	2	12,050
Wisconsin	170	110,462	153	3,164,393	77	131,905	74	18,875	6	2,680	42	67,638	80	221,098	2	324	2	2,300
Minnesota	107	85,723	96	3,243,126	40	136,739	16	1,964	4	12,996	12	23,985	41	175,684	....	.....	2	65,000
Iowa	302	107,625	274	4,853,032	58	108,416	62	12,927	6	4,946	18	31,656	66	157,945	3	1,094	1	1,390
Missouri	186	90,320	177	3,331,626	55	179,771	53	8,096	8	11,656	24	39,846	59	239,369	....	.....	1	15,000
North Dakota	23	11,902	20	300,500	3	8,150	3	508	....	.....	....	.....	3	8,658	....	.....	....	.....
South Dakota	28	10,478	21	374,894	2	3,800	1	112	....	.....	....	.....	2	3,912	....	.....	....	.....
Nebraska	203	72,193	189	2,548,699	76	74,976	71	9,239	3	3,308	39	68,057	84	155,580	1	63	1	18
Kansas	166	64,158	138	1,846,615	54	83,666	47	4,978	6	10,287	25	48,628	59	147,559	2	220	2	3,200
Western Division:																		
Montana	14	5,023	14	573,500	2	10,000	1	21	....	.....	....	.....	2	10,021	....	.....	....	.....
Wyoming	4	5,350	4	104,500	.....	.....	.....	.....	.....	.....	1	400	1	400	....	.....	....	.....
Colorado	36	26,471	30	1,846,600	9	25,060	10	18,384	1	1,700	4	44,575	11	80,719	....	.....	2	3,000
New Mexico	4	665	4	99,000	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	....	.....
Arizona	1	250	2	60,000	1	10,000	.....	.....	.....	.....	.....	.....	1	10,000	....	.....	....	.....
Utah	2	324	3	97,500	3	31,800	3	412	.....	.....	.....	.....	3	32,212	....	.....	....	.....
Nevada	7	2,780	6	84,761	.....	.....	.....	.....	.....	.....	1	3,567	1	3,567	....	.....	....	.....
Idaho	4	2,926	6	220,000	1	15,000	2	650	....	.....	1	3,000	2	18,650	....	.....	....	.....
Washington	31	7,033	29	738,320	5	12,350	2	108	1	2,600	3	9,384	8	24,442	....	.....	....	.....
Oregon	12	4,117	8	169,306	2	3,650	1	55	....	.....	....	.....	2	3,705	....	.....	....	.....
California	91	40,329	88	2,056,965	56	362,317	48	18,516	3	3,170	24	88,840	79	472,843	1	65	7	144,598

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TABLE 16.—*Private high schools and academies—Number of schools, secondary instructors, secondary students, and elementary pupils in 1897–98.*

State or Territory.	Number of schools.	Secondary instructors.			Secondary students.			Colored secondary students (included in preceding column).			Elementary pupils, including all below secondary grades.		
		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	1,990	4,075	5,282	9,357	52,172	53,053	105,225	718	941	1,659	55,904	68,903	124,807
North Atlantic Division	668	1,788	2,412	4,200	20,576	19,738	40,314	136	124	260	15,504	16,370	31,874
South Atlantic Division	373	600	692	1,292	8,745	8,164	16,909	334	514	848	11,199	13,613	24,812
South Central Division	436	639	731	1,370	10,307	10,791	21,098	240	296	536	14,489	16,254	30,743
North Central Division	384	803	1,112	1,915	10,261	11,406	21,667	7	6	13	9,567	15,363	24,930
Western Division	129	245	335	580	2,283	2,954	5,237	1	1	2	5,145	7,303	12,448
North Atlantic Division:													
Maine	35	59	87	146	1,342	1,542	2,885	2	0	2	197	199	396
New Hampshire	29	100	59	159	1,331	687	2,018	12	4	16	1,504	696	2,200
Vermont	23	44	73	117	1,016	1,060	2,076	....	....	.....	418	472	890
Massachusetts	96	256	392	648	2,798	2,776	5,574	19	2	21	921	968	1,889
Rhode Island	13	45	71	116	325	437	762	....	....	.....	326	286	612
Connecticut	62	121	191	312	1,253	1,481	2,734	0	5	5	423	750	1,173
New York	205	597	863	1,460	5,539	6,425	11,964	1	2	3	5,938	7,485	13,423
New Jersey	70	177	209	386	2,214	1,469	3,683	48	30	78	1,505	1,634	3,139
Pennsylvania	135	389	467	856	4,758	3,860	8,618	54	81	135	4,272	3,880	8,152
South Atlantic Division:													
Delaware	3	11	5	16	127	102	229	0	0	0	85	92	177
Maryland	39	84	113	197	836	1,060	1,896	0	0	0	848	849	1,697
District of Columbia	19	87	98	135	303	535	838	52	41	93	309	929	1,238
Virginia	80	151	127	278	1,799	1,347	3,146	49	96	145	1,471	1,651	3,122
West Virginia	14	23	33	56	284	371	655	....	....	.....	373	426	799
North Carolina	111	163	138	301	2,969	2,173	5,142	107	128	235	3,572	3,441	7,013
South Carolina	34	51	48	99	763	711	1,474	46	61	107	1,085	1,206	2,291
Georgia	67	79	114	193	1,649	1,741	3,390	75	180	255	3,045	3,941	6,986
Florida	6	1	16	17	15	124	139	5	8	13	411	1,078	1,489
South Central Division:													
Kentucky	87	119	187	306	1,766	1,855	3,621	0	0	0	2,301	2,429	4,730
Tennessee	102	151	123	274	2,570	2,329	4,899	10	22	32	3,528	3,607	7,135
Alabama	66	87	77	164	1,484	1,277	2,761	39	26	65	1,767	2,069	3,836
Mississippi	50	56	88	144	1,067	1,348	2,415	72	125	197	1,925	2,473	4,398
Louisiana	25	28	59	87	417	570	987	16	14	30	871	1,042	1,913
Texas	71	138	149	287	2,127	2,619	4,746	89	54	143	2,717	3,060	5,777
Arkansas	24	48	27	75	645	563	1,208	14	55	69	774	784	1,558
Oklahoma	2	3	6	9	21	24	45	0	0	0	41	50	91
Indian Territory	9	9	15	24	210	206	416	0	0	0	565	740	1,305
North Central Division:													
Ohio	54	104	190	294	1,152	1,537	2,689	0	0	0	683	1,831	2,514
Indiana	29	66	99	165	890	1,158	2,048	0	0	0	933	1,827	2,760
Illinois	62	138	211	349	1,804	2,218	4,022	2	2	4	1,051	2,579	3,630
Michigan	21	30	73	103	445	762	1,207	0	1	1	1,303	1,789	3,092
Wisconsin	26	76	69	145	727	473	1,200	....	....	.....	667	735	1,402
Minnesota	30	84	93	177	907	658	1,565	0	0	0	1,301	1,272	2,573
Iowa	44	76	101	177	1,373	1,403	2,776	5	3	8	1,392	1,758	3,150
Missouri	80	163	181	344	2,244	2,222	4,466	0	0	0	1,271	2,190	3,461
North Dakota	2	4	4	8	17	31	48	0	0	0	103	201	304
South Dakota	7	11	18	29	162	208	370	....	....	.....	202	322	524
Nebraska	14	23	38	61	196	317	513	0	0	0	389	467	856
Kansas	15	28	35	63	344	419	763	0	0	0	272	392	664
Western Division:													
Montana	4	0	14	14	3	121	124	0	0	0	85	441	526
Wyoming	1	2	1	3	11	12	23	....	....	.....	25	9	34
Colorado	5	7	10	17	62	77	139	0	0	0	362	313	675
New Mexico	3	4	4	8	59	16	75	0	0	0	87	134	221
Arizona	1	0	2	2	0	8	8	....	....	.....	30	40	70
Utah	14	54	33	87	563	611	1,174	....	...	.....	842	495	1,337
Nevada	----	----	----	----	----	----	----	----	----	----	----	----	----
Idaho	7	11	6	17	70	106	176	0	0	0	262	260	522
Washington	12	11	41	52	146	273	419	....	....	.....	107	656	763
Oregon	19	44	43	87	489	372	861	1	0	1	595	970	1,565
California	63	112	181	293	880	1,358	2,238	0	1	1	2,750	3,985	6,735

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TABLE 17.—*Private high schools and academies—Number of secondary students in college preparatory course, number of graduates and college preparatory students in graduating class in 1897-98.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1898.			College preparatory students in graduating class of 1898.			Students in military tactics.
	Classical course.			Scientific course.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	11,128	5,233	16,361	7,429	2,903	10,332	6,302	5,846	12,148	3,628	1,760	5,388	7,854
North Atlantic Division	5,611	1,794	7,405	3,865	1,164	4,969	3,338	2,570	5,908	2,095	699	2,794	3,459
South Atlantic Division	1,863	1,016	2,879	835	279	1,114	713	851	1,564	388	238	626	1,191
South Central Division	1,590	1,168	2,758	984	506	1,558	724	816	1,540	399	378	777	810
North Central Division	1,674	1,032	2,706	1,259	716	1,975	1,302	1,379	2,681	687	437	1,074	1,889
Western Division	370	223	593	586	219	776	225	230	455	135	68	203	425
North Atlantic Division:													
Maine	368	176	544	106	17	123	183	201	384	110	54	164	171
New Hampshire	360	47	407	188	29	217	214	90	304	143	23	166	28
Vermont	97	63	160	72	33	105	137	143	280	49	34	83	96
Massachusetts	1,131	358	1,489	634	246	880	507	385	892	422	164	586	142
Rhode Island	154	34	188	56	44	100	46	55	101	31	25	56	95
Connecticut	372	119	491	272	65	337	232	200	432	135	64	199	51
New York	1,303	545	1,908	1,042	249	1,291	931	775	1,706	545	163	708	1,818
New Jersey	748	154	902	477	173	650	375	232	607	271	58	329	488
Pennsylvania	1,017	299	1,315	1,018	248	1,266	713	489	1,202	389	114	503	570
South Atlantic Division:													
Delaware	11	3	14	10	1	11	15	20	35	7	4	11	6
Maryland	111	95	206	89	14	103	118	132	250	69	59	128	103
District of Columbia	123	18	141	44	5	49	43	61	104	33	8	41	52
Virginia	425	185	610	162	77	239	60	127	187	34	9	43	334
West Virginia	57	41	98	30	17	47	37	29	66	17	8	25	110
North Carolina	670	334	1,004	370	87	457	183	99	282	114	44	158	249
South Carolina	133	76	209	71	16	87	180	183	363	44	20	64	138
Georgia	350	257	607	59	62	121	75	193	268	50	86	136	205
Florida	3	7	10				2	7	9				0
South Central Division:													
Kentucky	278	157	435	157	95	252	156	157	313	69	38	107	155
Tennessee	366	203	569	210	105	315	185	162	347	122	66	188	21
Alabama	329	269	598	139	74	213	59	88	147	32	29	61	192
Mississippi	33	26	59	98	59	157	102	101	203	48	49	97	89
Louisiana	73	65	138	60	54	114	51	79	130	34	56	90	50
Texas	402	369	771	203	131	334	130	189	319	68	55	123	325
Arkansas	78	61	139	82	57	139	37	25	62	18	17	35	78
Oklahoma	10	7	17	4	2	16	3	2	5	3	2	5	0
Indian Territory	21	11	32	11	7	18	1	13	14	0	6	6	0
North Central Division:													
Ohio	160	102	262	145	111	256	128	142	270	109	56	165	58
Indiana	68	151	219	96	49	145	68	138	206	23	30	53	374
Illinois	236	198	434	254	172	426	224	292	516	120	106	226	278
Michigan	29	21	50	56	33	89	49	84	133	27	26	53	161
Wisconsin	294	46	340	98	10	108	148	110	258	36	35	71	113
Minnesota	97	65	162	78	26	104	165	122	287	68	29	97	312
Iowa	192	124	316	109	95	204	213	187	400	69	58	127	225
Missouri	406	277	683	334	150	484	229	212	441	135	55	190	235
North Dakota	16	5	21	0	0	0	6	2	8	7	0	7	0
South Dakota	42	20	62	8	3	11	13	28	41	8	8	16	0
Nebraska	32	37	69	32	24	56	26	26	52	19	19	38	72
Kansas	42	46	88	49	43	92	33	36	69	16	15	31	46
Western Division:													
Montana	0	4	4	0	55	55	0	8	8	0	4	4	0
Wyoming				2	0	2							
Colorado	7	8	15	9	6	15	9	0	9	5	0	5	19
New Mexico	4	0	4				2	3	5	2	0	2	11
Arizona	0	8	8				0	1	1	0	1	1	0
Utah	55	34	89	39	13	52	56	36	92	22	13	35	48
Nevada													
Idaho	16	8	24	9	10	19	5	10	15	1	0	1	0
Washington	14	13	27	10	22	32	2	13	15	2	7	9	0
Oregon	88	56	144	79	76	155	39	41	80	17	11	28	92
California	186	92	278	358	28	386	112	118	230	86	32	118	255

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TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,851	27,908	23,078	50,986	967	8,963	1,990	10,973	1,130	8,632	15,566	24,248
North Atlantic Division	642	12,341	8,996	21,337	409	5,117	941	6,058	536	6,133	8,943	15,076
South Atlantic Division	353	5,264	4,108	9,372	165	1,221	141	1,362	198	1,101	2,220	3,321
South Central Division	403	4,702	4,372	9,074	176	971	428	1,399	151	401	1,150	1,551
North Central Division	348	4,767	4,628	9,395	166	1,429	390	1,819	177	961	2,252	3,213
Western Division	105	834	974	1,808	41	245	90	335	68	186	901	1,087
North Atlantic Division:												
Maine	32	560	589	1,149	31	294	143	437	27	136	305	441
New Hampshire	26	838	309	1,147	18	528	43	571	25	614	254	868
Vermont	23	284	292	576	16	105	39	144	16	74	207	281
Massachusetts	96	2,013	1,537	3,550	65	1,018	211	1,229	93	1,381	1,569	2,950
Rhode Island	13	179	246	425	8	79	23	102	13	139	318	457
Connecticut	60	999	748	1,687	37	378	77	455	50	409	779	1,188
New York	197	3,062	2,524	5,586	116	1,161	187	1,348	172	1,943	3,750	5,693
New Jersey	67	1,535	758	2,293	36	649	48	697	54	504	713	1,217
Pennsylvania	128	2,981	1,993	4,924	82	905	170	1,075	86	933	1,048	1,981
South Atlantic Division:												
Delaware	3	110	76	186	2	25	7	32	2	45	44	89
Maryland	34	614	561	1,175	14	131	15	146	25	217	542	759
District of Columbia	17	200	215	415	7	66	1	67	16	111	319	430
Virginia	76	979	802	1,781	28	166	1	167	54	265	423	688
West Virginia	13	171	203	374	8	79	8	87	12	51	114	165
North Carolina	107	1,557	779	2,336	48	311	20	331	43	102	213	315
South Carolina	32	543	388	931	19	197	39	236	17	207	280	487
Georgia	67	1,075	1,054	2,129	38	246	49	295	27	102	268	370
Florida	4	15	30	45	1	0	1	1	2	1	17	18
South Central Division:												
Kentucky	76	753	793	1,546	34	230	62	292	36	64	248	312
Tennessee	100	1,382	1,129	2,511	48	341	191	532	22	47	180	227
Alabama	63	734	582	1,316	29	105	12	117	24	65	118	183
Mississippi	44	422	448	870	14	62	34	96	11	35	73	108
Louisiana	22	173	217	390	6	29	22	51	19	122	247	369
Texas	65	830	879	1,709	28	131	70	201	33	63	276	339
Arkansas	23	312	219	531	12	46	25	71	4	5	6	11
Oklahoma	2	20	19	39	1	4	0	4	1	0	2	2
Indian Territory	8	76	86	162	4	23	12	35	.....	.....	.....	.....
North Central Division:												
Ohio	52	629	669	1,298	25	284	44	328	35	130	465	595
Indiana	28	422	473	895	11	93	24	117	14	74	261	335
Illinois	57	849	1,096	1,945	32	201	110	311	33	202	691	893
Michigan	17	197	269	466	7	40	35	75	10	70	187	257
Wisconsin	24	525	112	637	14	254	17	271	18	103	96	199
Minnesota	26	363	313	676	10	103	4	107	16	56	174	230
Iowa	39	415	410	825	15	100	57	157	9	18	40	58
Missouri	73	1,011	933	1,944	31	240	52	292	31	195	304	499
North Dakota	2	17	16	33	1	0	2	2	1	2	30	32
South Dakota	7	60	54	114	5	25	15	40	2	0	20	20
Nebraska	10	99	112	211	7	30	18	48	3	0	43	43
Kansas	15	180	171	351	8	59	12	71	5	11	41	52
Western Division:												
Montana	2	0	23	23	.....	.....	.....	.....	1	0	28	28
Wyoming	1	4	2	6	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	4	14	11	25	2	6	1	7	1	5	0	5
New Mexico	3	4	3	7	1	1	0	1	0	0	0	0
Arizona	1	0	8	8	.....	.....	.....	.....	.....	.....	.....	.....
Utah	11	97	147	244	4	15	14	29	3	16	57	73
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	5	25	26	51	1	4	1	5	1	0	8	8
Washington	10	41	92	133	6	9	12	21	7	16	108	124
Oregon	17	193	204	397	7	77	32	109	13	30	153	183
California	51	456	458	914	20	133	30	163	42	119	547	666

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TABLE 17.—*Private high schools and academies—Number of secondary students in college preparatory course, number of graduates and college preparatory students in graduating class in 1897–98.*

State or Territory.	Secondary students preparing for college.						Graduates in the class of 1898.			College preparatory students in graduating class of 1898.			Students in military tactics.
	Classical course.			Scientific course.									
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	
United States	11,128	5,233	16,361	7,420	2,903	10,332	6,302	5,846	12,148	3,628	1,760	5,388	7,854
North Atlantic Division	5,611	1,794	7,405	3,865	1,104	4,969	3,338	2,570	5,908	2,095	699	2,794	3,459
South Atlantic Division	1,883	1,016	2,899	835	279	1,114	713	851	1,564	388	278	666	1,191
South Central Division	1,590	1,168	2,758	984	506	1,555	724	816	1,540	393	378	771	910
North Central Division	1,674	1,032	2,706	1,259	716	1,975	1,302	1,379	2,681	697	437	1,074	1,899
Western Division	370	223	593	506	216	716	225	230	455	135	68	203	425
North Atlantic Division:													
Maine	368	176	544	106	17	123	183	201	384	110	54	164	171
New Hampshire	360	47	407	198	29	227	214	90	304	143	23	166	28
Vermont	97	63	160	72	33	105	137	143	280	49	34	83	96
Massachusetts	1,131	358	1,489	634	246	880	507	385	892	422	164	586	142
Rhode Island	154	34	188	56	44	100	46	55	101	31	25	56	95
Connecticut	372	119	491	272	65	337	232	200	432	135	64	199	51
New York	1,363	545	1,908	1,042	249	1,291	931	775	1,706	545	163	708	1,818
New Jersey	749	154	903	477	173	650	375	232	607	271	58	329	488
Pennsylvania	1,017	298	1,315	1,018	248	1,266	713	489	1,202	389	114	503	570
South Atlantic Division:													
Delaware	11	3	14	10	1	11	15	20	35	7	4	11	6
Maryland	111	95	206	89	14	103	118	132	250	69	59	128	103
District of Columbia	123	18	141	44	5	49	43	61	104	33	8	41	52
Virginia	425	185	610	162	77	239	60	127	187	34	9	43	334
West Virginia	57	41	98	30	17	47	37	29	66	17	8	25	110
North Carolina	670	334	1,004	370	87	457	183	99	282	114	44	158	249
South Carolina	133	76	209	71	16	87	180	183	363	44	20	64	138
Georgia	350	257	607	59	62	121	75	193	268	50	86	136	205
Florida	3	7	10				2	7	9				0
South Central Division:													
Kentucky	278	157	435	157	95	252	156	157	313	68	38	106	155
Tennessee	306	203	509	210	105	315	185	162	347	122	66	188	21
Alabama	329	269	598	139	74	213	59	88	147	32	29	61	192
Mississippi	33	26	59	98	59	157	102	101	203	48	49	97	89
Louisiana	73	65	138	60	54	114	51	79	130	34	56	90	50
Texas	402	369	771	203	131	334	130	189	319	68	55	123	325
Arkansas	78	61	139	82	57	139	37	25	62	18	17	35	78
Oklahoma	10	7	17	4	2	6	3	2	5	3	2	5	0
Indian Territory	21	11	32	11	7	18	1	13	14	0	6	6	0
North Central Division:													
Ohio	160	102	262	145	111	256	128	142	270	109	56	165	53
Indiana	68	151	219	96	49	145	68	138	206	23	30	53	374
Illinois	236	198	434	254	172	426	224	292	516	120	106	226	278
Michigan	29	21	50	56	33	89	49	84	133	27	26	53	161
Wisconsin	294	46	340	98	10	108	148	110	258	36	35	71	113
Minnesota	97	65	162	78	26	104	165	122	287	68	28	96	312
Iowa	192	124	316	109	95	204	213	187	400	69	58	127	225
Missouri	466	217	683	334	150	484	229	212	441	135	55	190	235
North Dakota	16	5	21	0	0	0	6	2	8	7	0	7	0
South Dakota	42	20	62	8	3	11	13	28	41	8	8	16	0
Nebraska	32	37	69	32	24	56	26	26	52	19	16	35	72
Kansas	42	46	88	49	43	92	33	36	69	16	15	31	46
Western Division:													
Montana	0	4	4	0	55	55	0	8	8	0	4	4	6
Wyoming				2	0	2							
Colorado	7	8	15	9	6	15	9	0	9	5	0	5	19
New Mexico	4	0	4				2	3	5	2	0	2	11
Arizona	0	8	8				0	1	1	0	1	1	0
Utah	55	34	89	39	13	52	56	36	92	22	13	35	48
Nevada													
Idaho	16	8	24	9	10	19	5	10	15	1	0	1	0
Washington	14	13	27	10	22	32	2	13	15	2	7	9	0
Oregon	88	56	144	79	76	155	39	41	80	17	11	28	92
California	186	92	278	358	28	386	112	118	230	88	32	110	255

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TABLE 18.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Latin.				Greek.				French.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,851	27,908	23,078	50,986	967	8,983	1,990	10,973	1,130	8,632	15,566	24,248
North Atlantic Division	642	12,341	8,906	21,337	409	5,117	941	6,058	536	6,133	8,943	15,076
South Atlantic Division	353	5,264	4,108	9,372	165	1,221	141	1,362	108	1,101	2,220	3,321
South Central Division	408	4,762	4,372	9,074	176	971	428	1,399	151	401	1,150	1,551
North Central Division	348	4,767	4,628	9,395	166	1,429	390	1,819	177	861	2,852	3,213
Western Division	105	834	974	1,808	41	245	90	335	68	186	901	1,087
North Atlantic Division:												
Maine	32	560	589	1,149	31	294	143	437	27	136	305	441
New Hampshire	26	838	309	1,147	18	528	43	571	25	614	254	868
Vermont	23	284	292	576	16	105	39	144	16	74	207	281
Massachusetts	96	2,013	1,537	3,550	65	1,018	211	1,229	93	1,381	1,569	2,950
Rhode Island	13	179	246	425	8	79	23	102	13	139	318	457
Connecticut	60	989	748	1,687	37	378	77	455	50	409	779	1,188
New York	197	3,062	2,524	5,586	116	1,161	187	1,348	172	1,943	3,750	5,693
New Jersey	67	1,535	758	2,293	36	649	48	697	54	504	713	1,217
Pennsylvania	128	2,981	1,993	4,924	82	905	170	1,075	86	933	1,048	1,981
South Atlantic Division:												
Delaware	5	110	76	186	2	25	7	32	2	45	44	89
Maryland	34	614	561	1,175	14	131	15	146	25	217	542	759
District of Columbia	17	200	215	415	7	66	1	67	16	111	319	430
Virginia	76	979	802	1,781	28	166	1	167	54	265	423	688
West Virginia	13	171	203	374	8	79	8	87	12	51	114	165
North Carolina	107	1,557	779	2,336	48	311	20	331	43	102	213	315
South Carolina	32	543	388	931	19	197	39	236	17	207	280	487
Georgia	67	1,075	1,054	2,129	38	246	49	295	27	102	268	370
Florida	4	15	30	45	1	0	1	1	2	1	17	18
South Central Division:												
Kentucky	76	753	793	1,546	34	230	62	292	36	64	248	312
Tennessee	100	1,382	1,129	2,511	48	341	191	532	23	47	180	227
Alabama	63	734	582	1,316	29	105	12	117	24	65	118	183
Mississippi	44	422	448	870	14	62	34	96	11	35	73	108
Louisiana	22	173	217	390	6	29	22	51	19	122	247	369
Texas	65	830	879	1,709	28	131	70	201	33	63	276	339
Arkansas	23	312	219	531	12	46	25	71	4	5	6	11
Oklahoma	2	20	19	39	1	4	0	4	1	0	2	2
Indian Territory	8	76	86	162	4	23	12	35	.....	.....	.....	.....
North Central Division:												
Ohio	52	629	669	1,298	25	284	44	328	35	130	465	595
Indiana	28	122	473	895	11	93	24	117	14	74	261	335
Illinois	57	849	1,096	1,945	32	201	110	311	33	202	691	893
Michigan	17	197	269	466	7	40	35	75	10	70	187	257
Wisconsin	24	525	112	637	14	254	17	271	18	103	96	199
Minnesota	26	363	313	676	10	103	4	107	16	56	174	230
Iowa	39	415	410	825	15	100	57	157	9	18	40	58
Missouri	73	1,011	933	1,944	31	240	52	292	31	195	304	499
North Dakota	2	17	16	33	1	0	2	2	1	2	30	32
South Dakota	7	60	54	114	5	25	15	40	2	0	20	20
Nebraska	10	99	112	211	7	30	18	48	3	0	43	43
Kansas	15	180	171	351	8	59	12	71	5	11	41	52
Western Division:												
Montana	2	0	23	23	.....	.....	.....	.....	1	0	28	28
Wyoming	1	4	2	6	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	4	14	11	25	2	6	1	7	1	5	0	5
New Mexico	3	4	3	7	1	1	0	1	0	0	0	0
Arizona	1	0	8	8	.....	.....	.....	.....	.....	.....	.....	.....
Utah	11	97	147	244	4	15	14	29	3	16	57	73
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	5	25	26	51	1	4	1	5	1	0	8	8
Washington	10	41	92	133	6	9	12	21	7	16	108	124
Oregon	17	193	204	397	7	77	32	109	13	30	153	183
California	51	456	458	914	20	133	30	163	42	119	547	666

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TABLE 19.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	German.				Algebra.				Geometry.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,121	9,719	9,698	19,417	1,941	29,470	24,927	54,397	1,706	14,791	10,911	25,702
North Atlantic Division	488	5,200	5,204	10,404	654	12,133	8,463	20,596	589	6,945	4,331	11,276
South Atlantic Division	136	818	695	1,513	367	5,605	4,284	9,889	295	2,382	1,573	3,955
South Central Division	147	674	731	1,405	428	5,985	5,901	11,886	372	2,433	2,258	4,691
North Central Division	287	2,855	2,505	5,360	373	4,488	4,873	9,361	339	2,215	2,169	4,384
Western Division	63	172	563	735	119	1,259	1,406	2,665	105	816	580	1,396
North Atlantic Division:												
Maine	7	12	23	35	34	620	661	1,281	30	334	284	618
New Hampshire	13	191	66	257	29	856	280	1,136	25	420	131	551
Vermont	10	39	69	108	23	289	292	581	17	107	132	239
Massachusetts	73	604	719	1,323	96	1,704	1,296	3,000	90	1,174	693	1,867
Rhode Island	10	30	103	133	13	210	162	372	12	144	100	244
Connecticut	47	307	454	761	60	840	586	1,426	52	482	359	841
New York	169	2,043	2,076	4,119	198	3,176	2,502	5,678	185	2,020	1,454	3,474
New Jersey	56	648	479	1,127	68	1,524	685	2,209	58	774	327	1,101
Pennsylvania	103	1,326	1,215	2,541	133	2,014	1,999	4,913	120	1,490	851	2,341
South Atlantic Division:												
Delaware	3	33	20	53	3	82	53	135	3	36	31	67
Maryland	27	294	192	486	38	596	667	1,263	36	442	373	815
District of Columbia	12	78	122	200	19	187	203	390	17	135	78	213
Virginia	44	202	150	352	76	1,181	699	1,880	69	609	251	860
West Virginia	9	42	58	100	14	174	185	359	12	91	66	157
North Carolina	22	94	46	140	110	1,609	846	2,455	67	437	198	635
South Carolina	10	59	28	87	34	649	487	1,136	26	176	115	291
Georgia	8	16	65	81	67	1,117	1,065	2,182	60	456	433	889
Florida	1	0	14	14	6	10	79	89	5	0	28	28
South Central Division:												
Kentucky	48	224	215	439	86	1,000	794	1,794	68	349	263	612
Tennessee	28	107	106	213	100	1,447	1,341	2,788	89	491	428	919
Alabama	14	54	66	120	65	889	740	1,629	60	411	274	685
Mississippi	6	20	30	50	48	516	681	1,197	41	223	253	476
Louisiana	5	3	9	12	25	202	289	491	22	101	120	221
Texas	34	221	258	479	70	1,405	1,630	3,035	65	729	808	1,537
Arkansas	8	38	20	58	24	422	325	747	20	108	82	190
Oklahoma	2	7	21	28	2	14	14	28	2	7	8	15
Indian Territory	2	0	6	6	8	90	87	177	5	14	22	36
North Central Division:												
Ohio	46	441	451	892	52	474	563	1,037	50	286	264	550
Indiana	17	224	188	412	29	472	439	911	20	184	196	380
Illinois	43	399	507	906	61	610	949	1,559	55	357	486	843
Michigan	13	124	130	254	21	206	385	591	20	102	143	245
Wisconsin	26	505	186	691	25	406	204	610	24	329	121	450
Minnesota	26	276	216	492	30	324	317	641	27	207	159	366
Iowa	34	241	240	481	42	490	509	999	39	204	205	409
Missouri	54	552	350	902	76	1,194	1,109	2,303	70	419	445	864
North Dakota	1	1	4	5	2	11	31	42	1	1	15	16
South Dakota	5	25	43	68	6	67	50	117	5	30	20	50
Nebraska	10	29	86	115	14	84	144	228	10	38	53	91
Kansas	12	38	104	142	15	150	173	323	12	58	62	120
Western Division:												
Montana	1	0	28	28	4	2	50	52	2	3	6	9
Wyoming					1	9	3	12				
Colorado	3	8	12	20	4	37	51	88	4	15	14	29
New Mexico	1	0	2	2	3	15	16	31	3	13	4	17
Arizona					1	0	8	8				
Utah	7	34	64	98	12	287	205	492	9	202	113	315
Nevada												
Idaho	2	5	10	15	4	25	31	56	3	6	7	13
Washington	8	16	71	87	11	61	125	186	11	34	54	88
Oregon	14	63	184	247	18	203	199	402	17	83	64	147
California	27	46	192	238	61	620	718	1,338	56	460	318	778

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TABLE 20.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Trigonometry.				Astronomy.				Physics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	761	3,447	2,072	5,519	778	2,188	5,075	7,263	1,429	10,230	10,382	20,612
North Atlantic Division	224	1,382	347	1,729	269	801	1,912	2,713	492	3,875	3,476	7,351
South Atlantic Division	137	516	290	806	107	267	630	897	231	1,698	1,581	3,279
South Central Division	207	749	794	1,543	157	495	1,032	1,527	279	2,170	2,383	4,553
North Central Division	147	556	508	1,064	189	543	1,177	1,720	326	2,060	2,268	4,268
Western Division	46	244	133	377	56	82	324	406	101	487	674	1,161
North Atlantic Division:												
Maine	4	11	15	26	18	82	129	211	28	199	211	410
New Hampshire	9	78	24	102	10	63	34	97	21	280	80	360
Vermont	2	8	0	8	14	56	73	129	17	119	144	263
Massachusetts	28	179	25	204	34	82	177	259	69	644	392	1,036
Rhode Island	5	27	21	48	6	18	58	76	13	82	111	193
Connecticut	24	74	19	93	25	74	174	248	41	252	259	511
New York	71	492	85	577	89	153	659	812	158	1,042	1,238	2,280
New Jersey	23	182	39	221	25	49	184	233	44	330	305	635
Pennsylvania	58	331	119	450	48	224	424	648	101	927	736	1,663
South Atlantic Division:												
Delaware	3	8	6	14	1	0	3	3	3	28	27	55
Maryland	16	121	33	154	12	2	141	143	31	191	272	463
District of Columbia	9	13	17	30	12	1	68	69	15	52	148	200
Virginia	38	130	56	186	23	62	99	161	51	352	260	612
West Virginia	9	38	22	60	7	18	50	68	12	88	93	181
North Carolina	23	76	18	94	23	128	71	199	54	564	226	790
South Carolina	9	46	33	79	10	22	90	112	21	223	252	475
Georgia	30	84	105	189	14	34	64	98	39	195	254	449
Florida	.....	.....	.....	.....	5	.....	44	44	5	5	49	54
South Central Division:												
Kentucky	38	143	106	249	34	101	170	271	46	208	265	473
Tennessee	50	162	161	323	34	101	205	306	64	342	321	663
Alabama	33	149	112	261	20	73	106	179	49	310	313	623
Mississippi	19	59	53	112	19	56	98	154	44	355	414	769
Louisiana	12	27	24	51	9	12	110	122	20	95	158	253
Texas	43	190	317	507	33	115	319	434	33	666	757	1,423
Arkansas	8	18	9	27	6	37	18	55	16	159	126	285
Oklahoma	1	0	5	5	1	0	4	4	2	5	3	8
Indian Territory	3	1	7	8	1	0	2	2	5	30	26	56
North Central Division:												
Ohio	19	98	63	161	28	72	187	259	46	274	305	579
Indiana	16	47	69	116	14	27	105	132	25	116	183	299
Illinois	23	98	106	204	34	98	216	314	53	354	454	808
Michigan	3	20	28	48	12	17	114	131	18	59	173	232
Wisconsin	11	53	19	72	7	8	46	54	21	205	112	317
Minnesota	5	13	5	18	9	14	54	68	23	127	130	257
Iowa	16	62	51	113	23	91	96	187	41	316	248	564
Missouri	43	138	152	290	48	167	278	445	69	410	453	863
North Dakota	1	0	1	1	1	1	5	6	1	2	7	9
South Dakota	1	5	6	11	1	1	1	2	7	34	40	74
Nebraska	4	9	6	15	5	15	34	49	9	34	60	94
Kansas	5	13	2	15	7	32	41	73	13	69	103	172
Western Division:												
Montana	1	0	2	2	.....	.....	.....	.....	2	0	24	24
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	4	0	4	2	0	16	16	3	16	12	28
New Mexico	1	0	4	4	1	0	6	6	1	0	6	6
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	1	0	8	8
Utah	3	11	11	22	2	2	17	19	12	114	106	220
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	0	0	0	0	2	2	5	7	2	2	9	11
Washington	4	5	24	29	6	15	39	54	10	35	71	106
Oregon	12	35	29	64	10	20	23	43	15	52	67	119
California	24	189	63	252	33	43	218	261	55	268	371	639

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TABLE 21.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Chemistry.				Physical geography.				Geology.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	929	4,991	5,128	10,119	1,411	10,555	12,294	22,849	609	2,506	3,699	6,205
North Atlantic Division	338	2,234	1,955	4,189	451	3,218	3,759	6,977	178	785	1,307	2,092
South Atlantic Division	138	671	707	1,378	287	2,112	2,145	4,257	67	252	431	683
South Central Division	175	760	996	1,756	296	2,560	2,817	5,377	143	634	798	1,432
North Central Division	216	1,036	1,172	2,208	284	2,100	2,647	4,747	167	569	990	1,559
Western Division	72	290	298	588	93	565	926	1,491	54	266	173	439
North Atlantic Division:												
Maine	21	110	129	239	22	173	201	374	16	86	117	203
New Hampshire	16	145	98	243	21	225	119	344	9	73	35	108
Vermont	12	83	45	128	16	108	128	236	12	51	63	114
Massachusetts	53	302	371	673	45	307	299	606	27	71	257	328
Rhode Island	7	42	51	93	10	58	108	166	2	7	19	26
Connecticut	22	73	155	228	37	234	259	493	15	79	128	207
New York	120	667	582	1,249	142	798	1,424	2,222	56	199	432	631
New Jersey	27	254	98	352	45	357	298	655	9	32	59	91
Pennsylvania	60	558	426	984	112	958	923	1,881	32	187	197	384
South Atlantic Division:												
Delaware	2	18	10	28	2	14	2	16				
Maryland	20	139	119	258	33	212	383	595	11	22	82	104
District of Columbia	12	6	93	99	15	17	132	149	7	12	62	74
Virginia	33	159	95	254	56	358	298	656	16	79	73	152
West Virginia	9	63	46	109	13	80	136	216	3	32	20	52
North Carolina	18	95	123	218	90	745	476	1,221	12	81	40	121
South Carolina	12	126	64	190	30	291	275	566	6	13	32	45
Georgia	18	65	128	193	42	380	359	739	10	13	97	110
Florida	4	0	29	29	6	15	84	99	2	0	25	25
South Central Division:												
Kentucky	41	125	167	292	58	465	423	888	32	134	125	259
Tennessee	28	100	163	263	54	316	363	679	41	191	215	406
Alabama	27	140	93	233	43	364	362	726	14	75	85	160
Mississippi	22	108	111	219	34	214	334	548	12	59	92	151
Louisiana	15	60	128	188	22	142	211	353	9	27	47	74
Texas	35	158	281	439	62	752	918	1,670	28	116	204	320
Arkansas	5	69	48	117	17	259	143	402	6	32	25	57
Oklahoma	1	0	3	3	1	0	11	11	1	0	5	5
Indian Territory	1	0	2	2	4	48	52	100	0	0	0	0
North Central Division:												
Ohio	32	182	169	351	35	318	293	611	17	45	95	140
Indiana	21	102	134	236	26	149	313	462	17	46	99	145
Illinois	38	173	246	419	47	307	476	783	29	76	209	285
Michigan	11	50	85	135	14	68	199	267	8	21	55	76
Wisconsin	12	67	55	122	19	112	119	231	9	80	49	129
Minnesota	11	82	60	142	21	203	164	367	4	9	28	37
Iowa	24	130	97	227	35	278	322	600	26	103	96	199
Missouri	54	210	280	490	58	508	515	1,023	45	138	262	400
North Dakota	1	1	4	5	2	0	3	3	1	1	3	4
South Dakota					6	52	56	108				
Nebraska	6	13	28	41	9	17	60	77	1	5	4	9
Kansas	6	26	14	40	12	88	127	215	10	45	90	135
Western Division:												
Montana					2	0	30	30	2	0	12	12
Wyoming	1	3	1	4	1	2	1	3	1	4	5	9
Colorado	1	4	0	4	4	23	29	52	1	0	5	5
New Mexico	1	0	6	6	2	12	12	24	1	0	6	6
Arizona	1	0	8	8	1	0	8	8				
Utah	7	45	19	64	13	217	185	402	6	72	53	125
Nevada												
Idaho	1	0	4	4	5	20	28	48	1	0	3	3
Washington	7	4	37	41	7	30	74	104	7	3	38	41
Oregon	12	42	46	88	18	61	125	186	11	24	31	65
California	41	192	177	369	40	209	434	634	24	23	150	173

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TABLE 22.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Physiology.				Psychology.				Rhetoric.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,389	12,561	15,644	28,205	675	2,814	5,059	7,873	1,652	15,164	18,960	34,124
North Atlantic Division	435	3,670	4,465	8,135	188	663	1,605	2,268	550	5,915	6,949	12,864
South Atlantic Division	228	2,063	2,219	4,282	85	376	666	1,042	275	2,571	2,893	5,464
South Central Division	327	3,784	4,082	7,866	164	738	1,114	1,852	367	3,046	3,887	6,933
North Central Division	310	2,452	3,737	6,189	190	803	1,365	2,168	347	2,872	4,094	6,966
Western Division	89	592	1,141	1,733	48	234	309	543	113	760	1,137	1,897
North Atlantic Division:												
Maine	23	148	207	355	10	48	72	120	29	256	382	638
New Hampshire	19	211	149	360	9	20	38	58	27	467	212	679
Vermont	16	75	175	250	8	20	45	65	19	156	207	363
Massachusetts	45	248	382	630	19	67	175	242	79	775	1,106	1,881
Rhode Island	10	81	104	185	6	15	67	82	13	121	207	328
Connecticut	35	255	227	482	11	6	127	133	44	382	490	872
New York	146	1,136	1,637	2,773	59	51	454	505	172	1,455	2,105	3,560
New Jersey	40	262	374	636	15	44	90	134	56	862	675	1,537
Pennsylvania	101	1,254	1,210	2,464	51	392	537	929	111	1,441	1,565	3,006
South Atlantic Division:												
Delaware	2	14	13	27	2	0	10	10	3	46	35	81
Maryland	25	130	211	341	7	2	140	142	32	330	453	783
District of Columbia	13	24	117	141	8	6	58	64	15	41	185	226
Virginia	45	309	311	620	23	45	128	173	65	473	457	930
West Virginia	12	97	96	193	9	29	43	72	13	99	179	278
North Carolina	86	912	714	1,626	16	168	80	248	94	758	611	1,369
South Carolina	23	208	272	480	5	73	47	120	28	298	269	567
Georgia	16	354	392	746	10	53	133	186	29	522	637	1,159
Florida	6	15	93	108	5	0	27	27	5	4	67	71
South Central Division:												
Kentucky	73	695	747	1,442	36	201	296	497	73	585	790	1,375
Tennessee	68	692	683	1,375	30	89	124	213	80	576	667	1,243
Alabama	33	590	491	1,051	18	30	80	110	58	492	582	1,074
Mississippi	42	424	592	1,016	14	28	75	103	41	334	428	762
Louisiana	21	134	242	376	8	23	50	73	22	124	264	388
Texas	64	857	971	1,828	45	278	407	685	65	693	927	1,620
Arkansas	18	323	274	597	9	83	39	122	21	184	145	329
Oklahoma	1	0	10	10	1	0	32	32	1	0	12	12
Indian Territory	7	69	72	141	3	6	11	17	6	58	72	130
North Central Division:												
Ohio	38	260	370	630	23	68	146	214	47	396	534	930
Indiana	26	248	407	655	15	117	118	235	28	228	421	649
Illinois	48	273	662	935	27	67	228	295	58	560	801	1,361
Michigan	14	88	228	316	10	26	160	186	21	131	309	440
Wisconsin	20	149	162	311	6	28	49	77	23	244	238	482
Minnesota	23	186	261	547	10	56	51	107	28	203	356	559
Iowa	37	349	477	726	19	96	115	211	37	305	374	679
Missouri	71	629	756	1,385	58	273	391	664	70	586	710	1,296
North Dakota	2	13	31	44	2	2	3	5	1	2	20	22
South Dakota	6	93	107	200	5	15	19	34	7	22	42	64
Nebraska	11	48	83	131	5	13	17	30	12	64	113	177
Kansas	14	116	193	309	10	42	68	110	15	131	176	307
Western Division:												
Montana	2	0	28	28	.....	.....	.....	.....	3	0	41	41
Wyoming	1	7	5	12	.....	.....	.....	.....	1	1	2	3
Colorado	4	18	36	54	2	26	39	65	3	15	19	34
New Mexico	2	0	16	16	.....	.....	.....	.....	3	13	6	19
Arizona	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	12	251	214	465	7	113	105	218	10	162	126	288
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	4	14	29	43	1	9	1	10	6	34	40	74
Washington	10	26	119	145	10	8	28	36	10	18	98	116
Oregon	16	63	146	209	9	21	28	49	18	103	125	228
California	39	213	548	761	19	57	108	165	59	414	680	1,094

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TABLE 23.—*Private high schools and academies—Number of secondary students pursuing certain studies in 1897–98.*

State or Territory.	English literature.				History.				Civics.			
	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.	Schools reporting.	Male.	Female.	Total.
United States	1,609	15,709	19,945	35,654	1,699	18,346	21,210	39,556	981	7,975	8,590	16,565
North Atlantic Division	557	7,395	7,782	15,177	577	7,354	7,836	15,190	317	2,436	2,741	5,177
South Atlantic Division	273	2,244	2,801	5,045	310	3,668	3,625	7,293	119	934	981	1,915
South Central Division	319	2,452	3,610	6,062	351	3,181	4,123	7,304	231	2,244	1,952	4,196
North Central Division	344	2,727	4,355	7,082	349	3,384	4,270	7,654	242	2,022	2,377	4,399
Western Division	116	891	1,397	2,288	112	759	1,356	2,115	72	339	539	878
North Atlantic Division:												
Maine	28	378	474	852	30	302	458	760	20	113	146	259
New Hampshire	25	681	306	987	26	627	186	813	16	165	52	217
Vermont	18	70	151	221	20	167	209	376	18	141	149	290
Massachusetts	87	1,269	1,566	2,835	83	1,187	1,190	2,377	42	296	274	570
Rhode Island	13	57	223	280	13	173	239	412	6	63	36	99
Connecticut	47	575	566	1,141	51	581	558	1,139	28	151	136	287
New York	173	1,683	2,350	4,033	182	1,878	2,768	4,646	121	883	1,214	2,097
New Jersey	57	1,042	662	1,704	57	595	682	1,277	15	91	133	224
Pennsylvania	109	1,640	1,484	3,124	115	1,844	1,546	3,390	51	533	601	1,134
South Atlantic Division:												
Delaware	3	34	36	70	3	47	43	90	1	15	15	30
Maryland	32	326	609	935	34	430	629	1,059	19	117	300	417
District of Columbia	17	92	281	373	16	100	303	403	8	18	134	152
Virginia	61	468	340	808	67	754	581	1,335	19	189	76	265
West Virginia	13	90	142	232	14	151	222	373	9	101	73	174
North Carolina	73	688	599	1,287	89	1,097	735	1,832	27	304	145	449
South Carolina	24	223	306	529	30	449	386	835	14	52	81	133
Georgia	44	313	388	701	52	625	631	1,256	19	132	126	258
Florida	6	10	100	110	5	15	95	110	3	6	31	37
South Central Division:												
Kentucky	74	450	687	1,137	73	630	839	1,469	52	519	459	978
Tennessee	69	561	624	1,185	74	689	586	1,275	45	435	277	712
Alabama	47	313	506	819	53	472	615	1,087	23	210	188	398
Mississippi	39	308	405	713	42	380	485	865	27	239	259	498
Louisiana	8	107	219	326	22	136	301	437	23	67	87	154
Texas	61	510	926	1,436	66	669	1,127	1,796	49	621	545	1,166
Arkansas	15	170	189	359	16	188	130	318	8	122	94	216
Oklahoma	2	14	27	41	1	0	18	18	1	0	12	12
Indian Territory	4	19	27	46	4	17	22	39	3	31	31	62
North Central Division:												
Ohio	43	411	523	934	49	449	610	1,059	29	132	297	429
Indiana	27	185	454	639	27	239	405	644	17	131	220	351
Illinois	57	536	965	1,501	59	727	961	1,688	40	177	342	519
Michigan	21	98	316	414	18	116	310	426	10	138	188	326
Wisconsin	23	189	222	411	21	242	214	456	8	85	89	174
Minnesota	27	210	347	557	26	358	303	661	21	337	156	493
Iowa	37	304	377	681	39	300	305	605	39	354	305	659
Missouri	74	643	800	1,443	73	753	817	1,570	49	441	485	926
North Dakota	2	14	31	45	2	1	12	13	2	12	6	18
South Dakota	6	26	64	90	6	63	96	159	6	71	83	154
Nebraska	14	47	131	178	14	51	119	170	12	53	92	145
Kansas	13	64	125	189	15	85	118	203	9	91	114	205
Western Division:												
Montana	3	0	50	50	2	0	21	21	2	0	28	28
Wyoming					1	2	2	4	1	3	1	4
Colorado	5	44	64	108	3	11	33	44	2	11	5	16
New Mexico	3	13	16	29	3	15	12	27	1	0	12	12
Arizona												
Utah	13	131	128	259	13	174	147	321	7	83	55	138
Nevada												
Idaho	5	44	51	95	6	23	22	45	3	16	19	35
Washington	11	30	105	135	9	15	100	115	9	31	76	107
Oregon	16	94	131	225	17	99	161	260	8	31	42	73
California	60	535	852	1,387	58	420	858	1,278	39	164	301	465

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TABLE 24.—*Private high schools and academies—Proportion of male and female students, per cent of students pursuing certain courses, per cent of graduates, etc., in 1897–98.*

State or Territory.	Total number of secondary students.	Per cent of total number.					Per cent of graduates prepared for college.
		Male.	Female.	College classical preparatory students.	College scientific preparatory students.	Graduates in 1898.	
United States	105,225	49.58	50.42	15.55	9.82	11.56	44.35
North Atlantic Division	40,314	51.04	48.96	18.37	12.33	14.65	47.29
South Atlantic Division	16,909	51.13	48.87	17.14	6.59	9.25	38.75
South Central Division	21,098	48.85	51.15	13.07	7.38	7.30	46.17
North Central Division	21,667	47.36	52.64	12.49	9.12	12.37	40.06
Western Division	5,237	43.59	56.41	11.32	13.67	8.65	44.62
North Atlantic Division:							
Maine	2,885	46.52	53.48	18.93	4.26	13.31	42.71
New Hampshire	2,018	65.96	34.04	20.17	10.75	15.06	54.61
Vermont	2,076	48.94	51.06	7.71	5.06	13.49	29.64
Massachusetts	5,574	50.20	49.80	26.71	15.78	16.00	16.01
Rhode Island	762	42.65	57.35	24.67	13.12	13.25	55.45
Connecticut	2,734	45.83	54.17	17.96	12.32	15.80	46.06
New York	11,964	46.30	53.70	15.95	10.79	14.26	41.50
New Jersey	3,683	60.11	39.89	24.52	17.59	16.48	54.20
Pennsylvania	8,618	55.21	44.79	15.25	14.69	13.95	41.85
South Atlantic Division:							
Delaware	229	55.46	44.54	6.11	4.37	15.28	31.43
Maryland	1,896	44.09	55.91	5.43	13.18	10.81	51.20
District of Columbia	838	36.16	63.84	16.81	5.83	12.41	39.42
Virginia	3,146	57.18	42.82	19.39	7.60	5.94	22.99
West Virginia	655	43.36	56.64	14.96	7.18	10.01	37.88
North Carolina	5,142	57.74	42.26	19.57	8.89	5.48	5.60
South Carolina	1,474	52.73	47.27	14.18	5.90	24.63	17.63
Georgia	3,390	48.64	51.36	17.90	3.57	7.10	5.07
Florida	139	10.79	89.21	7.19	0	6.47	0
South Central Division:							
Kentucky	3,621	48.77	51.23	12.02	8.64	6.96	33.87
Tennessee	4,899	52.46	47.54	11.61	6.43	7.08	5.42
Alabama	2,761	53.75	46.25	21.66	7.71	5.32	41.49
Mississippi	2,415	44.18	55.82	2.45	6.50	8.41	47.78
Louisiana	987	42.25	57.75	13.98	11.55	13.17	69.23
Texas	4,746	44.82	55.18	16.25	7.04	6.72	38.56
Arkansas	1,208	53.39	46.61	11.50	11.50	5.13	56.45
Oklahoma	45	46.67	53.33	37.78	35.56	11.11	6.67
Indian Territory	416	50.48	49.52	7.69	4.33	3.37	42.85
North Central Division:							
Ohio	2,689	42.84	57.16	9.74	9.52	10.04	61.11
Indiana	2,048	43.46	56.54	10.69	7.08	10.06	25.73
Illinois	4,022	44.85	55.15	10.79	10.59	12.83	43.80
Michigan	1,207	36.87	63.13	4.14	7.37	11.02	39.85
Wisconsin	1,200	60.58	39.42	28.33	9.00	21.50	27.52
Minnesota	1,565	57.96	42.04	10.35	6.65	18.34	33.80
Iowa	2,776	49.39	50.61	11.38	7.35	14.41	31.75
Missouri	4,466	50.25	49.75	15.29	10.84	9.87	43.08
North Dakota	48	35.42	64.58	43.75	0	16.67	86.25
South Dakota	370	43.78	56.22	16.76	2.97	11.08	39.02
Nebraska	513	38.20	61.80	13.45	10.91	10.14	73.08
Kansas	763	45.09	54.91	11.53	12.06	9.04	44.93
Western Division:							
Montana	124	2.42	97.58	3.22	44.35	6.45	50.00
Wyoming	23	47.83	52.17	0	8.69	0	0
Colorado	139	44.60	55.40	10.79	10.79	6.47	55.55
New Mexico	75	78.66	21.34	5.33	0	6.67	40.00
Arizona	8	0	100	100.00	0	12.50	100.00
Utah	1,174	47.96	52.04	7.58	4.43	7.84	38.04
Nevada							
Idaho	176	39.77	60.23	13.10	10.80	8.52	6.67
Washington	419	34.84	65.16	6.44	7.64	3.58	60.00
Oregon	861	56.79	43.21	16.72	18.00	9.29	35.00
California	2,238	39.32	60.68	12.42	17.25	10.28	51.30

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TABLE 25.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1897-98.*

State or Territory.	Per cent of total number of secondary students.								
	Latin.	Greek.	French.	German.	Algebra.	Geometry.	Trigonometry.	Astronomy.	Physics.
United States	48.45	10.43	23.04	18.45	51.70	24.43	5.25	6.91	10.59
North Atlantic Division	52.93	15.03	37.40	25.81	51.09	27.97	4.29	6.73	18.23
South Atlantic Division	55.43	8.05	19.64	8.94	58.48	23.39	4.76	5.37	19.39
South Central Division	43.01	6.63	7.35	6.66	56.34	22.23	7.31	7.24	21.58
North Central Division	43.36	8.40	14.83	24.74	43.20	20.23	4.91	7.85	19.70
Western Division	34.33	6.39	20.76	14.63	59.88	26.66	7.20	7.75	22.17
North Atlantic Division:									
Maine	39.82	15.15	15.29	1.21	44.40	21.42	0.90	7.31	14.21
New Hampshire	56.84	28.29	43.01	12.73	56.29	27.30	5.05	4.81	17.84
Vermont	27.75	6.94	13.54	5.20	27.99	11.51	0.39	6.22	12.67
Massachusetts	63.69	22.05	52.92	23.74	53.80	33.50	3.66	4.65	18.59
Rhode Island	55.77	13.39	59.97	17.45	48.82	32.02	6.29	9.97	25.33
Connecticut	61.70	16.64	43.45	27.83	52.16	30.76	3.40	9.01	18.60
New York	46.69	11.26	47.59	24.43	47.46	29.03	4.82	6.78	19.05
New Jersey	62.25	18.92	33.04	30.60	59.97	29.89	6.00	6.35	17.24
Pennsylvania	57.13	12.47	22.98	29.49	57.01	27.16	5.22	7.52	19.30
South Atlantic Division:									
Delaware	81.22	13.97	38.86	23.14	58.95	29.26	6.11	1.31	24.02
Maryland	61.97	7.70	40.03	25.63	66.61	42.98	8.12	7.54	24.42
District of Columbia	49.52	7.99	51.31	23.87	46.53	25.42	3.58	8.20	23.87
Virginia	56.61	5.31	21.87	11.19	59.76	27.34	5.91	5.11	19.45
West Virginia	57.10	13.28	25.19	15.26	54.81	23.97	9.16	10.38	27.63
North Carolina	45.43	6.44	6.13	2.72	47.74	12.35	1.83	3.87	15.36
South Carolina	63.16	16.01	33.04	5.90	70.28	19.74	5.35	7.60	32.23
Georgia	62.80	8.79	10.14	2.39	64.37	26.22	5.58	2.86	13.25
Florida	32.37	0.72	12.95	10.07	64.02	20.43	0	21.65	38.85
South Central Division:									
Kentucky	42.79	8.06	8.62	12.12	49.54	11.38	6.88	7.49	13.06
Tennessee	51.26	10.86	4.63	4.35	56.91	18.76	6.50	6.25	13.53
Alabama	47.66	4.24	6.63	4.35	59.00	24.81	9.45	6.48	22.56
Mississippi	36.92	3.98	4.47	2.07	49.57	19.71	4.64	6.28	24.84
Louisiana	39.52	5.27	37.39	1.22	49.57	23.40	5.17	12.36	24.63
Texas	36.01	4.24	7.14	10.01	63.95	32.39	10.68	9.14	29.98
Arkansas	43.96	5.87	6.91	4.80	61.84	15.73	2.24	4.55	23.59
Oklahoma	86.67	8.89	4.44	62.22	68.22	33.33	17.78	4.44	12.44
Indian Territory	38.94	8.41	0	14.42	42.55	8.65	1.92	0.48	13.46
North Central Division:									
Ohio	48.27	12.26	22.13	33.17	38.56	20.45	5.09	9.63	21.53
Indiana	43.01	5.71	16.36	20.17	44.48	18.55	5.66	6.45	14.59
Illinois	48.36	7.73	22.20	22.53	38.76	20.96	5.07	7.81	20.09
Michigan	38.61	6.21	21.29	21.04	48.96	20.22	3.98	10.85	19.22
Wisconsin	53.08	22.58	16.58	57.58	50.83	37.50	6.00	4.50	26.42
Minnesota	43.13	6.83	14.70	31.43	40.96	23.39	1.10	4.35	16.42
Iowa	29.72	5.66	2.09	17.33	35.99	14.73	4.07	6.73	29.32
Missouri	43.53	6.53	11.17	20.20	51.57	19.35	6.49	9.96	19.32
North Dakota	68.75	4.17	66.67	10.42	87.50	33.33	2.08	12.50	18.75
South Dakota	30.81	10.81	5.41	18.38	31.62	13.51	2.97	0.54	29.00
Nebraska	41.13	9.36	8.38	22.42	44.44	17.74	2.92	9.55	18.32
Kansas	36.09	9.31	6.82	18.61	42.33	15.73	1.97	9.57	22.54
Western Division:									
Montana	18.55	0	22.58	22.58	41.93	7.25	1.61	0	19.35
Wyoming	26.08	0	0	0	52.17	0	0	0	0
Colorado	17.99	5.04	3.60	14.39	63.31	20.86	2.88	11.51	29.14
New Mexico	9.39	1.33	0	2.67	41.33	22.67	5.33	8.00	8.00
Arizona	10.00	0	0	0	10.00	0	0	0	10.00
Utah	20.78	2.47	6.22	8.35	41.91	26.83	1.87	1.68	18.74
Nevada									
Idaho	28.98	2.84	4.55	8.52	31.82	7.39	0	3.94	6.25
Washington	31.74	5.01	29.59	20.76	44.39	21.00	6.92	12.80	25.30
Oregon	46.11	12.06	21.25	28.69	46.69	17.07	7.43	4.99	13.82
California	40.84	7.28	29.70	10.64	59.79	34.76	11.26	11.66	28.55

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TABLE 26.—*Private high schools and academies—Percentages of secondary students pursuing certain studies in 1897–98.*

State or Territory.	Per cent of total number of secondary students.								
	Chemistry.	Physical geography.	Geology.	Physiology.	Psychology.	Rhetoric.	English literature.	History.	Civics.
United States	9.62	21.79	5.90	26.80	7.48	32.43	33.88	37.59	15.74
North Atlantic Division	10.39	17.31	5.19	21.18	5.63	31.91	37.65	37.69	12.84
South Atlantic Division	8.15	25.18	4.04	25.32	6.16	32.31	29.84	43.13	11.33
South Central Division	8.32	25.49	6.79	37.28	8.78	32.86	28.73	34.62	19.89
North Central Division	10.19	21.91	7.20	28.56	10.01	32.15	32.69	35.33	20.30
Western Division	11.23	28.47	8.38	32.90	10.37	36.03	43.67	40.38	16.77
North Atlantic Division:									
Maine	8.58	12.96	7.04	12.32	4.16	22.11	29.53	26.34	8.98
New Hampshire	12.04	17.05	5.35	17.84	2.87	33.65	48.91	40.29	10.75
Vermont	6.17	11.37	5.49	12.04	3.13	17.49	10.65	18.11	13.97
Massachusetts	12.07	10.87	5.86	11.30	4.34	33.75	50.86	42.64	10.23
Rhode Island	12.20	21.79	3.41	24.28	10.76	43.04	36.75	54.07	12.99
Connecticut	8.34	18.03	7.57	17.63	4.86	31.89	41.73	41.66	10.50
New York	10.44	18.58	5.36	23.17	4.22	29.75	33.71	38.83	17.53
New Jersey	9.56	17.78	2.47	17.26	3.64	41.73	46.03	34.67	6.08
Pennsylvania	11.41	21.83	4.45	28.59	10.77	34.88	36.25	39.34	13.16
South Atlantic Division:									
Delaware	12.23	6.99	0	11.79	4.37	35.37	30.57	39.30	13.10
Maryland	13.61	31.38	5.48	17.98	7.49	41.30	49.31	55.85	21.99
District of Columbia	11.81	17.78	8.83	16.82	7.63	26.97	44.51	48.09	18.14
Virginia	8.07	20.85	4.83	19.71	5.50	29.56	25.68	42.43	8.42
West Virginia	16.64	32.98	7.94	29.46	10.99	42.44	35.42	56.95	26.56
North Carolina	4.24	23.75	2.35	31.62	4.82	26.62	25.03	35.63	8.73
South Carolina	12.89	38.40	3.05	32.56	8.14	38.47	35.89	56.66	90.23
Georgia	5.69	21.80	3.25	22.01	5.48	34.19	20.68	37.05	7.61
Florida	20.86	71.22	17.98	77.70	19.42	51.08	79.13	79.13	26.02
South Central Division:									
Kentucky	8.06	24.52	7.15	39.82	13.73	37.37	31.40	40.57	27.01
Tennessee	5.37	13.86	8.29	28.07	4.35	25.37	24.19	26.03	14.53
Alabama	8.44	26.29	5.79	39.15	3.98	38.90	29.66	39.37	14.41
Mississippi	9.07	22.69	6.25	42.07	4.27	21.55	29.52	35.82	20.02
Louisiana	19.05	35.77	7.49	38.11	7.40	39.31	33.02	44.28	15.60
Texas	9.25	35.19	6.74	38.52	14.43	34.13	30.26	37.84	24.57
Arkansas	9.68	33.28	4.71	49.42	10.10	27.24	29.72	26.32	17.88
Oklahoma	6.67	24.44	11.11	22.22	71.11	26.67	91.11	40.00	26.67
Indian Territory	0.48	24.04	0	33.89	4.09	31.25	11.06	9.38	14.90
North Central Division:									
Ohio	13.05	22.72	5.21	23.42	7.96	24.59	34.73	39.38	15.95
Indiana	11.52	22.56	7.08	31.98	11.47	31.69	31.20	31.45	17.13
Illinois	10.42	19.47	7.09	23.25	7.33	33.84	37.32	41.97	12.90
Michigan	11.18	22.12	6.30	26.18	15.41	36.45	34.30	35.29	27.01
Wisconsin	10.02	19.25	10.75	25.92	6.42	40.17	34.25	38.00	14.50
Minnesota	9.07	23.45	2.36	34.95	6.84	35.72	35.59	42.24	31.50
Iowa	8.18	21.64	7.17	26.15	7.60	24.46	24.53	21.79	23.74
Missouri	10.97	22.91	8.96	31.01	14.85	29.01	32.31	35.16	20.73
North Dakota	11.04	6.25	8.33	9.17	10.42	45.83	93.75	27.08	37.50
South Dakota	0	29.19	0	54.05	9.19	17.30	24.32	42.97	41.62
Nebraska	7.90	15.01	1.75	25.54	5.85	34.50	34.70	33.14	28.27
Kansas	5.24	28.18	17.69	40.05	14.42	40.23	24.77	26.61	26.87
Western Division:									
Montana	0	24.19	9.67	22.58	0	33.06	40.32	16.93	22.58
Wyoming	17.39	13.04	39.13	52.17	0	13.04	0	17.39	17.39
Colorado	2.88	37.41	3.60	38.85	46.76	24.46	77.90	31.65	11.51
New Mexico	8.00	32.00	8.00	11.33	0	25.33	38.67	36.00	16.00
Arizona	10.00	10.00	0	0	0	0	0	0	0
Utah	5.45	34.24	10.65	39.61	18.57	24.53	22.06	27.34	11.76
Nevada									
Idaho	2.27	27.27	1.70	24.43	5.68	42.05	53.98	25.57	19.89
Washington	9.79	24.82	9.79	34.61	8.59	27.69	32.22	27.47	25.54
Oregon	10.22	21.60	7.55	24.27	5.69	26.48	26.13	30.20	8.48
California	16.49	28.33	7.73	34.00	70.38	48.88	61.98	57.11	20.78

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TABLE 27.—*Private high schools and academies—Equipment, income, benefactions, and endowments, 1897–98.*

State or Territory.	Libraries.		Grounds, buildings, scientific apparatus, etc.		State and municipal aid.		Tuition fees.		Productive funds.		Income from other sources and unclassified.		Total income from all sources.		Benefactions.		Total money value of endowment.	
	Schools reporting.	Volumes.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.	Schools reporting.	Amount.
United States	1,397	1,718,631	1,421	$60,769,995	297	$162,299	1,245	$6,349,804	304	$838,978	430	$976,755	1,316	$8,329,836	181	$1,298,670	358	$44,404,372
North Atlantic Division	483	832,046	442	35,329,532	87	41,904	388	3,799,377	154	496,414	154	456,857	413	4,794,552	65	512,438	171	33,345,992
South Atlantic Division	226	188,259	278	5,014,253	87	45,801	236	541,124	31	156,822	58	101,717	259	845,464	29	429,262	43	4,333,525
South Central Division	294	198,520	362	6,180,837	115	58,004	307	662,830	34	33,429	72	115,919	322	870,182	25	81,102	43	1,209,828
North Central Division	301	390,757	262	10,954,301	5	9,946	241	1,032,979	68	132,170	111	215,629	246	1,390,724	48	223,964	78	4,312,042
Western Division	93	109,049	77	3,291,072	3	6,644	73	313,494	17	20,143	35	86,633	76	426,914	14	101,904	23	1,202,985
North Atlantic Division:																		
Maine	30	30,182	29	572,257	22	18,580	23	28,714	22	89,283	9	4,545	27	91,122	4	9,083	22	703,632
New Hampshire	23	39,610	22	846,746	5	2,730	17	51,071	12	37,580	5	2,700	18	94,081	5	15,702	11	929,668
Vermont	22	24,021	19	649,412	4	1,705	16	39,280	13	13,496	7	9,214	17	63,695	2	1,400	14	601,375
Massachusetts	69	121,218	65	5,068,224	3	1,825	65	604,600	34	149,895	30	114,486	73	870,806	16	374,179	36	4,828,190
Rhode Island	6	14,750	7	876,808	0	0	6	88,369	2	9,327	1	3,149	6	100,845	0	0	2	276,684
Connecticut	39	48,254	33	1,602,930	3	3,800	31	183,730	13	76,210	7	6,985	33	270,725	4	14,575	11	1,526,450
New York	158	314,964	146	13,396,629	49	12,064	118	1,100,130	31	130,727	61	174,619	122	1,417,540	27	79,039	41	7,280,220
New Jersey	44	67,937	34	3,763,376	1	1,200	32	265,523	7	15,625	13	63,149	35	345,497	3	8,150	9	200,000
Pennsylvania	92	172,110	87	8,553,150	0	0	80	1,437,960	20	24,271	21	78,010	82	1,540,241	4	10,250	25	16,990,773
South Atlantic Division:																		
Delaware	3	3,563	3	120,000	0	0	3	18,908	1	600	1	100	3	19,608	1	1,100	1	77,500
Maryland	26	45,625	19	1,161,008	5	5,200	15	75,092	4	131,894	6	10,452	21	222,638	3	390,600	3	3,017,706
District of Columbia	13	19,500	7	505,300	0	0	7	28,200	2	2,625	1	4,700	8	35,525	2	500	2	145,000
Virginia	47	31,256	62	1,074,190	6	2,331	55	158,158	3	950	11	25,867	56	187,306	4	2,210	7	193,603
West Virginia	8	11,200	11	206,100	0	0	10	32,379	1	1,440	3	3,803	10	37,622	1	150	3	97,150
North Carolina	56	29,420	89	634,305	25	6,227	73	107,079	9	5,075	20	13,970	80	132,351	6	11,850	9	121,600
South Carolina	24	15,703	22	315,950	11	8,470	19	28,542	3	1,650	3	16,620	20	55,282	2	818	5	124,300
Georgia	44	29,992	59	787,400	40	23,573	52	88,141	8	12,588	11	24,405	59	148,707	10	22,034	13	556,664
Florida	5	2,000	6	210,000	.....	.....	2	4,625	0	0	2	1,800	2	6,425	0	0	0	0
South Central Division:																		
Kentucky	51	42,351	60	1,029,850	10	6,271	54	119,748	10	7,510	8	14,002	56	147,531	2	2,127	5	39,900.
Tennessee	74	45,314	89	835,350	36	13,359	76	144,540	6	4,325	19	11,635	82	173,859	8	2,455	14	158,508
Alabama	33	28,026	57	747,167	25	8,243	48	57,768	2	7,440	8	8,947	50	82,404	3	8,450	3	425,575
Mississippi	35	17,746	47	429,750	24	10,683	40	78,385	5	3,232	12	5,358	42	97,658	3	800	7	66,000
Louisiana	18	8,744	18	803,300	1	204	14	45,155	2	3,000	3	4,400	15	52,759	0	0	3	193,500
Texas	54	43,466	58	1,910,400	13	12,044	50	178,002	6	5,206	10	50,731	51	245,983	5	10,830	8	248,300
Arkansas	20	10,249	22	215,720	5	1,600	18	25,202	3	2,710	6	3,975	18	33,487	2	4,220	2	60,045

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Oklahoma	1	1,000	2	35,000			1	1,000			1	3,500	1	4,500				
Indian Territory	8	1,624	9	174,300	1	5,600	6	13,030	0	0	5	13,371	7	32,001	2	2,220	1	18,000
North Central Division:																		
Ohio	42	61,751	26	1,052,300	1	46	31	145,291	6	3,238	11	15,320	31	163,895	3	2,200	8	444,700
Indiana	19	36,700	18	1,337,500	2	1,400	18	75,710	6	5,770	3	26,200	18	109,080	4	29,800	6	359,100
Illinois	47	76,315	44	2,759,685	1	500	37	232,990	15	71,665	18	22,665	39	327,820	8	27,455	14	2,165,826
Michigan	17	22,902	8	584,441	0	0	9	67,422	3	1,900	4	17,991	9	87,313	2	3,150	3	93,000
Wisconsin	22	57,475	19	959,400	0	0	17	167,691	4	13,571	8	15,975	17	197,237	2	14,575	3	108,615
Minnesota	28	30,846	21	966,100	0	0	18	78,241	5	7,131	11	36,718	20	122,090	4	38,834	7	280,225
Iowa	29	31,555	30	482,725	0	0	26	54,915	11	18,016	13	21,533	27	94,464	8	35,500	9	180,168
Missouri	66	49,208	66	1,957,200	0	0	54	143,232	7	4,988	23	28,455	54	176,675	7	36,300	14	202,500
North Dakota	2	800	2	28,000	1	8,000	2	2,600	0	0	1	500	2	11,100	1	500	1	10,000
South Dakota	5	3,425	6	134,500	0	0	6	14,320	2	900	5	6,750	6	21,970	2	4,700	3	84,100
Nebraska	11	9,080	11	394,525	0	0	10	13,137	5	2,591	7	14,907	10	30,635	4	30,900	5	176,758
Kansas	13	10,700	11	297,925			13	37,430	4	2,400	7	8,615	13	48,445	3	2,050	5	207,050
Western Division:																		
Montana	4	1,596	1	20,000			1	400					1	400				
Wyoming	1	500	1	7,000	0	0	1	734	0	0	1	1,200	1	1,934	1	1,200		
Colorado	2	4,300	3	202,686	0	0	3	7,586	2	940	1	1,897	3	10,423	1	2,086	2	152,373
New Mexico	2	2,000	2	70,000	0	0	2	7,500	0	0	0		2	7,500	0	0	0	0
Arizona	0	0	0		0	0	1	400	0	0	0		1	400				
Utah	13	27,713	13	336,800	2	1,644	13	46,900	5	6,500	8	52,487	14	107,531	3	32,575	3	60,000
Nevada																		
Idaho	5	3,050	5	83,000			5	5,230			2	2,750	5	7,980	0	0	1	15,000
Washington	9	4,525	9	201,000			7	18,110	4	6,050	5	8,457	7	27,617	3	53,500	5	282,250
Oregon	15	16,539	15	605,100			15	55,243	3	1,500	7	4,420	15	61,163	2	160	6	383,700
California	42	48,826	28	1,675,486	1	5,000	25	171,391	3	5,153	11	20,422	27	201,966	4	12,383	6	309,662

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TABLE 28.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Nonsectarian.			Baptist.			Congregational.			Episcopal.			Friends.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	1,022	4,653	52,621	92	401	6,412	53	225	3,362	108	710	5,315	55	297	3,597
North Atlantic Division	404	2,461	22,238	21	141	2,132	17	79	1,196	49	377	2,772	25	204	2,165
South Atlantic Division	221	735	10,200	32	110	1,891	6	19	188	14	58	528	6	17	153
South Central Division	259	701	12,153	24	77	1,278	9	36	453	8	39	334	3	10	101
North Central Division	114	642	7,302	15	73	1,201	15	68	1,297	24	158	1,073	21	66	1,148
Western Division	24	114	728	0	0	0	6	23	226	13	86	606	0	0	0
North Atlantic Division:															
Maine	24	89	1,573	5	31	747	3	7	253	1	7	144	1	6	90
New Hampshire	12	48	716	3	21	244	4	16	274	3	46	343	0	0	0
Vermont	11	42	778	3	18	241	2	12	290	1	6	25	0	0	0
Massachusetts	77	523	4,657	1	4	25	4	23	206	5	48	335	0	0	0
Rhode Island	7	64	308	0	0	0	0	0	0	0	0	0	1	11	135
Connecticut	41	183	1,845	1	5	64	4	21	173	12	85	520	0	0	0
New York	121	863	6,495	3	26	371	0	0	0	17	127	1,051	4	31	223
New Jersey	40	219	1,718	2	15	246	0	0	0	4	21	83	5	13	144
Pennsylvania	71	430	4,148	3	21	194	0	0	0	6	37	271	14	143	1,573
South Atlantic Division:															
Delaware	1	3	30	0	0	0	0	0	0	1	6	106	1	7	93
Maryland	21	98	1,053	0	0	0	0	0	0	4	19	80	2	5	32
District of Columbia	11	86	450	1	9	93	0	0	0	0	0	0	0	0	0
Virginia	52	171	2,016	5	18	199	0	0	0	2	7	41	1	1	15
West Virginia	7	26	329	2	10	135	0	0	0	0	0	0	0	0	0
North Carolina	71	197	3,620	13	29	505	2	7	29	2	5	129	2	4	43
South Carolina	15	43	712	4	16	244	0	0	0	4	11	157	0	0	0
Georgia	43	111	1,990	7	28	625	4	12	159	0	0	0	0	0	0
Florida	0	0	0	0	0	0	0	0	0	1	2	15	0	0	0
South Central Division:															
Kentucky	48	149	1,849	3	16	204	1	5	49	3	10	83	0	0	0
Tennessee	59	137	2,090	6	17	221	1	3	33	3	13	108	2	4	74
Alabama	52	123	2,194	3	6	139	3	9	110	0	0	0	0	0	0
Mississippi	33	82	1,556	2	5	70	1	4	92	1	6	48	0	0	0
Louisiana	19	29	382	3	7	185	0	0	0	0	0	0	0	0	0
Texas	40	136	2,633	4	16	332	1	7	47	1	10	95	0	0	0
Arkansas	16	43	798	2	8	102	1	4	112	0	0	0	1	6	27
Oklahoma	0	0	0	0	0	0	1	4	12	0	0	0	0	0	0
Indian Territory	1	2	51	1	2	25	0	0	0	0	0	0	0	0	0
North Central Division:															
Ohio	26	125	1,224	0	0	0	1	7	110	3	24	153	2	7	158
Indiana	4	42	578	2	9	138	0	0	0	2	14	74	5	20	422
Illinois	21	159	1,637	3	26	350	3	9	173	3	22	153	1	3	46
Michigan	7	47	675	0	0	0	0	0	0	1	6	34	1	3	20
Wisconsin	4	25	128	0	0	0	1	3	15	5	28	203	0	0	0
Minnesota	5	34	125	1	7	147	1	6	50	4	30	261	0	0	0
Iowa	8	43	883	2	6	228	3	14	279	0	0	0	8	23	371
Missouri	37	159	1,890	5	16	239	1	6	314	2	8	34	0	0	0
North Dakota	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
South Dakota	0	0	0	1	3	60	1	5	54	1	9	55	0	0	0
Nebraska	0	0	0	1	6	39	3	14	228	2	10	60	0	0	0
Kansas	2	8	162	0	0	0	1	4	72	1	7	46	4	10	131
Western Division:															
Montana	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wyoming	0	0	0	0	0	0	1	3	23	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	1	4	19	0	0	0
New Mexico	1	1	11	0	0	0	0	0	0	0	0	0	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Utah	0	0	0	0	0	0	2	8	59	1	8	112	0	0	0
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	1	1	8	0	0	0
Washington	0	0	0	0	0	0	2	4	77	2	12	70	0	0	0
Oregon	3	8	86	0	0	0	0	0	0	2	15	106	0	0	0
California	20	105	631	0	0	0	1	8	67	6	46	233	0	0	0

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TABLE 29.—*Denominational schools included in the tables of private high schools and academies.*

State or Territory.	Lutheran.			Methodist.			Methodist Episcopal South.			Presbyterian.			Roman Catholic.			Other denominations.		
	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.	Schools.	Instructors.	Students.
United States	33	135	1,780	56	289	4,093	51	295	4,157	99	439	5,348	351	1,662	14,325	70	341	4,215
North Atlantic Division	6	34	417	12	113	1,685	0	0	0	15	115	1,231	91	531	4,813	27	145	1,665
South Atlantic Division	5	12	127	17	63	838	10	32	691	23	81	852	32	152	1,187	7	21	314
South Central Division	1	3	35	17	69	1,123	29	112	2,097	30	101	1,459	46	196	1,611	10	24	452
North Central Division	20	82	1,156	7	37	409	12	61	1,369	21	83	1,106	121	571	4,883	14	74	723
Western Division	1	4	45	2	7	88	0	0	0	10	59	700	61	210	1,831	12	77	1,061
North Atlantic Division:																		
Maine	0	0	0	0	0	0	0	0	0	0	0	0	1	6	78	0	0	0
New Hampshire	0	0	0	1	10	180	0	0	0	0	0	0	5	15	235	1	3	26
Vermont	0	0	0	2	21	311	0	0	0	0	0	0	2	6	74	2	12	357
Massachusetts	0	0	0	0	0	0	0	0	0	0	0	0	5	26	183	4	24	168
Rhode Island	0	0	0	1	12	96	0	0	0	0	0	0	4	29	222	0	0	0
Connecticut	0	0	0	0	0	0	0	0	0	0	0	0	3	16	108	1	2	24
New York	3	16	97	5	46	657	0	0	0	2	32	177	45	279	2,550	5	40	334
New Jersey	0	0	0	2	13	288	0	0	0	6	52	651	10	47	464	1	6	89
Pennsylvania	3	18	320	2	11	153	0	0	0	7	31	403	16	107	889	13	53	667
South Atlantic Division:																		
Delaware	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maryland	0	0	0	0	0	0	1	8	261	0	0	0	11	67	470	0	0	0
District of Columbia	0	0	0	1	4	23	0	0	0	0	0	0	6	36	272	0	0	0
Virginia	1	4	27	5	20	366	1	1	15	7	25	233	3	11	67	3	19	167
West Virginia	0	0	0	1	3	50	0	0	0	2	8	69	2	9	72	0	0	0
North Carolina	3	7	70	4	11	129	4	16	295	6	15	196	1	1	38	2	9	97
South Carolina	1	1	30	0	0	0	2	3	45	6	19	211	2	6	75	0	0	0
Georgia	0	0	0	5	13	267	2	4	75	2	14	143	3	9	81	1	2	50
Florida	0	0	0	1	2	12	0	0	0	0	0	0	4	13	112	0	0	0
South Central Division:																		
Kentucky	0	0	0	2	10	211	4	13	214	7	29	306	16	66	534	2	8	171
Tennessee	0	0	0	10	41	545	7	25	647	9	23	423	2	5	65	3	6	93
Alabama	0	0	0	1	2	25	2	4	82	2	4	102	3	16	109	0	0	0
Mississippi	0	0	0	1	2	20	1	18	296	4	18	159	4	9	174	0	0	0
Louisiana	0	0	0	1	1	16	1	2	27	1	6	50	7	36	252	2	6	75
Texas	1	3	35	2	13	306	6	32	516	3	13	298	12	55	414	1	2	70
Arkansas	0	0	0	0	0	0	2	6	96	0	0	0	1	6	30	1	2	43
Oklahoma	0	0	0	0	0	0	0	0	0	0	0	0	1	5	33	0	0	0
Indian Territory	0	0	0	0	0	0	3	12	219	4	8	121	0	0	0	0	0	
North Central Division:																		
Ohio	0	0	0	1	3	38	0	0	0	3	13	135	16	89	721	2	26	150
Indiana	0	0	0	0	0	0	0	0	0	1	11	50	14	67	752	1	2	24
Illinois	1	5	127	1	4	59	3	17	281	4	8	180	20	91	830	2	5	84
Michigan	1	4	72	0	0	0	0	0	0	0	0	0	11	43	406	0	0	0
Wisconsin	2	7	84	1	8	84	0	0	0	2	10	88	11	64	598	0	0	0
Minnesota	7	27	405	1	8	24	0	0	0	1	6	111	10	59	442	0	0	0
Iowa	4	14	198	1	8	117	0	0	0	1	9	146	13	45	384	4	15	170
Missouri	2	9	162	1	3	33	9	44	988	6	14	213	14	67	397	2	18	196
North Dakota	1	5	18	0	0	0	0	0	0	0	0	0	1	3	30	0	0	0
South Dakota	1	5	62	1	3	54	0	0	0	1	3	48	1	1	36	0	0	0
Nebraska	1	6	27	0	0	0	0	0	0	1	3	53	6	22	106	0	0	0
Kansas	0	0	0	0	0	0	0	0	0	1	6	82	4	20	181	2	8	89
Western Division:																		
Montana	0	0	0	0	0	0	0	0	0	0	0	0	4	14	124	0	0	0
Wyoming	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Colorado	0	0	0	0	0	0	0	0	0	1	4	19	3	9	101	0	0	0
New Mexico	0	0	0	0	0	0	0	0	0	0	0	0	2	7	64	0	0	0
Arizona	0	0	0	0	0	0	0	0	0	0	0	0	1	2	8	0	0	0
Utah	0	0	0	0	0	0	0	0	0	0	4	13	138	1	5	23	6	53	842
Nevada	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0	1	4	50	2	4	40	3	8	78
Washington	1	4	45	1	2	21	0	0	0	1	5	80	4	22	111	1	2	15
Oregon	0	0	0	1	5	17	0	0	0	2	23	357	11	36	235	0	0	0
California	0	0	0	0	0	0	0	0	0	1	10	56	33	111	1,125	2	13	126

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TABLE 30.—*Averages of number of teachers, students, and graduates to the public high school, and like averages for the private high school and academy.*

State or Territory.	Public high schools.					Private high schools.				
	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.	Teachers to a school.	Secondary students to a school.	Secondary students to a teacher.	Elementary pupils to a school.	Graduates to a school.
United States	3.4	84.6	25.1	17.3	10.0	4.7	53.9	11.2	62.7	6.1
North Atlantic Division	4.3	107.7	24.9	11.1	13.0	6.3	60.4	9.6	47 9	8.8
South Atlantic Division	2.8	63.0	22.7	35.2	6.6	3.2	45.3	13.1	66 5	4.1
South Central Division	2.8	59.6	21.1	33.2	5.0	3.1	46.1	15 4	70.5	3.5
North Central Division	3.1	79.7	26.1	15.7	9.7	5.0	58.0	11.3	64.9	7.0
Western Division	4.3	109.7	25.5	4.9	14.0	4.5	40.7	9.0	96.4	8.5
North Atlantic Division:										
Maine	2.2	55.6	25.8	12.1	6.7	4.2	82.4	19.8	11.3	11.0
New Hampshire	2.8	63.9	22.0	10.5	8.5	5.5	69.6	12.7	75.8	10.5
Vermont	2.6	57.4	22.4	17.5	5.8	5.1	90.3	17.7	47.4	12.2
Massachusetts	6.0	146.8	24.6	3.7	21.6	7.1	58.1	8.0	19.7	9.3
Rhode Island	9.7	196.8	20.3	0.0	20.6	8.1	58.6	6.6	47.1	7.8
Connecticut	4.5	101.2	22.4	4.5	13.9	5.0	44.2	8.8	18.9	6.8
New York	4.9	126.9	25.7	20.5	10.5	7.0	58.4	8.2	65.5	8.3
New Jersey	4.0	114.0	23.4	8.0	14.6	5.4	52.6	9.8	44.8	8.7
Pennsylvania	3.5	92.7	26.5	8.0	13.7	6.3	63.8	10.1	60.4	8.9
South Atlantic Division:										
Delaware	3.4	78.9	23.5	7.4	9.1	5.3	76.3	14.3	59.0	11.6
Maryland	3.1	85.3	27.4	28.1	8.3	5.1	48 6	9 6	43.5	6.4
District of Columbia	24.4	591.2	24.2	0.0	70.2	7.1	44.1	6.2	65.7	5.5
Virginia	2.5	59.3	23.6	42.0	6.1	3.5	39.3	11.3	39.0	2.3
West Virginia	2.8	63.5	22.5	10.2	7.6	4.0	46.8	11.7	57.1	4.7
North Carolina	2.0	63.7	24.1	27.6	6.7	2.7	46.3	17.1	66.2	2.5
South Carolina	2.1	39.0	18.7	41.8	3.5	2 9	43.5	14.9	67.4	10.7
Georgia	2.3	51.9	23.0	40.4	5.5	2.1	50.6	17.6	104.2	4.0
Florida	2.8	43.9	15.5	41.6	4.1	2.8	23.2	8.2	248.1	1.5
South Central Division:										
Kentucky	3.5	77.9	22.2	13.9	6.4	3.5	41.6	11.8	54.3	3.6
Tennessee	2.4	57.6	24.0	48.7	6.3	2.7	48.0	17.9	70.0	3.4
Alabama	2.4	53.7	22.0	41.7	4.8	2.5	41.8	16.8	58.1	2.2
Mississippi	2.2	40.8	18.7	51.9	2.4	2.9	48.3	16.8	88.0	4.1
Louisiana	4.4	87.8	19.9	25.6	12.0	3.5	39.5	11.3	76 5	5.2
Texas	3.1	61.7	19.7	25.2	4.6	4.0	66.8	16 6	81.4	4.5
Arkansas	2.5	58.0	23.6	21.7	4.1	3.1	50.3	16.1	64.9	2.6
Oklahoma	3.5	123.0	35.1	0.0	0.0	4.5	22.5	5.0	45.0	2.5
Indian Territory	3.0	32.7	10.9	127.0	5.0	2.7	46.2	17.3	145.0	1.5
North Central Division:										
Ohio	2.6	68.2	26.2	22.3	8.8	5.4	49.4	9.1	46.5	5.0
Indiana	2.8	65.4	23.2	17.1	7.2	5.7	70.6	12.4	95.2	7.1
Illinois	3.9	106.9	27.7	9.9	13.2	5.6	64.9	11.5	58.5	8.3
Michigan	3.5	97.4	27.5	16.5	11.0	4.9	57.5	11.7	147.2	6.3
Wisconsin	3.3	92.3	27.6	7.3	11.3	5.6	46.2	8 3	53.9	9.9
Minnesota	4.5	104.6	23.2	9.3	12.2	5.7	52.2	8.1	85.8	9.6
Iowa	3.1	80.6	26.2	17.1	10.8	4.0	63.1	15.7	71.6	9.1
Missouri	3.3	85.3	26.2	10.4	9.4	4.3	55.8	13.0	43.3	5.5
North Dakota	2.1	37.8	18.2	0.5	3.4	4.0	24.0	6.0	152.0	4.0
South Dakota	2.3	55.7	23.8	9.6	7.8	4.1	52.8	12.8	74.8	5.8
Nebraska	2.3	59.6	26.2	22.3	7 8	4.4	36.6	8.4	61.1	8.7
Kansas	2.5	65.9	26.7	10.8	7.8	4.2	50.9	12.1	44.3	4.6
Western Division:										
Montana	2.6	59.7	23.0	1.5	6.9	3.5	31.0	8.9	131.0	2.0
Wyoming	2.4	61.4	25.6	37.0	8.6	3.0	22.5	7.6	34.0	0.0
Colorado	5.3	126.4	23.7	3.5	15.5	3.4	27.8	8.2	135.0	1.8
New Mexico	1.8	31.8	18.1	6.3	7.0	2.7	25.0	9.4	73.6	1.6
Arizona	4.0	78.0	19.5	0.0	6.0	2.0	80.0	4.0	70.0	1.0
Utah	8.3	222.8	27.0	17.8	16.5	6.2	83.9	13.5	95.5	6.6
Nevada	2.9	63.6	22.1	0.6	12.1	.....	.....	.....	.....	.....
Idaho	3.8	57.7	15.0	0.0	5 0	2.4	25.1	10.4	74.5	2.1
Washington	2.8	73.1	26.0	12.0	10.2	4.3	34.9	8.1	63.6	1.2
Oregon	3.6	122.6	33.9	6.5	14.8	4.6	45.3	9.9	82.4	4.2
California	5.0	131.5	26.4	1.7	17.2	4.7	35.4	7.6	106.9	3.7

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TABLE 31.—*Combined statistics of public high schools and private high schools and academies—Number of schools, instructors, and students in 1897–98.*

State or Territory.	Total schools.	Total secondary teachers.	Total secondary students.	Male.		Female.		Classical preparatory students.	
				Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	7,305	27,298	554,825	241,359	43.50	313,466	56.50	44,296	7.99
North Atlantic Division	1,984	9,886	182,061	82,227	45.16	99,834	54.84	18,646	10.24
South Atlantic Division	760	2,368	41,292	18,487	44.77	22,805	55.23	4,492	10.88
South Central Division	988	2,932	53,986	23,914	44.30	30,072	55.70	5,278	9.78
North Central Division	3,216	10,553	247,245	104,424	42.24	142,821	57.76	13,735	5.55
Western Division	357	1,559	30,241	12,307	40.70	17,934	59.30	2,145	7.09
North Atlantic Division:									
Maine	189	478	11,453	5,215	45.53	6,238	54.47	1,597	13.94
New Hampshire	81	304	5,343	2,708	52.37	2,515	47.63	712	13.33
Vermont	78	258	5,232	2,364	45.18	2,868	54.82	348	6.65
Massachusetts	323	2,004	38,896	17,402	44.74	21,494	55.26	5,848	15.04
Rhode Island	29	271	3,911	1,664	42.55	2,247	57.45	727	18.59
Connecticut	130	619	9,615	4,359	45.34	5,256	54.66	1,086	11.30
New York	572	3,274	58,538	27,030	46.18	31,508	53.82	4,424	7.56
New Jersey	155	800	13,373	6,056	45.29	7,317	54.71	1,459	10.91
Pennsylvania	427	1,878	35,700	15,339	42.97	20,361	57.03	2,445	6.85
South Atlantic Division:									
Delaware	17	63	1,333	576	43.21	757	56.79	58	4.35
Maryland	85	340	5,818	2,369	40.72	3,449	59.28	278	4.78
District of Columbia	24	257	3,794	1,506	39.69	2,288	60.31	182	4.80
Virginia	146	444	7,057	3,414	48.38	3,643	51.62	878	12.44
West Virginia	42	135	2,433	928	38.14	1,505	61.86	191	7.85
North Carolina	125	338	6,034	3,368	55.82	2,666	44.18	1,053	17.45
South Carolina	119	276	4,786	2,061	43.06	2,725	56.94	653	13.64
Georgia	172	430	8,844	3,822	43.22	5,022	56.78	1,158	13.09
Florida	80	85	1,193	443	37.13	750	62.87	41	3.44
South Central Division:									
Kentucky	148	520	8,375	3,751	44.79	4,624	55.21	637	7.61
Tennessee	195	497	10,256	4,863	47.42	5,393	52.58	1,025	10.00
Alabama	114	281	5,338	2,520	47.21	2,818	52.79	750	14.05
Mississippi	135	330	5,887	2,633	44.73	3,254	55.27	530	9.00
Louisiana	45	175	2,742	977	35.63	1,765	64.37	194	7.07
Texas	263	887	16,589	6,917	41.70	9,672	58.30	1,664	10.03
Arkansas	72	193	3,991	1,849	46.29	2,145	53.71	413	10.34
Oklahoma	4	16	291	118	40.55	173	59.45	17	5.84
Indian Territory	12	33	514	286	55.64	228	44.36	48	9.34
North Central Division:									
Ohio	652	1,852	43,497	18,753	43.11	24,744	56.89	2,718	6.25
Indiana	378	1,148	24,860	10,932	43.97	13,928	56.03	908	3.65
Illinois	390	1,616	39,090	15,725	40.23	23,365	59.77	2,230	5.70
Michigan	303	1,102	28,665	12,095	42.19	16,570	57.81	729	2.54
Wisconsin	208	754	17,996	8,066	44.82	9,930	55.18	1,101	6.12
Minnesota	142	681	13,275	5,687	42.84	7,588	57.16	384	2.89
Iowa	370	1,178	29,038	12,332	42.47	16,706	57.53	1,907	6.57
Missouri	281	998	21,609	9,020	41.74	12,589	58.26	1,543	7.14
North Dakota	26	58	956	377	39.44	579	60.56	97	10.15
South Dakota	36	97	1,985	839	42.27	1,146	57.73	84	4.23
Nebraska	239	572	13,916	5,577	40.08	8,339	59.92	950	6.83
Kansas	191	497	12,358	5,021	40.63	7,337	59.37	1,084	8.77
Western Division:									
Montana	19	53	1,026	368	36.08	652	63.92	111	10.88
Wyoming	6	15	330	148	44.85	182	55.15	18	5.45
Colorado	44	225	5,067	2,025	39.96	3,042	60.04	328	6.48
New Mexico	7	15	202	107	52.97	95	47.03	5	2.48
Arizona	3	10	164	65	39.63	99	60.37	20	12.19
Utah	18	120	2,065	934	45.23	1,131	54.77	89	4.31
Nevada	8	23	509	191	37.52	318	62.48	27	5.30
Idaho	13	40	522	211	40.42	311	59.58	65	12.45
Washington	48	153	3,049	1,190	39.03	1,859	60.97	208	6.82
Oregon	32	134	2,455	1,127	45.91	1,328	54.09	221	9.00
California	159	771	14,858	5,941	39.99	8,917	60.01	1,053	7.09

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TABLE 32.—*Combined statistics of public high schools and private high schools and academies—College preparatory students and graduates in 1897–98.*

State or Territory	Scientific preparatory students.		Total college preparatory students.		Graduates in 1898.		Graduates prepared for college.	
	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.	Number.	Per cent.
United States	33,463	6.03	77,759	14.02	65,170	11.75	19,949	30.60
North Atlantic Division	10,818	5.94	29,464	16.18	22,970	12.62	6,845	29.80
South Atlantic Division	1,590	3.85	6,062	14.73	4,112	9.96	1,195	29.06
South Central Division	3,245	6.01	8,523	15.79	4,302	7.97	1,551	36.05
North Central Division	14,733	5.96	28,468	11.51	30,133	12.19	8,864	29.42
Western Division	3,077	10.18	5,222	17.27	3,653	12.08	1,485	40.65
North Atlantic Division:								
Maine	402	3.51	1,999	17.45	1,422	12.42	455	32.00
New Hampshire	365	6.64	1,067	19.97	744	13.92	271	36.42
Vermont	395	7.55	743	14.20	601	11.49	216	35.94
Massachusetts	2,381	6.12	8,229	21.16	5,803	14.92	1,857	32.00
Rhode Island	144	3.68	871	22.27	430	10.99	189	43.95
Connecticut	632	6.57	1,718	17.87	1,379	14.34	424	30.75
New York	3,323	5.67	7,747	13.23	5,546	9.47	1,772	31.95
New Jersey	1,209	9.04	2,668	19.95	1,847	13.81	581	31.46
Pennsylvania	1,977	5.54	4,422	12.39	5,198	14.56	1,080	20.78
South Atlantic Division:								
Delaware	23	1.73	81	6.08	163	12.23	36	22.09
Maryland	116	1.96	394	6.77	620	10.83	169	26.83
District of Columbia	82	2.16	264	6.96	455	11.99	84	18.46
Virginia	318	4.51	1,196	16.95	592	8.39	105	17.73
West Virginia	77	3.17	268	11.02	280	11.51	60	24.64
North Carolina	466	7.72	1,519	25.17	376	6.23	202	53.72
South Carolina	196	4.10	849	17.74	662	13.82	205	30.97
Georgia	299	3.38	1,457	16.47	846	9.57	304	35.93
Florida	13	1.09	54	4.53	108	9.05	21	19.44
South Central Division:								
Kentucky	470	5.61	1,107	13.22	703	8.39	214	30.44
Tennessee	585	5.70	1,610	15.70	936	9.13	354	37.82
Alabama	283	5.30	1,033	19.35	378	7.08	129	34.13
Mississippi	521	8.85	1,051	17.85	405	6.88	164	40.49
Louisiana	126	4.60	320	11.67	369	13.46	121	32.79
Texas	912	5.50	2,576	15.53	1,199	7.23	422	35.20
Arkansas	300	7.51	713	17.85	260	6.51	123	47.31
Oklahoma	16	5.50	33	11.34	23	7.90	14	60.87
Indian Territory	32	6.22	80	15.56	29	5.64	10	34.48
North Central Division:								
Ohio	2,242	5.15	4,960	11.40	5,515	12.68	1,401	25.40
Indiana	858	3.45	1,766	7.10	2,718	10.93	592	21.78
Illinois	2,211	5.66	4,441	11.36	4,836	12.37	1,263	26.12
Michigan	1,620	5.65	2,349	8.19	3,230	11.27	950	29.41
Wisconsin	911	5.06	2,012	11.18	2,322	12.90	685	29.50
Minnesota	2,022	15.24	2,407	18.13	1,649	12.42	804	48.76
Iowa	1,388	4.78	3,295	11.35	3,915	13.48	1,097	28.02
Missouri	1,412	6.53	2,955	13.67	2,334	10.80	648	27.76
North Dakota	70	7.32	167	17.47	89	9.31	46	51.69
South Dakota	45	2.27	129	6.50	268	13.50	89	33.21
Nebraska	1,276	9.17	2,226	16.00	1,814	13.04	696	38.48
Kansas	677	5.48	1,761	14.25	1,443	11.68	591	40.96
Western Division:								
Montana	142	13.92	253	24.80	111	10.88	36	32.43
Wyoming	8	2.42	26	7.88	43	13.03	28	65.12
Colorado	672	13.28	1,000	19.74	614	12.12	198	32.25
New Mexico	10	4.95	15	7.43	33	16.34	7	21 21
Arizona	7	4.27	27	16.46	13	7.93	13	100.00
Utah	52	2.52	141	6.83	158	7.65	65	41.14
Nevada	27	5.30	54	10.60	97	19.06	41	42.27
Idaho	59	11.30	124	23.75	45	8.62	9	20.00
Washington	184	6.04	392	12.86	382	12.53	80	20.94
Oregon	166	6.76	387	15.76	273	11.12	42	15.38
California	1,750	11.78	2,803	18.87	1,884	12.68	966	51.27

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TABLE 33.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1897–98.*

State or Territory.	Latin.			Greek.			French.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	6,339	274,293	49.44	1,954	24,904	4.50	1,939	58,165	10.48
North Atlantic Division	1,853	88,484	48.60	986	14,648	8.05	1,064	39,054	21.45
South Atlantic Division	717	25,126	60.85	244	1,988	4.81	290	5,610	13.59
South Central Division	904	27,611	51.14	269	2,127	3.94	295	3,241	6.00
North Central Division	2,565	117,731	47.62	375	5,030	2.03	282	7,882	3.19
Western Division	300	15,341	50.72	80	1,201	3.97	98	2,378	7.86
North Atlantic Division:									
Maine	165	5,090	44.44	109	1,376	12.01	94	2,240	19.56
New Hampshire	74	3,024	56.66	43	893	16.71	57	1,911	35.77
Vermont	76	1,937	37.02	45	345	6.59	47	688	13.11
Massachusetts	321	20,139	51.78	228	4,487	11.54	232	16,261	41.81
Rhode Island	26	1,834	46.89	17	419	10.71	23	1,254	32.06
Connecticut	126	5,377	55.92	68	951	9.89	79	2,312	24.05
New York	554	24,260	41.44	286	3,218	5.50	314	9,489	16.21
New Jersey	127	6,171	46.15	57	1,048	7.84	66	1,778	13.30
Pennsylvania	384	20,652	57.85	143	1,911	5.35	102	3,123	8.75
South Atlantic Division:									
Delaware	16	1,050	78.77	3	34	2.55	2	89	6.68
Maryland	77	3,693	63.48	28	239	4.11	36	1,114	19.15
District of Columbia	21	1,732	45.65	11	171	4.51	20	850	22.40
Virginia	140	4,024	65.52	34	178	2.52	81	1,121	15.88
West Virginia	37	1,075	44.18	8	87	3.58	12	165	6.78
North Carolina	121	3,071	50.89	52	375	6.21	43	315	5.22
South Carolina	111	3,030	63.31	37	308	6.44	39	629	13.14
Georgia	176	6,268	70.87	70	581	6.57	53	1,249	14.12
Florida	24	583	48.87	3	15	1.26	4	78	6.54
South Central Division:									
Kentucky	132	4,595	54.87	44	503	6.01	43	367	4.38
Tennessee	178	5,178	50.49	68	637	6.21	27	317	3.09
Alabama	116	2,955	55.36	40	233	4.36	36	347	6.50
Mississippi	122	2,635	44.76	31	168	2.85	13	114	1.94
Louisiana	40	1,877	68.45	8	72	2.63	29	1,498	54.63
Texas	236	7,856	47.38	56	362	2.18	46	532	3.21
Arkansas	76	2,106	52.73	23	113	2.83	10	64	1.60
Oklahoma	4	204	70.10	1	4	1.37	1	2	0.69
Indian Territory	11	205	39.88	4	35	6.81	.....	.....	.....
North Central Division:									
Ohio	517	21,919	50.39	81	1,239	2.85	52	1,250	2.87
Indiana	349	15,948	64.15	19	228	0.92	17	488	1.96
Illinois	319	19,398	49.62	62	833	2.13	54	2,422	6.20
Michigan	198	9,905	34.55	39	547	1.91	35	1,073	3.74
Wisconsin	123	4,790	26.62	27	421	2.34	23	266	1.48
Minnesota	133	7,542	56.81	31	320	2.41	26	816	6.15
Iowa	271	11,601	39.96	27	277	0.95	16	280	0.96
Missouri	231	10,907	50.47	45	706	3.27	39	889	4.11
North Dakota	24	695	72.70	5	14	1.46	1	32	3.35
South Dakota	28	770	38.79	7	53	2.67	3	25	1.26
Nebraska	198	7,556	54.30	16	215	1.54	6	246	1.77
Kansas	174	6,700	54.22	16	177	1.43	10	95	0.77
Western Division:									
Montana	15	585	57.35	1	7	0.69	2	54	5.29
Wyoming	6	165	50.00	.....	.....	.....	.....	.....	.....
Colorado	40	3,241	62.96	12	280	5.53	7	382	7.54
New Mexico	6	48	23.76	1	1	0.50	.....	.....	.....
Arizona	3	87	53.05	.....	.....	.....	.....	.....	.....
Utah	13	645	31.23	5	43	2.08	4	127	6.15
Nevada	7	277	54.42	.....	.....	.....	1	25	4.91
Idaho	11	211	40.42	1	5	0.96	1	8	1.53
Washington	29	1,288	42.24	6	21	0.69	8	170	5.58
Oregon	25	931	37.92	7	109	4.44	13	183	7.45
California	145	7,863	52.92	47	735	4.95	62	1,429	9.62

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TABLE 34.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1897-98.*

State or Territory.	German.			Algebra.			Geometry.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	2,626	78,994	14.24	7,223	306,755	55.29	6,420	147,515	26.59
North Atlantic Division	1,062	33,996	18.67	1,959	92,551	50.84	1,812	48,698	26.75
South Atlantic Division	186	4,442	10.76	754	26,972	65.32	600	12,054	29.19
South Central Division	214	3,023	5.60	979	36,041	66.76	857	15,846	29.35
North Central Division	1,014	33,628	13.60	3,185	133,595	54.03	2,839	60,784	24.58
Western Division	150	3,905	12.91	346	17,596	58.19	312	10,133	33.51
North Atlantic Division:									
Maine	16	140	1.22	186	5,703	49.79	168	2,848	24.87
New Hampshire	22	371	6.94	80	2,729	51.08	74	1,575	29.48
Vermont	19	181	3.46	78	2,089	39.93	65	905	17.30
Massachusetts	166	4,739	12.18	320	18,803	48.34	311	11,869	30.51
Rhode Island	21	542	13.86	29	2,083	53.26	25	1,051	26.87
Connecticut	91	2,229	23.18	128	4,641	48.27	112	2,828	29.41
New York	439	14,181	24.23	565	24,975	42.68	531	13,064	22.32
New Jersey	92	3,751	28.05	152	9,207	69.30	138	3,474	25.98
Pennsylvania	196	7,863	22.03	421	22,201	62.36	388	11,084	31.05
South Atlantic Division:									
Delaware	6	90	6.75	17	931	69.84	16	426	31.96
Maryland	38	1,558	26.78	84	4,243	72.93	82	3,462	59.50
District of Columbia	16	1,123	29.60	23	1,309	34.50	21	778	20.51
Virginia	63	1,026	14.54	142	4,608	65.30	117	1,926	27.29
West Virginia	13	221	9.08	42	1,652	67.90	37	646	26.55
North Carolina	22	140	2.32	124	3,047	50.50	78	834	13.82
South Carolina	16	122	2.55	120	3,690	77.10	83	961	20.08
Georgia	10	118	1.33	172	6,670	75.42	142	2,687	30.38
Florida	2	44	8.09	30	822	68.90	24	324	28.00
South Central Division:									
Kentucky	67	1,192	14.23	147	5,334	63.69	119	1,972	23.55
Tennessee	35	329	3.21	193	6,168	60.14	175	2,850	27.79
Alabama	17	170	3.18	112	3,623	67.87	100	1,726	32.33
Mississippi	7	56	0.95	133	3,441	58.45	103	1,016	17.26
Louisiana	5	12	0.44	45	1,710	62.36	41	1,044	38.07
Texas	60	1,012	6.10	262	12,556	75.69	248	6,130	36.95
Arkansas	18	143	3.58	72	2,776	69.50	61	950	23.79
Oklahoma	3	103	35.40	4	193	66.32	4	72	24.74
Indian Territory	2	6	1.17	11	240	46.69	6	86	16.73
North Central Division:									
Ohio	171	5,805	13.35	645	24,887	57.22	549	10,852	24.95
Indiana	70	2,442	9.82	378	15,834	63.69	309	6,121	24.62
Illinois	130	5,810	14.80	385	18,651	47.71	357	9,962	25.48
Michigan	137	4,518	15.76	301	14,594	50.91	284	5,675	19.80
Wisconsin	143	4,834	20.86	204	7,808	43.30	204	4,247	23.60
Minnesota	77	2,307	17.38	142	5,853	44.11	135	3,734	28.13
Iowa	86	2,683	9.24	365	14,960	51.52	315	6,566	22.61
Missouri	87	2,559	11.84	276	13,774	63.74	244	5,275	24.41
North Dakota	3	10	1.05	25	573	59.94	24	269	28.14
South Dakota	13	230	11.59	35	927	40.70	29	433	21.81
Nebraska	41	1,284	9.23	239	8,480	60.94	229	4,227	30.38
Kansas	56	1,146	9.27	190	7,252	58.68	160	3,423	27.70
Western Division:									
Montana	4	177	17.35	19	604	59.22	14	242	23.73
Wyoming	1	20	6.06	6	168	50.91	4	139	42.12
Colorado	27	1,101	21.73	42	2,700	53.29	42	1,906	37.62
New Mexico	1	2	0.99	7	125	61.88	7	74	36.63
Arizona	.....	.....	.....	3	127	77.44	2	26	15.85
Utah	10	271	13.12	16	1,094	52.98	12	503	24.36
Nevada	.....	.....	.....	8	424	83.30	7	251	49.31
Idaho	2	15	2.87	10	281	53.83	9	109	20.88
Washington	13	393	12.89	47	1,788	58.64	39	912	29.91
Oregon	15	422	17.19	31	1,422	57.92	26	484	19.71
California	77	1,504	10.12	157	8,863	59.65	150	5,487	36.93

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TABLE 35.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1897–98.*

State or Territory.	Trigonometry.			Astronomy.			Physics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	1,541	15,719	2.83	1,905	24,433	4.40	5,873	113,6[illegible]0	20.48
North Atlantic Division	448	4,589	2.52	716	8,816	4.84	1,585	33,057	18.16
South Atlantic Division	235	2,068	5.01	161	1,868	4.52	465	10,003	24.23
South Central Division	360	3,550	6.58	245	3,066	5.68	751	14,285	26.46
North Central Division	380	4,325	1.75	700	9,765	3.95	2,780	49,600	20.06
Western Division	118	1,187	3.93	83	918	3.04	292	6,705	22.17
North Atlantic Division:									
Maine	11	61	0.53	86	920	8.03	149	2,185	19.08
New Hampshire	15	144	2.70	37	338	6.33	55	1,182	22.12
Vermont	2	8	0.15	37	345	6.59	60	749	14.32
Massachusetts	66	544	1.40	155	2,249	5.78	278	8,297	21.33
Rhode Island	10	120	3.07	15	230	6.11	27	889	22.73
Connecticut	40	287	2.98	51	684	7.11	94	1,679	17.46
New York	162	1,621	2.77	200	1,931	3.30	452	7,466	12.75
New Jersey	37	432	3.23	50	728	5.44	125	2,628	19.65
Pennsylvania	105	1,372	3.84	85	1,382	3.87	345	7,982	22.36
South Atlantic Division:									
Delaware	5	42	3.15	2	8	0.60	16	429	32.18
Maryland	37	552	9.49	20	399	6.86	76	2,597	44.64
District of Columbia	13	118	3.11	12	69	1.82	19	800	21.09
Virginia	56	378	5.36	27	217	3.07	80	1,488	21.09
West Virginia	16	121	4.97	10	88	3.62	32	515	21.17
North Carolina	23	94	1.56	26	226	3.75	58	1,023	16.95
South Carolina	17	226	4.72	16	264	5.52	59	1,445	30.19
Georgia	60	444	5.02	38	464	5.25	96	1,478	16.71
Florida	8	93	7.80	10	133	11.15	20	228	19.11
South Central Division:									
Kentucky	60	573	6.84	54	576	6.88	92	1,583	18.90
Tennessee	68	460	4.49	50	588	5.73	141	1,971	19.22
Alabama	50	704	13.19	30	565	10.58	89	1,508	28.25
Mississippi	33	187	3.18	28	270	4.59	120	2,161	36.71
Louisiana	13	70	2.55	12	155	5.65	39	833	30.38
Texas	115	1,233	7.43	58	817	4.92	210	5,192	31.30
Arkansas	17	310	7.76	10	85	2.13	49	887	22.21
Oklahoma	1	5	1.72	1	4	1.37	4	52	17.87
Indian Territory	3	8	1.56	2	6	1.17	7	98	19.07
North Central Division:									
Ohio	110	1,359	3.12	169	2,180	5.01	515	8,250	18.97
Indiana	35	361	1.45	35	629	2.53	278	5,077	20.42
Illinois	45	562	1.44	125	2,224	5.69	368	8,010	20.49
Michigan	20	272	0.95	73	881	3.07	277	5,185	18.09
Wisconsin	17	145	0.81	11	122	0.68	199	2,982	16.57
Minnesota	8	84	0.63	31	447	3.37	114	2,107	15.87
Iowa	36	325	1.12	116	1,559	5.37	342	6,150	21.18
Missouri	67	849	3.93	79	902	4.17	234	4,681	21.66
North Dakota	2	5	0.52	2	20	2.09	20	170	17.78
South Dakota	6	55	2.77	5	82	4.13	33	434	21.86
Nebraska	22	216	1.55	21	249	1.79	221	3,480	25.01
Kansas	12	93	0.74	33	470	3.80	179	3,074	24.87
Western Division:									
Montana	4	22	2.16	2	16	1.57	14	228	22.35
Wyoming	1	5	1.52	2	16	4.85	4	74	22.42
Colorado	15	216	4.26	9	242	4.78	41	1,246	24.59
New Mexico	1	4	1.98	2	36	17.82	3	46	22.77
Arizona	1	13	7.93	.....	.....	.....	3	40	24.39
Utah	5	70	3.39	3	27	1.31	15	341	16.51
Nevada	.....	.....	.....	1	3	0.59	7	311	61.10
Idaho	.....	.....	.....	4	20	3.83	6	45	8.62
Washington	6	58	1.90	8	120	3.94	33	591	19.38
Oregon	15	116	4.73	14	97	3.95	24	444	18.09
California	70	683	4.60	38	341	2.30	142	3,339	22.47

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TABLE 36.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1897–98.*

State or Territory	Chemistry.			Physical geography.			Geology.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	2,766	47,448	8.55	5,683	134,962	24.33	1,756	25,851	4.66
North Atlantic Division	967	17,087	9.39	1,477	33,934	18.64	670	10,402	5.71
South Atlantic Division	207	3,364	8.15	589	11,785	28.54	103	1,467	3.55
South Central Division	318	4,563	8.45	714	17,378	32.19	269	3,692	6.84
North Central Division	1,065	18,739	7.58	2,669	65,573	26.52	608	8,942	3.62
Western Division	209	3,695	12.22	234	6,312	20.87	106	1,346	4.45
North Atlantic Division:									
Maine	88	1,049	9.16	131	1,921	16.77	81	973	8.50
New Hampshire	43	720	13.48	51	998	13.06	20	328	6.14
Vermont	35	334	6.38	57	997	19.06	35	360	6.88
Massachusetts	221	4,775	12.28	178	3,700	9.51	137	2,157	5.55
Rhode Island	19	566	14.47	18	365	9.33	9	167	4.27
Connecticut	56	890	9.26	86	1,713	17.82	37	636	6.61
New York	288	3,795	6.48	468	11,173	19.09	229	3,458	5.91
New Jersey	75	1,333	9.97	106	3,250	24.30	30	751	5.62
Pennsylvania	142	3,625	10.15	382	10,117	28.34	82	1,573	4.41
South Atlantic Division:									
Delaware	7	162	12.15	13	520	39.01	.....	.....	.....
Maryland	25	513	8.82	68	1,398	24.03	12	138	2.37
District of Columbia	16	335	8.83	15	149	3.93	8	199	2.87
Virginia	51	736	10.43	111	2,141	30.34	20	235	3.33
West Virginia	19	211	8.67	40	1,028	42.25	9	111	4.56
North Carolina	22	368	6.10	100	1,412	23.40	16	240	3.98
South Carolina	18	322	6.73	100	2,202	46.01	11	227	4.74
Georgia	41	629	7.11	115	2,442	27.61	22	352	3.98
Florida	8	88	7.38	27	493	41.32	5	55	4.61
South Central Division:									
Kentucky	62	757	9.04	100	1,851	22.10	47	429	5.12
Tennessee	46	598	5.83	103	1,968	19.19	91	1,164	11.35
Alabama	43	697	13.06	73	1,650	30.91	24	554	10.38
Mississippi	31	329	5.50	90	1,834	31.15	18	234	3.97
Louisiana	23	581	21.19	40	996	36.32	10	87	3.17
Texas	89	1,131	6.82	242	7,296	43.98	64	860	5 18
Arkansas	18	397	9.94	58	1,502	39.11	11	304	7.61
Oklahoma	3	34	11.68	3	91	31.27	2	18	6.19
Indian Territory	3	39	7.59	5	130	25.29	2	42	8.17
North Central Division:									
Ohio	165	3,425	7.87	566	11,502	26.44	98	1,283	2.95
Indiana	114	2,213	8.90	302	6,244	25.12	56	992	3.03
Illinois	173	2,939	7.52	310	10,715	27.41	78	1,558	3.99
Michigan	167	2,729	9.52	250	6,120	21.35	66	696	2.43
Wisconsin	41	670	3.72	197	5,943	33.02	21	377	2.09
Minnesota	78	1,296	9.76	62	1,930	14.54	14	177	1.33
Iowa	88	1,403	4.83	322	7,804	26.88	112	1,685	5.80
Missouri	106	1,844	8.53	221	5,309	24.57	83	1,240	5.74
North Dakota	4	34	3.50	19	187	19.56	2	10	1.05
South Dakota	8	102	5.14	34	694	34.96	8	136	6.85
Nebraska	77	1,406	10.10	207	4,346	31.23	23	310	2 23
Kansas	42	678	5.49	179	4,779	38.67	47	569	4.60
Western Division:									
Montana	6	142	13.92	14	312	30.50	8	82	8.04
Wyoming	3	19	5.76	4	63	19.09	3	21	6.36
Colorado	33	806	15.91	30	795	15.69	25	538	10.62
New Mexico	2	17	8.42	6	91	45.05	2	20	9.90
Arizona	2	21	12.80	3	41	25.00	1	8	4.88
Utah	9	88	4.26	16	579	28.04	7	155	7.51
Nevada	7	175	34.38	8	225	44.20	.....	.....	.....
Idaho	3	30	5.75	10	254	48.66	2	9	1.72
Washington	11	177	5.81	42	1,224	40.14	12	105	3.44
Oregon	15	291	11.85	21	683	27.82	14	98	3.99
California	118	1,929	12.98	70	2,045	13.76	32	310	2.09

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TABLE 37.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1897–98.*

State or Territory.	Physiology.			Psychology.			Rhetoric.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	5,452	162,990	29.38	1,515	20,198	3.64	6,219	195,848	35.30
North Atlantic Division	1,400	46,728	25.67	303	4,322	2.37	1,676	58,796	32.29
South Atlantic Division	504	12,201	29.55	131	2,005	4.86	593	15,552	37.66
South Central Division	790	23,514	43.56	341	4,382	8.08	844	20,564	38.09
North Central Division	2,579	75,653	30.60	665	8,470	3.43	2,802	87,903	35.55
Western Division	179	4,894	16.18	75	1,039	3.44	304	13,033	43.10
North Atlantic Division:									
Maine	119	1,955	17.07	31	356	3.11	150	2,997	26.17
New Hampshire	46	752	14.07	11	75	1.40	72	1,882	35.22
Vermont	42	650	12.42	24	184	3.52	67	1,188	22.71
Massachusetts	190	5,905	15.18	30	425	1.09	278	16,215	41.69
Rhode Island	13	224	5.73	9	172	4.40	28	1,772	45.31
Connecticut	70	1,493	15.53	14	177	1.84	104	3,702	38.50
New York	501	19,423	33.18	70	965	1.65	481	13,590	23.06
New Jersey	102	3,548	26.53	25	337	2.52	128	4,827	36.10
Pennsylvania	317	12,778	35.79	89	1,681	4.57	368	12,713	35.61
South Atlantic Division:									
Delaware	13	640	48.01	3	18	1.35	16	479	35.93
Maryland	63	1,878	32.28	12	317	5.45	70	2,759	47.42
District of Columbia	13	141	3.72	8	64	1.69	19	1,290	34.24
Virginia	98	2,054	29.11	28	320	4.66	115	2,419	34.28
West Virginia	36	922	37.00	12	98	4.03	39	778	31.98
North Carolina	96	1,942	32.18	18	276	4.57	102	1,606	26.62
South Carolina	81	1,932	40.37	10	312	6.52	97	1,923	40.18
Georgia	78	2,106	23.81	23	431	4.87	106	3,651	41.28
Florida	26	586	49.12	17	160	13.41	28	638	53.48
South Central Division:									
Kentucky	120	3,233	38.60	60	907	10.83	125	3,260	38.93
Tennessee	144	3,471	33.84	42	335	3.27	164	3,207	31.27
Alabama	71	2,412	45.19	26	395	7.40	100	2,365	44.30
Mississippi	115	2,988	50.76	25	222	3.77	102	1,995	33.89
Louisiana	36	1,132	41.28	10	96	3.50	42	1,464	53.39
Texas	233	8,029	48.40	153	1,984	11.96	240	6,660	40.15
Arkansas	59	1,987	49.75	18	338	8.46	60	1,319	33.02
Oklahoma	2	56	19.24	3	54	18.56	3	122	41.92
Indian Territory	10	206	40.08	4	31	6.03	8	172	33.46
North Central Division:									
Ohio	552	15,013	34.52	112	1,199	2.76	542	15,583	35.83
Indiana	226	5,397	21.71	83	1,086	4.37	328	11,816	47.53
Illinois	353	13,413	34.31	48	696	1.78	354	14,292	36.56
Michigan	267	7,034	24.54	64	920	3.21	276	8,605	30.02
Wisconsin	194	4,516	25.09	117	1,191	6.62	161	3,524	19.58
Minnesota	95	3,187	24.01	13	157	1.18	123	3,781	28.48
Iowa	294	8,750	30.16	47	588	2.02	337	9,745	33.56
Missouri	228	8,075	37.37	117	1,820	8.42	252	8,893	41.15
North Dakota	18	360	37.66	5	33	3.45	22	336	35.15
South Dakota	30	832	41.91	6	38	1.91	32	588	29.62
Nebraska	181	5,175	37.19	9	86	0.62	194	6,128	44.04
Kansas	141	3,892	31.49	44	656	5.31	171	4,612	37.32
Western Division:									
Montana	13	308	30.20	1	12	1.18	16	358	35.10
Wyoming	4	99	30.00	1	7	2.12	6	125	37.88
Colorado	22	555	10.95	12	335	6.61	38	1,760	34.73
New Mexico	4	115	56.93	.....	.....	.....	6	83	41.09
Arizona	1	33	20.12	.....	.....	.....	1	22	13.41
Utah	14	503	24.36	9	269	13.03	13	764	37.00
Nevada	5	237	46.56	1	8	1.57	7	266	52.26
Idaho	9	208	39.85	1	10	1.92	10	133	25.48
Washington	27	661	21.66	21	178	5.84	38	1,150	38.01
Oregon	24	529	21.55	10	55	2.24	28	681	27.74
California	55	1,646	11.08	19	165	1.11	141	7,682	51.70

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TABLE 38.—*Combined statistics of public high schools and private high schools and academies—Secondary students in certain studies in 1897-98.*

State or Territory.	English literature.			History.			Civics.		
	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.	Schools reporting.	Number.	Per cent.
United States	5,965	215,810	38.90	6,203	209,034	37.68	5,114	118,807	21.41
North Atlantic Division	1,643	77,361	42.49	1,665	71,382	39.21	1,369	30,770	16.90
South Atlantic Division	544	16,893	40.91	628	19,811	47.98	266	4,953	12.00
South Central Division	723	18,403	34.09	772	22,385	41.46	606	13,671	25.32
North Central Division	2,731	84,210	34.06	2,823	79,752	32.26	2,622	63,752	25.78
Western Division	324	18,943	62.64	315	15,704	51.93	251	5,661	18.72
North Atlantic Division:									
Maine	138	3,707	32.37	142	3,658	31.94	123	1,786	15.59
New Hampshire	68	2,486	46.53	69	2,073	38.80	46	659	12.33
Vermont	58	679	12.98	61	1,179	22.53	63	1,007	19.25
Massachusetts	305	25,567	65.73	298	20,590	52.94	213	4,996	12.84
Rhode Island	28	2,444	62.49	28	2,041	52.19	20	470	12.02
Connecticut	109	5,607	58.32	113	4,133	42.98	68	1,067	11.10
New York	449	13,466	23.00	488	17,356	29.65	457	10,258	17.52
New Jersey	130	7,082	52.96	130	6,019	45.01	79	2,116	15.82
Pennsylvania	358	16,323	45.72	336	14,333	40.15	300	8,411	23.56
South Atlantic Division:									
Delaware	14	341	25.58	17	469	35.18	12	238	17.85
Maryland	74	3,678	63.22	74	3,707	63.72	34	686	11.79
District of Columbia	22	3,177	83.74	20	1,828	48.18	9	159	4.19
Virginia	108	2,215	31.39	121	3,541	50.18	85	551	7.81
West Virginia	36	994	40.85	40	1,111	45.66	33	676	27.78
North Carolina	84	1,972	32.68	102	2,476	41.03	33	857	14.20
South Carolina	81	1,582	33.05	102	2,530	52.86	42	687	14.35
Georgia	105	2,466	27.88	131	3,739	42.28	50	809	9.15
Florida	20	468	39.23	21	410	34.37	18	290	24.31
South Central Division:									
Kentucky	128	3,304	39.45	120	3,901	46.58	103	2,178	26.01
Tennessee	127	2,543	24.80	136	3,139	30.61	95	1,675	16.33
Alabama	85	1,918	35.93	86	2,146	40.20	41	951	17.82
Mississippi	104	2,264	38.46	102	2,293	38.95	82	1,660	28.20
Louisiana	25	1,254	45.73	40	1,888	68.85	37	622	22.68
Texas	196	5,770	34.82	227	7,684	46.32	203	5,575	33.61
Arkansas	48	1,175	29.42	53	1,232	30.85	38	851	21.31
Oklahoma	4	84	28.87	2	36	12.37	2	72	24.74
Indian Territory	6	85	16.54	6	66	12.84	5	87	16.93
North Central Division:									
Ohio	523	14,983	34.45	530	14,106	32.43	552	10,439	24.00
Indiana	332	10,992	44.22	341	8,803	35.41	282	6,459	25.98
Illinois	858	19,449	49.75	855	12,360	31.62	317	8,361	21.39
Michigan	268	5,392	18.81	287	8,871	30.95	254	7,138	24.90
Wisconsin	189	4,133	22.97	196	4,398	24.44	173	4,146	23.04
Minnesota	120	2,738	20.63	119	4,302	32.41	87	1,928	14.52
Iowa	316	9,835	33.87	337	9,421	32.44	339	8,844	30.46
Missouri	241	6,478	29.98	246	7,879	36.46	192	5,961	27.59
North Dakota	22	479	50.10	20	373	39.02	21	316	33.05
South Dakota	29	426	21.46	31	723	36.42	31	651	32.80
Nebraska	176	5,407	38.85	194	4,526	32.52	215	4,961	35.65
Kansas	157	3,898	31.54	167	3,990	32.29	159	4,548	36.80
Western Division:									
Montana	18	357	35.00	16	340	33.33	12	358	35.10
Wyoming	5	168	50.91	6	99	30.00	5	139	42.12
Colorado	42	3,534	69.75	40	3,380	66.71	25	861	16.99
New Mexico	5	65	32.18	5	54	26.73	4	46	22.77
Arizona	2	90	54.88	2	47	28.66	1	49	29.88
Utah	17	659	31.91	16	497	24.07	10	220	10.65
Nevada	7	380	74.66	7	333	65.42	6	206	40.47
Idaho	11	248	47.51	10	181	34.67	8	196	37.55
Washington	39	1,182	38.77	32	911	29.88	38	621	20.37
Oregon	26	596	24.28	30	952	38.78	17	417	16.99
California	152	11,664	78.50	151	8,910	59.97	125	2,548	17.15

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TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1897–98.* (*See also Table 40.*)

State or Territory.	Total public and private secondary students.			In public institutions.											
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.			Total public secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	284,379	341,736	626,115	189,187	260,413	449,600	4,797	1,846	6,643	1,258	2,312	3,570	195,242	264,571	459,813
North Atlantic Division	90,424	104,188	194,612	61,651	80,096	141,747	891	2	893	362	975	1,337	62,904	81,073	143,977
South Atlantic Division	22,290	25,810	48,100	9,742	14,641	24,383	783	131	914	79	353	432	10,604	15,125	25,729
South Central Division	31,277	35,854	67,131	13,607	19,281	32,888	919	283	1,202	294	274	568	14,820	19,838	34,658
North Central Division	124,491	155,429	279,920	94,163	131,415	225,578	1,036	621	1,657	497	656	1,123	95,666	132,692	228,358
Western Division	15,897	20,455	36,352	10,024	14,980	25,004	1,168	809	1,977	56	54	110	11,248	15,843	27,091
North Atlantic Division:															
Maine	5,215	6,525	11,740	3,873	4,695	8,568	0	0	0	.....	.....	.....	3,873	4,695	8,568
New Hampshire	2,847	2,585	5,432	1,467	1,858	3,325	7	0	7	30	40	70	1,504	1,898	3,402
Vermont	2,364	2,868	5,232	1,348	1,808	3,156	0	0	0	0	0	0	1,348	1,808	3,156
Massachusetts	17,879	21,527	39,406	14,604	18,718	33,322	0	0	0	0	0	0	14,604	18,718	33,322
Rhode Island	1,987	2,347	4,334	1,339	1,810	3,149	0	0	0	0	0	0	1,339	1,810	3,149
Connecticut	4,359	5,256	9,615	3,106	3,775	6,881	0	0	0	.....	.....	.....	3,106	3,775	6,881
New York	31,978	34,283	66,261	21,491	25,083	46,574	801	0	801	123	648	771	22,415	25,731	48,146
New Jersey	6,523	7,511	14,034	3,842	5,848	9,690	45	0	45	74	105	179	3,961	5,953	9,914
Pennsylvania	17,272	21,286	38,558	10,581	16,501	27,082	38	2	40	135	182	317	10,754	16,685	27,439
South Atlantic Division:															
Delaware	630	766	1,396	449	655	1,104	19	9	28	0	0	0	468	664	1,132
Maryland	2,936	3,743	6,679	1,533	2,389	3,922	23	0	23	2	17	19	1,558	2,406	3,964
District of Columbia	1,891	2,315	4,206	1,203	1,753	2,956	102	27	129	0	0	0	1,305	1,780	3,085
Virginia	3,980	4,220	8,200	1,615	2,296	3,911	0	0	0	37	0	37	1,652	2,296	3,948
West Virginia	1,157	1,575	2,732	644	1,134	1,778	158	16	174	3	1	4	805	1,151	1,956
North Carolina	4,041	3,452	7,493	399	493	892	36	31	67	37	108	145	472	632	1,104
South Carolina	2,518	3,151	5,669	1,298	2,014	3,312	240	0	240	0	81	81	1,538	2,095	3,633
Georgia	4,372	5,603	9,975	2,173	3,281	5,454	140	20	160	0	146	146	2,313	3,447	5,760
Florida	765	985	1,750	428	626	1,054	65	28	93	.....	.....	.....	493	654	1,147
South Central Division:															
Kentucky	5,349	5,868	11,217	1,985	2,769	4,754	67	14	81	76	47	123	2,128	2,830	4,958
Tennessee	6,691	6,912	13,603	2,293	3,064	5,357	0	0	0	47	40	87	2,340	3,104	5,444
Alabama	3,118	3,391	6,509	1,036	1,541	2,577	29	0	29	94	99	193	1,159	1,640	2,799
Mississippi	3,208	3,878	7,086	1,566	1,906	3,472	315	2	317	59	69	128	1,940	1,977	3,917
Louisiana	1,309	1,943	3,252	560	1,195	1,755	88	0	88	0	0	0	648	1,195	1,843
Texas	8,466	10,649	19,115	4,790	7,053	11,843	0	0	0	18	19	37	4,808	7,072	11,880
Arkansas	2,375	2,526	4,901	1,204	1,582	2,786	175	83	258	.....	.....	.....	1,379	1,665	3,044
Oklahoma	423	412	834	97	149	246	245	184	429	.....	.....	.....	342	333	675
Indian Territory	339	275	614	76	22	98	0	0	0	.....	.....	.....	76	22	98

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TABLE 39.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1897-98*—Continued.

State or Territory.	Total public and private secondary students.			In public institutions.											
				In public high schools.			In preparatory departments of public universities and colleges.			Secondary students in public normal schools.			Total public secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
North Central Division:															
Ohio	23,018	27,029	50,047	17,601	23,207	40,808	260	123	383	46	64	110	17,907	23,394	41,301
Indiana	12,475	14,684	27,109	10,042	12,770	22,812	0	0	0	.....	.....	.....	10,042	12,770	22,812
Illinois	19,190	25,336	44,526	13,921	21,147	35,068	145	54	199	69	55	124	14,135	21,256	35,391
Michigan	12,940	17,066	30,006	11,650	15,808	27,458	0	0	0	16	70	86	11,666	15,878	27,544
Wisconsin	8,727	10,399	19,126	7,339	9,457	16,796	0	0	0	20	26	46	7,359	9,483	16,842
Minnesota	6,359	7,977	14,336	4,780	6,930	11,710	0	0	0	0	0	0	4,780	6,930	11,710
Iowa	14,560	18,332	32,892	10,959	15,303	26,262	45	26	71	116	130	246	11,120	15,459	26,579
Missouri	11,422	14,175	25,597	6,776	10,367	17,143	0	0	0	130	140	270	6,906	10,507	17,413
North Dakota	813	905	1,718	360	548	908	274	179	453	0	0	0	634	727	1,361
South Dakota	1,146	1,422	2,578	677	938	1,615	148	136	284	0	0	0	825	1,074	1,899
Nebraska	8,825	9,354	18,179	5,381	8,022	13,403	102	88	190	70	171	241	5,553	8,281	13,834
Kansas	7,016	8,790	15,806	4,677	6,918	11,595	62	15	77	.....	.....	.....	4,739	6,933	11,672
Western Division:															
Montana	570	861	1,431	365	531	896	150	142	292	26	32	58	541	706	1,247
Wyoming	198	238	436	137	170	307	50	56	106	.....	.....	.....	187	226	413
Colorado	2,453	3,343	5,796	1,963	2,965	4,928	148	170	318	0	0	0	2,111	3,135	5,246
New Mexico	254	159	413	48	79	127	112	37	149	13	7	20	173	122	296
Arizona	237	256	493	65	91	156	58	41	99	0	0	0	123	132	255
Utah	1,445	1,410	2,855	371	520	891	294	119	413	.....	.....	.....	665	639	1,304
Nevada	289	372	661	191	318	509	58	34	92	.....	.....	.....	249	352	601
Idaho	305	386	691	141	205	346	92	69	161	2	6	8	235	280	515
Washington	1,711	2,146	3,857	1,044	1,586	2,630	124	83	207	0	0	0	1,168	1,669	2,837
Oregon	1,526	1,675	3,201	638	956	1,594	82	57	139	15	9	24	735	1,022	1,757
California	6,929	9,609	16,538	5,061	7,559	12,620	0	0	0	0	0	0	5,061	7,559	12,620

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TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1897–98.*

State or Territory.	In private institutions.														
	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.	Secondary students in private normal schools.			Secondary students in manual-training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
United States	52,172	53,053	105,225	28,849	12,978	41,827	5,004	4,095	3,242	7,337	4,021	2,888	6,909	89,137	77,165	166,302
North Atlantic Division	20,576	19,738	40,314	5,024	687	5,711	1,132	153	154	317	1,757	1,404	3,161	27,520	23,115	50,635
South Atlantic Division	8,745	8,164	16,909	2,349	758	3,107	1,212	346	395	741	246	156	402	11,686	10,685	22,371
South Central Division	10,307	10,791	21,098	5,328	3,198	8,526	1,390	693	514	1,207	129	123	252	16,457	16,016	32,473
North Central Division	10,261	11,406	21,667	14,363	7,336	21,699	1,113	2,836	2,107	4,943	1,365	775	2,140	28,825	22,737	51,562
Western Division	2,283	2,954	5,237	1,785	999	2,784	157	57	72	129	524	430	954	4,649	4,612	9,261
North Atlantic Division:																
Maine	1,342	1,543	2,885	.....	.....	.....	287	0	0	0	.....	.....	.....	1,342	1,830	3,172
New Hampshire	1,331	687	2,018	12	0	12	.....	.....	.....	.....	.....	.....	.....	1,343	687	2,030
Vermont	1,016	1,060	2,076	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,016	1,060	2,076
Massachusetts	2,798	2,776	5,574	477	19	496	14	.....	.....	.....	.....	.....	.....	3,275	2,809	6,084
Rhode Island	325	437	762	.....	.....	.....	.....	.....	.....	.....	323	100	423	648	537	1,185
Connecticut	1,253	1,481	2,734	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,253	1,481	2,734
New York	5,539	6,425	11,964	2,689	219	2,908	511	87	93	180	1,248	1,304	2,552	9,563	8,552	18,115
New Jersey	2,214	1,469	3,683	348	39	387	50	.....	.....	.....	.....	.....	.....	2,562	1,558	4,120
Pennsylvania	4,758	3,860	8,618	1,498	410	1,908	270	76	61	137	186	0	186	6,518	4,601	11,119
South Atlantic Division:																
Delaware	127	102	229	.....	.....	.....	.....	.....	.....	.....	35	0	35	162	102	264
Maryland	836	1,060	1,896	452	73	525	144	.....	.....	.....	90	60	150	1,378	1,337	2,715
District of Columbia	303	535	838	283	.....	283	.....	.....	.....	.....	.....	.....	.....	586	535	1,121
Virginia	1,799	1,347	3,146	279	85	364	282	135	145	280	115	65	180	2,328	1,924	4,252
West Virginia	284	371	655	5	5	10	10	63	38	101	.....	.....	.....	352	424	776
North Carolina	2,909	2,173	5,142	559	262	821	322	35	32	67	6	31	37	3,509	2,820	6,389
South Carolina	763	711	1,474	180	51	231	194	37	100	137	.....	.....	.....	980	1,056	2,036
Georgia	1,649	1,741	3,390	402	149	551	280	8	6	14	.....	.....	.....	2,059	2,156	4,215
Florida	15	124	139	189	133	322	.....	68	74	142	.....	.....	.....	272	331	603
South Central Division:																
Kentucky	1,766	1,855	3,621	1,146	695	1,841	244	239	176	415	70	68	138	3,221	3,038	6,259
Tennessee	2,570	2,329	4,899	1,546	959	2,505	382	235	138	373	.....	.....	.....	4,351	3,808	8,159
Alabama	1,484	1,277	2,761	468	292	760	141	7	41	48	.....	.....	.....	1,959	1,751	3,710
Mississippi	1,067	1,348	2,415	155	85	240	a 457	46	11	57	.....	.....	.....	1,268	1,901	3,169
Louisiana	417	570	987	232	126	358	46	12	6	18	.....	.....	.....	661	748	1,409
Texas	2,127	2,619	4,746	1,428	787	2,215	70	103	101	204	.....	.....	.....	3,658	3,577	7,235

a Includes 197 students in the Mississippi Industrial Institute and College.

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TABLE 40.—*Distribution of secondary students in public and private institutions of all classes reporting to the United States Bureau of Education for the scholastic year 1897-98*—Continued.

State or Territory.	In private institutions.														
	In private high schools.			In preparatory departments of private universities and colleges.			In preparatory departments of colleges for women.	Secondary students in private normal schools.			Secondary students in manual-training schools.			Total private secondary students.		
	Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
South Central Division—Cont'd.																
Arkansas	645	563	1,208	300	207	507	50	51	41	92				996	861	1,857
Oklahoma	21	24	45								59	55	114	80	79	159
Indian Territory	210	206	416	53	47	100								263	253	516
North Central Division:																
Ohio	1,152	1,537	2,689	2,488	1,148	3,636	220	1,277	730	2,007	194	0	194	5,111	3,635	8,746
Indiana	890	1,158	2,048	1,068	358	1,426		475	348	823				2,433	1,864	4,297
Illinois	1,804	2,218	4,022	2,736	1,380	4,116	217	140	148	288	375	117	492	5,055	4,080	9,135
Michigan	445	762	1,207	798	399	1,197		31	27	58				1,274	1,188	2,462
Wisconsin	727	473	1,200	641	97	738	144				0	202	202	1,368	916	2,284
Minnesota	907	658	1,565	436	175	611	22	4	0	4	232	192	424	1,579	1,047	2,626
Iowa	1,373	1,403	2,776	1,678	1,017	2,695		389	453	842				3,440	2,873	6,313
Missouri	2,244	2,222	4,466	2,059	1,047	3,106	399	5	0	5	208	0	208	4,516	3,068	8,184
North Dakota	17	31	48	96	107	203		11	7	18	55	33	88	179	178	357
South Dakota	162	208	370	159	150	309		0	0	0				321	358	679
Nebraska	196	317	513	748	562	1,310		328	194	522				1,272	1,073	2,345
Kansas	344	419	763	1,456	896	2,352	111	176	200	376	301	231	532	2,277	1,857	4,134
Western Division:																
Montana	3	121	124	26	34	60								29	155	184
Wyoming	11	12	23											11	12	23
Colorado	62	77	139	262	99	361		7	32	39	11	0	11	342	208	550
New Mexico	59	16	75								22	20	42	81	36	117
Arizona	0	8	8								114	116	230	114	124	238
Utah	563	611	1,174	167	120	287		50	40	90				780	771	1,551
Nevada											20	20	40	20	20	40
Idaho	70	106	176											70	106	176
Washington	146	273	419	397	204	601								543	477	1,020
Oregon	489	372	861	302	281	583								791	653	1,444
California	880	1,358	2,238	631	261	892	157	0	0	0	357	274	631	1,868	2,050	3,918

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TABLE 41.—*Number secondary students to each 1,000 inhabitants in each State in 1898; also number of students in higher education to each 1,000 of population.*

State or Territory.	Estimated total population in 1898.	Total number secondary students in 1898.	Number secondary students to each 1,000 inhabitants.	Total number students in higher education in 1898.	Number students in higher education to each 1,000 inhabitants.
United States	72,737,100	626,115	8.60	144,477	1.98
North Atlantic Division	20,247,100	194,612	9.61	45,788	2.26
South Atlantic Division	9,868,500	48,100	4.87	19,515	1.98
South Central Division	12,868,600	67,131	5.16	18,671	1.45
North Central Division	25,737,600	279,920	10.87	52,096	2.02
Western Division	4,015,300	36,352	9.05	8,377	2.08
North Atlantic Division:					
Maine	655,400	11,740	17.92	1,324	2.02
New Hampshire (1897)	398,700	5,432	13.62	765	1.91
Vermont	334,100	5,232	15.66	699	2.09
Massachusetts	2,694,000	39,406	14.62	11,290	4.19
Rhode Island	417,000	4,334	10.39	963	2.30
Connecticut	863,900	9,615	11.12	3,052	3.53
New York (1897)	6,851,000	66,261	9.67	14,131	2.06
New Jersey	1,837,600	14,024	7.63	2,220	1.20
Pennsylvania	6,196,000	38,558	6.22	11,844	1.83
South Atlantic Division:					
Delaware (1892)	173,200	1,396	8.06	110	0.63
Maryland	1,200,000	6,679	5.56	4,077	3.39
District of Columbia	285,300	4,206	14.75	2,200	7.71
Virginia (1897)	1,704,000	8,200	4.81	3,825	2.24
West Virginia	866,000	2,732	3.15	727	0.83
North Carolina	1,754,000	7,493	4.27	2,866	1.63
South Carolina (1897)	1,274,000	5,669	4.44	2,296	1.80
Georgia	2,097,000	9,975	4.75	3,167	1.51
Florida	515,000	1,750	3.39	277	0.53
South Central Division:					
Kentucky (1897)	2,016,000	11,217	5.56	3,992	1.98
Tennessee (1896)	1,877,000	13,603	7.24	5,478	2.91
Alabama (1897)	1,741,000	6,509	3.73	2,122	1.21
Mississippi (1897)	1,448,000	7,086	4.89	1,660	1.14
Louisiana (1897)	1,347,000	3,252	2.41	1,433	1.06
Texas (1897)	2,821,000	19,115	6.77	2,934	1.04
Arkansas	1,295,000	4,901	3.78	920	0.71
Oklahoma	323,600	834	2.58	98	0.30
Indian Territory	.....	614	.....	34	.....
North Central Division:					
Ohio	3,917,000	50,047	12.77	8,306	2.12
Indiana	2,259,000	27,109	12.00	4,422	1.95
Illinois	5,017,000	44,526	8.87	11,516	2.29
Michigan	2,254,000	30,006	13.31	4,965	2.20
Wisconsin	2,107,000	19,126	9.07	2,835	1.34
Minnesota	1,766,000	14,336	8.11	3,702	2.09
Iowa	2,101,000	32,592	15.65	4,363	2.07
Missouri	3,062,000	25,597	8.35	6,188	2.02
North Dakota	352,300	1,718	4.88	182	0.51
South Dakota (1896)	406,300	2,578	6.34	598	1.47
Nebraska	1,167,000	16,179	13.86	1,998	1.71
Kansas	1,329,000	15,806	11.89	3,021	2.27
Western Division:					
Montana	245,900	1,431	5.81	101	0.41
Wyoming	112,300	436	3.89	61	0.54
Colorado	584,900	5,796	9.90	1,233	2.10
New Mexico	181,500	413	2.28	86	0.47
Arizona	87,020	493	5.66	58	0.66
Utah	264,900	2,855	10.77	277	1.03
Nevada	41,080	641	15.63	167	4.07
Idaho	157,200	691	4.40	87	0.55
Washington	472,100	3,857	8.17	652	1.38
Oregon	373,400	3,201	8.58	945	2.53
California	1,495,000	16,538	11.06	4,710	3.15

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98.*

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	ALABAMA.																					
1	Abbeville	South East Alabama Agricultural College.	James Vandiver Brown	Ind	2	3	50	56	35	64	15	23	4	0	1	4	.....	.....	4	....	25	$15,000
2	Alexander City	Graded High School*	G. W. Brock	Dept	1	1	25	15	0	0	.....	.....	.....	.....	0	0	.....	.....	3	....	.....	3,000
3	Alexandria	Academy*	Col. Ross, P. D	Dept	1	1	10	10	30	30	.....	.....	.....	.....	0	0	.....	.....	.....	....	.....	1,000
4	Anniston	Boys' High School	Sam'l Adams	Ind	3	0	100	0	0	0	.....	.....	.....	.....	10	0	5	0	3	....	200	2,000
5	Bell	Shiloh High School	C. V. Thompson	Ind	1	0	30	28	30	25	.....	.....	5	2	0	0	0	0	2	....	50	350
6	Birmingham	High School	A. C. Moore	Dept	1	6	71	154	0	0	2	0	12	2	7	25	0	0	4	....	8,000	.....
7	Courtland	Masonic Institute*	A. E. Handly	Ind	1	0	4	6	21	29	1	1	.....	.....	.....	.....	.....	.....	.....	....	.....	1,500
8	Dadeville	Training School	A. W. Holstun and J. D. Lane.	Ind	2	0	31	28	44	35	4	4	0	0	0	0	0	0	4	....	100	10,000
9	Edwardsville	Cleburne Institute	V. K. Wedgeworth	Dept	1	0	14	12	56	48	.....	.....	.....	.....	0	0	.....	.....	4	....	25	3,000
10	Eufaula	High School	F. L. McCoy	Dept	2	1	30	24	0	0	.....	.....	.....	.....	4	5	.....	.....	5	....	.....	14,000
11	Flint	do	Prof. James Morris	Dept	1	0	3	5	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	2,000
12	Fort Deposit	do	—— Collins	Ind	1	1	12	10	58	50	.....	.....	.....	.....	0	0	0	0	.....	0	0	6,500
13	Gainesville	Male and Female Institute.	Thomas R. Walker	Ind	1	1	17	19	29	40	.....	.....	3	2	.....	.....	.....	.....	4	....	280	4,000
14	Guin	High School	R. L. James	Dept	1	1	27	15	43	33	2	1	3	0	0	0	0	0	2	....	90	1,500
15	Hamilton	do	James E. Alexander	Ind	0	2	35	15	0	0	.....	.....	.....	.....	1	0	1	0	3	35	500	6,000
16	Huntsville	do	S. R. Butler	Dept	1	1	18	32	0	0	0	3	5	6	.....	.....	.....	.....	2	....	400	8,000
17	Jackson	Agricultural College	Rev. T. S. Clyce, A. B., B. D., Pres.	Ind	5	3	83	81	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	25	.....	10,000
18	Kellyton	High School*	G. D. King	Dept	1	0	6	5	20	11	2	2	0	0	.....	.....	.....	.....	.....	.....	.....	.....
19	Kennedy	do	Cecil A. Beasley	Ind	1	0	11	9	42	18	6	4	3	0	.....	.....	.....	.....	3	.....	.....	1,200
20	Loachapoka	do.*	Mrs. Alice Baggett	Ind	0	1	6	5	24	27	.....	.....	2	0	0	0	0	0	.....	.....	.....	250
21	Mobile	Boys' High School	B. S. Woodcock	Dept	2	1	97	0	0	0	.....	.....	.....	.....	11	0	5	0	4	....	.....	25,000

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22	.....do	Girls' High School.....	Mrs. E. S. Colston.....	Dept..	0	6	0	196	0	0	....	....	....	....	0	29	....	....	4	....	.....	40,000
23	.....do	Broad Street Academy (colored).	W. A. Caldwell	Dept..	1	2	13	40	0	0	....	....	....	....	4	10	....	....	4	....	.....	.....
24	Montevallo	Boys' High School.....	J. L. Ruffin	Dept..	1	1	14	0	24	28	10	5	....	....	....	....	....	....	....	....	.....	.....
25	.....do	Girls' Industrial School of Alabama.	H. C. Reynolds	Ind...	0	4	0	200	0	168	....	....	....	....	0	34	0	34	....	....	1,500	.....
26	Montgomery.....	Boys' High School.....	W. M. Clyde	Dept..	2	0	44	0	0	0	2	0	1	0	0	0	0	0	4	0	108	.....
27	....do	Girls' High School.....	Miss E. M. Bullock ...	Dept..	0	5	0	175	0	0	....	....	....	....	0	25	....	....	4	0	700	.....
28	Mount Hope.....	Wallace Institute	R. L. Quinn	Ind...	1	1	40	30	128	32	3	4	6	3	....	....	....	....	3	....	.....	750
29	New Decatur	Gordon School*	Prof. R. R. Harris	Dept..	1	1	10	25	0	0	....	....	....	....	0	0	....	....	3	....	100	12,000
30	Oakman	College*	E. L. Blalock, Pres ...	Dept..	1	3	50	60	0	0	....	....	....	....	0	0	0	0	4	....	100	500
31	Oneonto	High School	H. E. Moss	Ind...	1	1	15	20	27	44	6	3	....	....	....	....	....	....	3	....	40	800
32	Peaceburg.....	Academy*	H. T. Persons	Ind...	1	0	6	6	41	30	3	0	0	0	6	6	3	0	2	....	.....	.....
33	Pelham	Rutherford High School	Miss Kate Tarrant....	Ind...	1	1	20	12	20	28	11	6	2	0	10	2	6	2	3	....	.....	1,000
34	Phœnix	High School	L. C. Biggers.....	Dept..	1	1	17	23	33	37	....	....	....	....	0	2	....	....	3	....	0	2,000
35	Pollard	.....do	H. J. Seale	Ind...	1	0	5	14	25	26	0	0	0	0	0	0	0	0	....	....	0	500
36	Pratt City	.....do	P. M. McNeil.....	Dept..	1	0	7	8	0	0	0	3	1	0	1	3	1	3	2	....	0	5,450
37	Rock Mills.....	.....do	W. E. Randle	Ind...	1	1	15	9	61	55	0	0	1	0	0	0	....	....	....	....	.....	510
38	Salitpa	Academy	H. B. Durrett	Dept..	1	1	6	8	25	22	....	....	....	....	....	....	....	....	....	....	.....	500
39	Selma.....	Dallas Academy.....	R. E. Hardaway.....	Dept..	1	3	20	50	0	0	....	....	....	....	0	9	....	....	4	....	1,400	25,000
40	Sheffield	High School.....	Daniel Harmon	Dept..	1	0	6	20	0	0	....	....	....	....	0	0	0	0	4	....	.....	.....
41	Spring Garden....	.....do.*.....	W. N. Henderson	Dept..	1	1	10	5	26	29	0	0	0	0	0	0	0	0	....	....	.....	800
42	Sulligent	Academy	A. W. Tate.....	Dept..	1	0	5	3	55	47	0	0	0	0	0	0	0	0	....	....	.....	2,000
43	Talladega.....	High School.....	Ida Henderson.....	Dept..	0	1	14	12	0	0	14	8	....	....	2	1	2	1	3	....	.....	12,000
44	Tuscumbia	.....do	W. F. Trump	Dept..	1	2	15	45	0	0	0	0	2	2	0	7	0	2	3	....	200	20,000
45	Uniontown	.....do	A. M. Spessard	Dept..	1	2	5	15	35	48	2	2	2	1	0	6	0	3	3	....	0	5,000
46	Whistler	.....do	C. L. Garrison	Dept..	1	0	8	16	0	0	0	0	0	0	0	0	0	0	2	....	20	3,500
47	Wofford	.....do	W. T. Morgan, M. S ...	Ind...	2	1	5	4	25	40	....	....	....	....	0	0	....	....	4	....	145	.....
48	Woodlawn.....	.....do	J. M. Dewberry	Dept..	2	1	6	16	0	0	....	....	....	....	1	5	....	....	3	....	300	13,000
	ARIZONA.																					
49	Phœnix	Union High School	Geo. Blount	Dept..	4	2	50	70	0	0	0	0	4	3	5	7	5	7	4	....	.....	30,000
50	Prescott.....	High School	F. S. Hafford.....	Dept..	1	1	15	21	0	0	2	10	....	....	....	....	....	....	2	15	250	30,000
	ARKANSAS.																					
51	Augusta.....	Graded School	E. C. McCants	Dept..	1	0	25	7	0	0	1	2	4	1	0	1	0	0	2	....	200	3,000
52	Bellefonte	High School	J. C. Eaton.....	Dept..	2	0	13	9	52	49	....	....	....	....	1	0	....	....	3	....	100	1,200
53	Benton	Graded school	W. C. Parham.....	Dept..	1	1	7	6	23	34	1	0	0	0	....	....	....	....	....	....	200	2,000
54	Buckner.....	High School	M. A. Matthews	Ind...	1	0	4	10	16	20	0	3	....	....	....	....	....	....	....	....	.....	1,200
55	Charleston	.....do	L. Campbell	Dept..	1	1	12	15	28	45	3	2	....	....	0	0	0	0	4	....	.....	500
56	Clarendon	.....do	T. E. Helm.....	Dept..	1	2	10	10	0	0	....	....	....	....	4	6	0	2	2	....	500	2,500
57	Clarksville	.....do	J. C. Bunch	Dept..	2	4	42	54	0	0	....	....	....	....	....	....	....	....	3	....	30	8,000
58	Conway	.....do	J. M. C. Vaughter.....	Ind...	2	2	30	40	0	0	5	8	7	12	3	3	3	3	2	....	300	8,000
59	Dardanelle	.....do	—— Dixon.....	Dept..	2	1	45	40	0	0	....	....	....	....	4	5	4	5	4	....	50	10,000
60	Dover	.....do.*.....	James A. Evans	Dept..	2	0	21	24	0	0	....	....	....	....	0	0	....	....	....	....	150	1,500
61	Fayetteville	Washington High School	J. C. Massie.....	Dept..	2	2	28	60	0	0	12	40	6	0	8	10	8	10	2	....	0	15,000
62	Fort Smith	High School	B. W. Torreyson	Dept..	5	1	93	138	0	0	....	....	....	....	6	12	4	8	4	....	1,000	70,000
63	.....do	Howard High School ...	E. O. Trent	Dept..	1	1	14	28	0	0	....	....	....	....	1	3	1	0	3	....	100	25,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	ARKANSAS—cont'd.																					
64	Greenwood	High School	J. L. Campbell	Dept.	0	3	10	7	0	0	...	...	...	...	...	...	...	...	4	...	...	$2,000
65	Hackett	....do.*	Geo. W. Austin	Dept.	1	1	40	45	0	0	6	4	...	...	6	2	4	2	4	...	300	14,000
66	Harrison	....do	C. L. Scott	Dept.	1	1	29	25	0	0	4	5	10	6	5	4	5	2	3	...	100	8,000
67	Hober	....do	—— Burns	Dept.	1	0	6	12	0	0	...	...	...	...	0	0	...	...	...	...	0	2,500
68	Helena	Jefferson High School	W. W. Rivers	Dept.	2	0	12	34	0	0	0	0	8	15	3	4	3	3	3	...	225	30,000
69	Huntsville	High School	W. D. Crawford	Ind.	1	1	20	19	92	88	...	...	...	...	...	...	...	...	3	...	...	12,000
70	Jonesboro	....do	D. T. Rogers	Dept.	1	1	23	27	0	0	...	...	...	...	0	0	0	0	3	...	...	15,000
71	Judsonia	....do.*	J. Hardy Riley	Dept.	1	1	25	20	0	0	0	0	0	0	1	2	...	...	3	...	0	3,000
72	Leadhill	....do	M. J. Russell	Dept.	2	0	4	11	0	0	...	...	...	...	...	...	...	...	3	...	40	2,000
73	Little Rock	Peabody High School*	R. C. Hall	Dept.	2	2	51	104	0	0	...	...	...	...	9	14	...	...	3	...	...	...
74	....do	Union High School (colored).	Thos. Mason, A. M.	Dept.	2	1	23	48	0	0	...	...	...	...	5	7	...	...	3	...	...	22,250
75	Lonoke	High School	J. J. Doyne	Dept.	2	0	22	37	0	0	4	13	...	...	3	5	2	2	3	...	1,200	6,000
76	Magnolia	Southwestern Academy	J. W. Cantwell	Dept.	2	0	30	25	0	0	...	...	...	...	5	3	3	0	3	30	600	20,000
77	Malvern	High School	W. D. Leiper	Dept.	1	2	15	19	0	0	2	2	2	2	...	...	...	...	3	...	...	...
78	Marianna	Male and Female Institute.	Thomas A. Futrall	Dept.	3	3	80	90	0	0	...	...	...	...	...	...	...	...	4	...	2,500	18,000
79	Melbourne	High School	C. J. Baker	Ind.	1	0	5	12	60	58	...	...	...	...	...	...	...	...	...	...	100	1,750
80	New Lewisville	....do	Jos. E. Johnston	Dept.	1	0	6	20	39	45	4	15	2	4	...	...	...	...	...	...	...	...
81	Newport	....do	J. P. W. Brouse	Dept.	2	0	25	35	0	0	...	...	12	15	0	5	0	4	3	...	500	20,000
82	Ozark	....do	A. M. Parson	Dept.	1	1	10	12	0	0	...	...	...	...	4	0	...	...	...	...	...	5,000
83	Paris	Academy*	G. S. Minnier	Dept.	2	0	72	64	0	0	1	1	...	...	4	4	3	2	3	...	250	12,000
84	Perryville	High School*	W. E. Sewell	Dept.	2	0	10	15	0	0	...	...	...	...	...	...	...	...	4	...	...	500
85	Pine Bluff	High School	Jas. H. Witherspoon	Dept.	4	1	67	116	0	0	17	19	10	21	3	9	...	...	4	...	400	10,000

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86	.....do	Merrill High School (colored).	M. R. Perry	Dept..	2	0	6	18	0	0	3	0	....	....	1	4	1	0	3	....	.....	6,000
87	Prescott	Tom Allen High School.	P. L. Burrow	Dept..	2	0	10	20	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	....	60	5,000
88	Princeton	High School	Miss Lottie C. Hampton.	Dept..	0	1	6	10	10	25	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	431
89	Russellville	.....do	G. S. Minmier	Dept..	2	0	30	45	0	0	2	4	2	0	3	4	1	0	4	....	200	.....
90	Salem	.....do.*	J. H. Caldwell	Ind...	1	1	26	24	62	56	8	4	2	1	0	0	0	0	3	0	200	5,000
91	Springdale	Graded School*	J. B. Lea	Dept..	1	1	27	48	0	0	4	9	0	0	1	4	0	0	3	....	0	8,000
92	Springfield	Male and Female Academy.*	Will A. Berry	Dept..	1	0	25	17	38	35	12	13	.....	.....	.....	.....	.....	.....	3	25	750	1,000
93	Stephens	Stephen A. Bemis Institute.*	Thos. L. Bond	Dept..	2	0	15	10	75	60	8	4	7	6	0	0	.....	.....	3	....	.....	5,500
94	Texarkana	High School	Allen Winham	Dept..	1	2	26	54	0	0	.....	.....	.....	.....	0	0	0	0	4	....	100	25,000
95	Valley Springs ...	Academy	Thomas Finley Allbright.	Dept..	3	0	34	30	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	100	2,500
96	Van Buren	High School	A. L. Peacher	Dept..	2	0	22	27	0	0	5	15	1	4	2	5	1	2	3	....	298	16,000
97	Waldron	.....do.*	Hubert J. Hall	Dept..	2	1	30	25	0	0	5	4	1	0	.....	.....	.....	.....	4	....	.....	5,000
98	Wheatley	.....do	S. L. Holloway	Dept..	1	1	18	16	16	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	CALIFORNIA.																					
99	Alameda	High School	A. W. Scott, M. D	Dept..	5	4	44	111	0	0	2	9	7	9	6	15	5	9	3	....	300	11,000
100	Arroyo Grande ...	Union High School	A. F. Parsons	Ind...	1	1	12	23	0	0	.....	.....	3	6	2	4	2	1	4	....	321	600
101	Auburn	High School	W. M. Mackay	Ind...	1	0	13	11	0	0	4	4	.....	.....	0	0	0	0	3	0	200	.....
102	Azusa	Citrus Union High School.	C. T. Meredith	Ind...	1	2	23	27	0	0	3	2	1	1	7	3	.....	.....	3	....	200,	2,000
103	Bakersfield	Kern County High School.	Allen B. Martin	Ind...	1	1	27	42	0	0	4	2	2	0	3	1	1	0	3	....	200	25,000
104	Benicia	High School	Allyn O. Taylor, A. M., Ph. D.	Dept..	1	1	12	20	0	0	3	8	3	3	0	0	0	0	4	0	207	35,825
105	Berkeley	.....do	S. D. Waterman	Dept..	7	6	178	198	58	64	8	16	45	20	45	57	45	57	3	....	600	45,000
106	Bostonia	El Cajon Valley Union High School.	W. W. Payne	Ind...	1	2	13	11	0	0	1	0	2	0	1	0	1	0	4	....	120	500
107	Centerville	Union High School No. 2.	Frederick Liddeke ...	Dept..	1	3	29	41	0	0	5	3	3	0	3	5	1	3	4	....	556	12,500
108	Cloverdale	Union High School	E. E. Hollopeter	Dept..	1	1	5	18	0	0	.....	.....	3	5	2	5	2	5	4	....	80	2,000
109	Colton	High School	W. F. Bliss	Dept..	2	1	16	24	0	0	0	0	4	4	0	4	0	1	4	....	300	.....
110	Colusa	.....do	J. E. Hayman	Dept..	1	2	30	28	0	0	.....	.....	.....	.....	7	6	2	1	4	....	238	500
111	Compton	Union High School	Burt O. Kinney	Dept..	1	1	13	10	0	0	6	3	.....	.....	0	3	0	2	3	....	75	175
112	Corona	High School	J. N. Keran	Dept..	3	1	18	24	0	0	0	14	12	0	.....	.....	.....	.....	4	....	300	20,000
113	Coronado	.....do	Henry G. Crocker	Ind...	1	3	13	18	0	0	0	0	.....	.....	0	2	0	1	4	....	60	300
114	Crescent City	Del Norte County High School.	Granville F. Foster ...	Ind...	1	1	11	15	0	0	.....	.....	.....	.....	1	4	.....	.....	4	....	50	3,000
115	Dixon	Union High School	J. R. Grinstead	Ind...	1	1	23	19	0	0	.....	.....	.....	.....	8	6	.....	.....	4	....	200	3,000
116	Easton	Washington Union High School.	A. Sorensen	Ind...	1	1	6	14	12	10	0	1	.....	.....	2	3	0	1	4	....	150	2,000
117	Elk Grove	Union High School	Frank Tade	Ind...	1	1	8	9	0	0	0	1	0	2	1	0	0	1	3	....	100	3,500
118	Elmira	.....do	Clyde B. Cooper	Ind...	1	0	9	7	0	0	3	3	1	0	2	2	2	1	3	....	40	2,000
119	Elsinore	.....do	F. L. Osenburg	Ind...	1	1	21	16	0	0	.....	.....	.....	.....	3	3	.....	.....	4	....	275	200
120	Escondido	High School*	C. H. Meeker	Dept..	1	2	30	44	0	0	6	8	12	7	0	4	0	3	4	....	400	30,000
121	Esparto	Union High School	Mertie R. Thompson..	Ind...	0	2	10	15	0	0	0	2	4	2	4	4	4	2	3	....	420	7,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	CALIFORNIA—cont'd																					
122	Etna Mills	Union High School	C. D. Perry	Ind	2	0	13	23	0	0	....	....	1	2	1	1	0	1	4	....	400	$3,500
123	Eureka	High School	Geo. B. Albee	Dept	2	2	60	85	0	0	2	12	20	6	11	23	11	23	4	....	50	1,500
124	Fallbrook	Union High School	I. C. Adams	Ind	1	1	18	24	0	0	....	....	2	1	2	2	2	0	4	....	60	.....
125	Fresno	High School	C. L. McLane	Dept	5	3	97	115	0	0	....	....	....	....	12	8	5	3	4	....	550	100,000
126	Fullerton	Union High School	W. R. Carpenter	Ind	1	1	20	23	0	0	....	....	7	6	2	0	2	0	4	....	200	6,800
127	Gilroy	High School	R. C. Storey	Dept	2	0	21	37	0	0	....	....	1	2	7	5	1	2	3	....	1,081	10,000
128	Grass Valley	do	M. W. Smith	Dept	3	0	30	45	0	0	....	....	....	....	3	3	0	0	3	....	2,000	50,000
129	Gridley	Union High School	J. T. Bevan	Ind	1	0	9	12	0	0	....	....	....	....	1	2	0	0	4	....	.....	2,150
130	Hanford	do	E. H. Walker	Ind	2	1	42	40	0	0	....	....	4	1	14	6	4	1	3	....	500	15,000
131	Haywards	do	John Gamble	Dept	4	3	22	29	0	0	7	2	5	8	8	4	5	0	4	....	675	12,000
132	Healdsburg	High School	H. R. Bull	Ind	3	0	30	40	0	0	....	....	12	10	7	5	4	3	4	....	800	.....
133	Hemet	Union High School	J. A. Rice	Ind	1	1	9	21	0	0	....	....	....	....	0	1	0	1	4	....	250	5,000
134	Hollister	High School*	T. D. M. Slaven	Ind	2	0	25	28	0	0	....	....	....	....	5	7	1	3	3	....	80	800
135	Julian	Cuyamaca Union High School.	J. W. Keene, A. M., M. D.	Ind	1	0	1	13	0	0	0	0	0	0	0	4	0	0	4	....	402	5,000
136	Livermore	Union High School*	W. J. Connell	Ind	1	2	26	25	0	0	....	....	....	....	0	1	0	1	4	....	323	15,000
137	Lodi	High School	A. L. Cowell	Ind	2	0	13	18	0	0	0	0	4	8	2	0	2	0	3	....	400	150
138	Lompoc	Union High School	Joseph S. Denton	Ind	0	3	38	43	0	0	....	....	14	10	3	2	2	1	4	....	386	15,000
139	Los Angeles	High School	W. H. Housh	Dept	14	25	554	816	0	0	5	8	55	72	26	62	26	55	4	....	1,100	75,000
140	Los Gatos	do	A. M. Kelley	Dept	1	2	17	26	0	0	....	....	....	....	1	6	1	2	3	....	600	20,750
141	Marysville	do*	G. H. Stokes	Dept	1	2	24	53	0	0	2	4	....	....	2	4	1	2	4	....	350	6,000
142	Mendocino	do	R. Y. Glidden	Ind	2	1	42	52	0	0	4	3	....	....	4	7	3	2	4	....	250	8,000
143	Merced	do	Frederick W. Koch	Dept	3	1	25	72	0	0	....	....	2	1	5	16	2	5	4	....	400	13,000
144	Monrovia	do	J. H. Strine	Dept	2	0	17	28	0	0	....	....	....	....	3	4	3	4	4	....	117	25,000
145	Napa	do	F. O. Mower	Ind	2	1	40	46	0	0	....	....	....	....	4	1	4	1	4	....	200	15,000

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146	Nevada City	do.*	Frank H. Hyatt	Dept.	1	2	22	33	0	0	0	0	0	0	3	10	3	10	4	....	500	15,000
147	Oakdale	Union High School	E. L. Hotchkiss	Ind.	1	1	16	17	0	0	2	2	4	0	3	3	2	1	3	....	220	5,240
148	Oakland	High School	J. B. McChesney	Dept.	9	18	310	451	0	0	20	40	120	195	32	94	23	50	3	0	500	210,000
149	Oroville	Union High School	Joel H. Snell, Ph. M	Dept.	1	1	22	33	0	0	.....	.....	4	0	2	5	2	5	4	....	257	1,000
150	Pasadena	High School	James D. Graham	Dept.	5	5	109	144	0	0	5	11	15	26	.....	.....	.....	.....	4	....	500	75,000
151	Paso Robles	do	David S. Snedden	Ind.	1	2	28	32	0	0	0	0	2	3	3	6	2	8	4	....	200	500
152	Perris	Union High School	O. F. Barth	Ind.	2	0	12	17	0	0	.....	.....	.....	.....	0	0	0	0	4	....	50	400
153	Petaluma	High School	W. Scott Thomas	Dept.	2	2	33	47	0	0	0	0	5	3	4	0	4	0	4	....	430	25,000
154	Placerville	Union High School	S. B. Wilson	Ind.	1	0	18	17	0	0	2	3	8	6	0	4	0	3	3	....	175	4,000
155	Pomona	High School	Frank H. Hyatt	Dept.	1	5	51	75	0	0	5	15	21	35	1	5	1	5	4	....	500	1,000
156	Redbluff	Union High School	Charles C. Swafford	Dept.	3	0	28	56	0	0	16	25	6	12	0	0	0	0	3	....	56	350
157	Redlands	Lugonia and Crafton Union High School.	Lewis B. Avery	Ind.	4	3	67	102	0	0	.....	.....	.....	.....	8	15	8	13	4	....	700	38,300
158	Redwood City	Sequoia Union High School.	David A. Curry	Ind.	2	3	23	25	0	0	11	9	.....	.....	7	11	5	5	3	....	450	800
159	Riverside	High School	Eugenie Fuller	Dept.	4	3	78	130	0	0	.....	.....	.....	.....	13	12	.....	.....	4	....	452	550
160	Sacramento	do	James H. Pond	Dept.	8	7	126	193	0	0	8	5	7	2	18	35	9	8	4	....	587	13,225
161	Salinas	do	A. C. Barker	Dept.	3	1	55	68	0	0	0	0	4	1	7	11	1	1	4	....	475	11,350
162	San Bernardino	do	D. B. Sturges	Dept.	5	2	90	122	0	0	.....	.....	.....	.....	8	16	5	6	4	....	575	65,000
163	San Diego	do	F. P. Davidson	Dept.	4	9	168	265	0	0	.....	.....	4	7	15	39	7	12	4	....	.....	12,000
164	San Francisco	Girls' High School	Elisha Brooks	Dept.	4	14	0	607	0	0	0	19	0	10	0	93	0	25	3	0	740	190,000
165	do	Lowell High School	Frank Morton	Dept.	10	4	374	225	0	0	39	25	145	56	56	23	45	8	3	....	800	22,000
166	do	Mission High School	Joseph O'Connor	Dept.	3	4	38	116	0	0	1	3	5	18	0	0	0	0	3	0	.....	225,000
167	do	Polytechnic High School	Walter N. Bush	Dept.	8	17	315	335	0	0	.....	.....	.....	.....	38	92	18	25	3	....	780	100,000
168	San José	High School	A. E. Shumate	Dept.	3	6	175	245	0	0	100	150	.....	.....	21	25	15	15	2	....	.....	125,000
169	San Luis Obispo	do	Isaac Wright	Dept.	2	1	21	52	0	0	.....	.....	.....	.....	2	6	2	6	4	....	83	750
170	San Rafael	do	George Henry Boke	Dept.	4	1	42	59	0	0	0	7	2	0	4	4	1	1	4	....	300	3,500
171	Santa Ana	do	Lyman Gregory	Dept.	3	4	73	99	0	0	.....	.....	.....	.....	10	17	.....	.....	4	48	2,800	20,000
172	Santa Barbara	do	C. Y. Roop	Dept.	4	3	82	134	0	0	.....	.....	25	32	9	9	9	9	4	....	822	4,000
173	Santa Clara	do	H. M. Bland	Ind.	2	3	26	33	0	0	.....	.....	.....	.....	2	3	1	0	4	....	400	.....
174	Santa Cruz	do	D. C. Clark	Dept.	3	6	94	141	0	0	0	0	15	31	15	25	5	8	4	....	650	.....
175	Santa Maria	Union High School	George C. Russell	Ind.	1	2	27	39	0	0	2	1	2	0	2	2	2	1	4	....	400	10,000
176	Santa Monica	High School	Nathan F. Smith	Dept.	3	1	21	25	0	0	3	8	10	4	0	3	0	3	4	....	200	.....
177	Santa Paula	Union High School	J. B. Newell	Ind.	2	2	43	45	0	0	1	2	2	1	2	4	2	1	4	....	740	6,200
178	Santa Rosa	High School	E. Morris Cox	Dept.	3	4	104	186	0	0	.....	.....	.....	.....	9	31	2	14	4	....	540	30,000
179	Selma	Union High School	C. S. Taylor, jr	Dept.	2	1	27	53	0	0	.....	.....	.....	.....	1	3	1	3	4	....	307	6,000
180	Sonoma	Sonoma Valley Union High School.	Benjamin Weed	Dept.	2	0	6	15	0	0	.....	.....	2	0	1	2	1	0	3	....	1,000	3,000
181	Stockton	High School	D. A. Mobley	Dept.	5	5	101	166	0	0	8	10	6	7	18	31	5	4	4	....	1,021	51,900
182	Suisun City	Armijo Union High School.	Chester Wetmore	Ind.	1	2	21	20	10	10	.....	.....	5	3	6	7	3	1	4	....	.....	10,000
183	Sutter	Union High School	J. C. Ray	Ind.	1	1	23	27	0	0	.....	.....	.....	.....	6	5	6	5	3	....	125	10,600
184	Tulare	High School	C. J. Walker	Dept.	2	2	43	46	0	0	0	0	9	8	9	8	3	1	4	....	1,360	35,000
185	Ukiah	do	L. W. Babcock	Ind.	2	1	60	51	0	0	.....	.....	.....	.....	9	6	3	2	3	....	345	8,000
186	Vacaville	Union High School	R. H. Van Horn	Dept.	2	3	21	77	0	0	4	10	8	15	3	2	3	2	4	....	1,000	24,000
187	Vallejo	High School	C. B. Towle	Dept.	1	3	35	70	0	0	0	1	2	0	5	10	3	5	3	....	376	.....
188	Ventura	do	T. W. Kauffman	Dept.	2	3	42	93	0	0	.....	.....	.....	.....	9	11	.....	.....	4	....	400	15,000
189	Visalia	do	P. S. Woolsey	Dept.	4	1	67	128	0	0	2	8	10	0	11	0	7	4	4	....	350	20,000
190	Watsonville	do	Irving Townsend	Dept.	3	2	50	52	0	0	3	3	2	0	12	5	8	5	3	....	705	25,000
191	Winchester	Vale Union High School	Edward Warren	Ind.	1	0	5	6	0	0	0	0	0	2	0	2	0	2	4	....	50	300

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	CALIFORNIA—cont'd																					
192	Winters	Union High School	Mrs. Lydia Hebron Kniss.	Ind	0	2	9	23	0	0	0	0	3	3	2	5	2	3	4	....	75	$250
193	Woodland	High School	J. D. Burks	Dept.	2	2	61	75	0	0	3	4	10	2	9	13	8	4	4	40	125	1,400
194	Yreka	Siskiyou County High School.	Hamilton Wallace	Dept.	2	1	31	28	0	0	....	....	5	4	4	2	2	1	3	....	600	20,000
	COLORADO.																					
195	Alamosa	High School	Chauncey F. Bell	Dept.	1	1	10	10	0	0	....	....	3	2	0	0	....	....	3	....	800	6,000
196	Aspen	do	F. J. Brownscombe	Dept.	1	1	25	45	0	0	9	15	3	3	2	4	2	2	4	20	1,200	5,000
197	Blackhawk	do	J. H. Matthews	Dept.	1	3	21	23	0	0	4	5	4	5	4	4	3	2	4	....	450	15,000
198	Boulder	State Preparatory School.	Henry W. Callahan, Ph. D.	Dept.	9	4	125	148	0	0	22	44	45	42	5	16	5	16	4	45	1,300	35,000
199	Canon City	High School	Miss M. Belle Minor	Dept.	2	3	45	52	0	0	0	2	3	0	4	10	0	2	4	....	800	25,000
200	do	South Canon High School.*	H. E. Smith	Dept.	3	4	23	23	0	0	4	5	3	6	....	....	....	....	3	....	.....	8,000
201	Central City	High School	M. F. Miller	Dept.	1	2	22	35	0	0	1	1	1	3	3	7	1	2	4	....	1,700	27,600
202	Colorado Springs	do	G. B. Turnbull	Dept.	5	5	170	223	0	0	3	0	6	15	9	23	.....	.....	4	170	700	125,000
203	Del Norte	do	J. W. Wilson	Dept.	2	0	16	18	0	0	....	....	2	3	4	6	2	2	4	....	220	15,000
204	Delta	do	W. G. Harris	Dept.	2	0	34	33	0	0	....	....	5	0	8	4	.....	.....	3	....	700	.....
205	Denver	High School (dist. No. 1).	Wm. H. Smiley	Dept.	14	11	303	574	0	0	64	57	24	8	46	79	14	10	4	303	1,900	700,000
206	do	High School (dist. No. 2).	Edward F. Hermanns.	Dept.	9	7	169	261	0	0	16	14	77	62	24	38	8	11	4	66	2,484	110,000
207	do	High School (dist. No. 7, south).	M. Isabel Holloway	Dept.	0	2	19	22	0	0	....	....	....	....	6	3	3	1	3	....	100	30,000
208	do	Manual Training High School (dist. No. 1).	Chas. A. Bradley	Dept.	8	9	187	178	0	0	....	....	58	94	15	17	10	6	4	40	800	125,000

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209	Denver (Highlands).	North Side High School (dist. No. 17)	Edgar R. Downs	Dept.	6	7	157	257	0	0	....	....	....	....	17	26	....	....	4	....	1,500	75,000
210	Durango	High School	James R. Meek	Dept.	3	2	19	55	0	0	....	....	2	0	2	8	1	3	4	....	1,200	30,000
211	Florence	....do	Julia Taylor	Dept.	1	2	9	42	0	0	0	2	2	0	....	....	....	....	3	....	350	35,000
212	Fort Collins	....do	A. H. Dunn	Dept.	3	2	19	64	0	0	....	....	....	....	1	16	....	....	4	....	1,000	50,000
213	Georgetown	....do	D. R. Hatch	Dept.	2	1	25	28	0	0	1	0	2	0	3	4	2	1	4	....	600	10,000
214	Golden	....do	William Triplet	Dept.	4	0	41	56	0	0	....	....	....	....	4	10	4	10	4	0	700	40,000
215	Grand Junction	....do	Albert S. Otto	Dept.	3	3	44	60	0	0	4	3	3	0	2	5	1	3	4	....	472	35,000
216	Gunnison	....do	U. W. Keplinger	Dept.	1	1	15	29	0	0	0	1	6	3	5	7	5	3	3	....	500	.....
217	Holyoke	....do	Jerome R. Alcock	Dept.	1	0	3	7	44	65	....	....	1	0	1	0	1	0	3	....	75	7,000
218	Idaho Springs	....do	W. A. Haggott	Dept.	1	3	28	37	0	0	....	....	5	11	2	7	2	7	4	....	840	35,000
219	Lajunta	Columbian High School	D. D. Hugh	Dept.	3	1	24	31	0	0	....	....	9	7	2	2	2	2	4	....	200	6,000
220	Leadville	High School	Margaret M. Williams	Dept.	3	2	18	42	0	0	....	....	0	3	0	8	0	3	3	....	1,000	.....
221	Longmont	....do	Grace Ellen Shoe	Dept.	2	1	40	50	0	0	....	....	14	26	3	6	3	4	4	....	500	.....
222	Loveland	....do.*	W. P. Roberts	Dept.	1	1	20	23	0	0	3	8	0	0	8	7	0	0	4	....	800	.....
223	Mancos	....do	G. A. Benjamin	Dept.	1	0	3	6	12	16	....	....	....	....	2	3	1	3	3	....	.....	.....
224	Monte Vista	....do	H. H. Wilson	Dept.	2	1	30	40	0	0	3	5	9	12	3	4	2	4	4	....	350	16,000
225	Montrose	....do	W. P. Rhodes	Dept.	1	1	11	20	0	0	....	....	....	....	5	3	....	....	2	....	480	20,000
226	Ouray	....do	M. I. Ellis	Dept.	1	1	12	20	0	0	0	0	12	20	1	1	1	1	4	....	400	.....
227	Pueblo	Central High School (dist. No. 20).	Ida Brock Haslup	Dept.	4	6	85	135	0	0	4	8	6	12	5	12	3	5	4	30	300	193,000
228	....do	High School (dist. No. 1).	Henry M. Hart	Dept.	2	6	57	111	0	0	....	....	....	....	3	6	0	5	4	40	1,200	.....
229	Rocky Ford	High School	F. B. Bolles	Dept.	1	1	10	30	0	0	....	....	....	....	0	5	0	1	3	....	75	8,000
230	Saguache	....do	John I. Palmer	Dept.	1	0	10	13	0	0	1	1	2	0	6	1	2	0	3	....	100	8,000
231	Salida	....do	M. D. L. Buell	Dept.	2	0	17	23	0	0	0	1	4	6	4	6	1	1	4	....	500	40,000
232	Sterling	....do.*	F. H. Blair	Dept.	1	1	30	30	0	0	....	....	....	....	0	0	0	0	3	....	175	12,000
233	Trinidad	....do	R. M. Rolfe	Dept.	2	3	67	109	0	0	2	0	1	3	9	29	1	3	3	....	.....	.....
	CONNECTICUT.																					
234	Ansonia	High School	M. E. Richmond	Dept.	0	4	28	52	0	0	....	....	....	....	3	4	3	0	4	....	2,500	1,400
235	Bethel	....do	E. M. Crofoot	Dept.	1	1	23	36	0	0	2	0	....	....	3	6	....	....	3	....	368	10,000
236	Branford	....do	Henry C. Moore	Dept.	1	2	26	31	0	0	....	....	2	0	0	0	....	....	4	26	1,000	.....
237	Bridgeport	....do	H. D. Simonds	Dept.	4	8	167	219	0	0	24	18	17	0	23	45	13	8	4	....	1,135	90,000
238	Bristol	....do	Elmer S. Hosmer	Dept.	1	5	44	62	0	0	5	2	4	2	4	10	2	1	4	....	1,000	30,200
239	Canaan	....do	S. J. Roraback	Dept.	0	3	27	19	0	0	....	....	....	....	4	6	....	....	2	....	60	5,000
240	Cheshire	....do	Ernest L. Robinson	Dept.	1	1	14	33	0	0	3	2	....	....	1	11	....	....	3	....	50	4,000
241	Colchester	Bacon Academy	James R. Tucker	Ind.	1	1	26	30	0	0	4	3	....	....	3	8	2	2	4	0	436	4,000
242	Collinsville	High School	Geo. W. Flint	Dept.	1	1	21	33	9	7	1	3	0	0	7	14	0	0	4	....	.....	.....
243	Danbury	....do	Frank H. Bennett	Ind.	1	2	29	72	0	0	7	5	1	0	5	13	3	0	3	....	300	750
244	Danielson	Killingly High School	A. P. Somes	Dept.	1	2	32	44	0	0	5	4	....	....	6	11	1	3	4	....	900	25,000
245	Deepriver	High School	Frederick N. Hanchett	Dept.	0	4	30	18	0	0	1	0	....	....	1	2	1	2	4	....	1,000	10,000
246	Derby	....do	J. N. Peck	Dept.	2	2	32	30	0	0	9	4	1	0	8	4	8	1	4	....	500	.....
247	East Hartford	....do	Hudson H. Lyon	Dept.	1	1	26	35	26	28	....	....	....	....	7	2	....	....	3	...	50	15,700
248	East Norwalk	....do	Edward H. Gumbart	Dept.	1	1	9	13	0	0	0	0	0	0	0	0	0	0	2	....	250	5,000
249	Gildersleeve	....do	George H. Tracy	Dept.	1	1	13	10	5	2	0	0	0	0	0	0	0	0	4	....	279	.....
250	Greenwich	....do.*	Newton B. Hobart	Dept.	1	2	25	38	0	0	6	10	2	4	0	0	0	0	4	....	1,100	.....
251	Guilford	Inst. and High School	Frederick T. Sharpe	Dept.	1	1	14	21	39	44	....	....	....	....	3	6	0	0	4	....	200	12,000
252	Hartford	High School	Edward H. Smiley	Ind.	15	20	432	397	0	0	66	28	14	0	53	43	31	6	4	....	5,000	500,000
253	Hazardville	....do	Elmer E. Randall	Dept.	1	0	13	16	0	0	....	....	....	....	2	1	1	0	2	....	482	.....

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	CONNECTICUT—continued.																					
254	Lakeville	High School	Jesse W. Jefferis	Dept.	1	0	8	18	0	0	1	0	.....	.....	.....	.....	.....	.....	2	.....	100	.....
255	Litchfield	Center High School	Robert L. Zink	Dept.	1	1	34	29	0	0	0	0	7	2	2	1	0	0	4	.....	600	$16,000
256	Madison	Hand High School	Mary F. Campbell	Dept.	0	1	7	10	5	5	0	2	.....	.....	0	0	.....	.....	3	.....	300	10,000
257	Meriden	High School	L. T. Frost	Dept.	2	0	98	137	0	0	14	7	5	0	12	22	4	4	4	.....	3,000	.....
258	Middletown	....do	W. B. Ferguson	Ind.	2	7	123	105	0	0	.....	.....	.....	.....	17	16	.....	.....	4	.....	250	65,000
259	Milford	....do	H. I. Mathewson	Dept.	1	2	20	29	0	0	.....	.....	.....	.....	4	8	.....	.....	3	.....	543	26,000
260	Mystic	Broadway High School	Harriet E. Park	Dept.	0	1	9	18	0	0	.....	.....	.....	.....	1	4	0	0	3	.....	100	.....
261	.....do	High School	Royal Cottrell, B. A., P. D. S.	Dept.	1	0	15	22	0	0	0	2	0	0	1	3	.....	.....	4	.....	80	5,000
262	Naugatuck	.....do.*	H. L. Wilbur	Dept.	1	2	38	37	0	0	.....	.....	.....	.....	1	4	.....	.....	4	.....	1,500	.....
263	New Britain	.....do	Charles F. Harper	Dept.	6	8	134	154	0	0	21	7	.....	.....	19	28	14	8	4	.....	1,200	.....
264	New Canaan	.....do	G. W. Gamble	Dept.	1	3	62	40	0	0	0	0	0	0	2	2	0	0	4	.....	200	10,000
265	New Hartford	.....do	Edwin C. Howard	Dept.	1	0	6	20	29	25	0	2	3	0	1	6	0	1	3	.....	150	12,000
266	New Haven	Boardman Manual Training School.	Thomas W. Mather	Dept.	8	9	129	96	0	0	0	0	68	30	17	8	10	0	4	.....	400	70,000
267	.....do	Hillhouse High School	Myron T. Scudder	Ind.	10	19	387	454	0	0	100	40	75	0	62	78	36	8	4	.....	4,000	154,000
268	New Milford	Center High School	Franklin S. Hoyt	Dept.	1	0	11	14	0	0	.....	.....	2	0	9	11	0	0	2	.....	643	.....
269	Niantic	High School	Pierce D. Brown	Dept.	1	0	8	10	0	0	0	0	0	0	0	0	0	0	3	.....	125	5,500
270	Norwalk	Center High School	Chas. A. Tucker	Dept.	1	1	26	31	0	0	1	0	.....	.....	6	6	3	0	3	.....	300	25,000
271	.....do	Over River High School	H. B. Wigham	Dept.	1	3	60	100	0	0	2	3	4	0	2	3	0	2	4	.....	300	20,000
272	Orange	High School	Miss Elvira Morrill	Ind.	0	1	5	10	6	9	.....	.....	2	0	0	3	.....	.....	4	.....	32	2,200
273	Plainville	.....do	Myron E. Powers	Dept.	1	1	10	19	0	0	0	4	0	0	2	3	.....	.....	4	.....	.....	10,000
274	Plymouth	.....do	Mary L. Wright	Dept.	0	1	1	9	12	11	0	0	0	0	.....	.....	.....	.....	2	.....	125	.....
275	Portland	Central High School	Martin W. Griffin	Dept.	1	2	18	16	9	5	3	2	0	0	1	4	1	1	4	.....	570	6,000

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276	Putnam	High School	F. E. Burnette	Dept.	1	4	44	44	0	0	11	14	0	0	5	2	3	0	4	0	525	35,000
277	Rockville	do	Isaac M. Agard	Ind.	2	4	71	94	0	0					8	11	3	0	4		1,500	50,000
278	Salisbury	Academy	John Francis Forward	Dept.	1	0	7	14	5	5	1	2							3		50	
279	Saybrook	Old Saybrook High School.	Frederick A. Curtiss	Dept.	1	1	9	14	0	0					0	1	0	0	3		325	10,500
280	Seymour	High School	E. C. Stiles	Dept.	1	1	15	23	0	0	0	1	4	0	2	3	2	0	4		432	
281	Shelton	do	Alton W. Peirce	Dept.	1	2	9	16	0	0	4	0	2	0	2	1	2	0	4		350	45,000
282	Southington	Lewis High School	E. L. Meritt	Ind.	1	4	51	94	0	0	1	1			4	18	0	1	4		800	30,000
283	South Manchester	High School (9th dist)	Fred. A. Verplanck	Dept.	2	4	51	45	0	0	9	1			2	9	2	0	4		400	
284	South Norwalk	High School	William C. Foote	Dept.	1	2	33	50	0	0	2	0	2	0	4	13	1	0	3		200	
285	South Windsor	do	Elizabeth Williams	Ind.	0	1	4	10	7	3					0	4			4			
286	Stafford Springs	do	Samuel A. Jacobs	Ind.	1	2	23	44	0	0	3	8	1	2	3	8	0	2	4		1,400	25,000
287	Stamford	do	Wilmot R. Jones	Dept.	5	6	93	120	0	0	13	14	5	0	11	17	5	1	4		950	90,000
288	Stonington	High School (dist. No. 9)	Charles T. Eaton	Dept.	1	1	8	24	0	0					1	7			3		200	31,000
289	Terryville	High School	F. H. Davis	Dept.	0	1	14	10	0	0					0	0	0	0	3		500	11,000
290	Thomaston	do	Geo. T. Cookingham	Dept.	1	1	15	26	0	0	2	0	0	2	2	5	0	0	4		200	20,000
291	Thompsonville	Enfield High School*	E. H. Parkman	Dept.	1	3	33	34	0	0	12	4	4	0	4	3	3	1	4		1,400	
292	Torrington	High School	Edwin H. Forbes	Dept.	2	8	84	90	0	0	2	0	1	0	6	9	1	0	6		1,500	75,000
293	Wallingford	Central District High School.	Frank Warren Eaton	Dept.	2	2	26	71	0	0	6	2			3	5	1	1	4	0	200	
294	Wapping	High School*	Susie M. Lindsey	Dept.	0	1	8	6	7	5	0	1	2	0	5	2	2	1	4		110	
295	Waterbury	do	Stephen W. Wilby	Dept.	6	7	180	220	0	0	45	10	15	0	12	30	4	1	4	0	600	120,000
296	Watertown	Center High School.	F. J. Werking	Dept.	1	0	16	18	0	0	0	0	0	0	0	3	0	0	4		50	
297	West Hartford	High School*	A. F. Howes	Dept.	1	2	20	41	0	0	0	8	3	0	1	3	1	3	4		183	30,000
298	West Haven	do	A. M. Drummond, A. M.	Dept.	1	2	19	34	0	0					2	4			3		350	40,000
299	Westville	do	C. S. McLean	Dept.	1	1	1	6	0	0					0	5			1		800	
300	Windsor	High School	Roscoe Hutchinson	Dept.	1	1	27	33	0	0			3	4	0	7	0	4	4		500	18,000
301	Windsor Locks	Graded School	Daniel Howard	Dept.	1	1	5	7	0	0	0	0	0	0	3	4	0	0	1		388	25,000
	DELAWARE.																					
302	Delaware City	High School	Norris W. Wilkinson	Dept.	0	3	16	27	0	0	0	1			0	5			2		75	6,500
303	Felton	do	H. V. Holloway	Dept.	1	0	8	12	0	0					0	1	0	0	3		100	3,000
304	Georgetown	do	John P. Burdett	Dept.	1	0	10	10	0	0	0	0	0	0	1	0	0	0	2			1,650
305	Laurel	do	M. S. H. Unger	Dept.	1	1	11	28	0	0	8	15	0	0	3	7	2	4	4	0		5,000
306	Lewes	do	George W. Mitchell, A. M.	Dept.	1	0	3	16	0	0	0	1	1	0	0	11	0	0	2		50	6,000
307	Middletown	do	Calvin L. Grimm	Ind.	1	0	12	9	20	28	2	0			3	3	2	0	2			10,000
308	Milford	North Milford High School.*	Daniel S. Ells	Dept.	1	0	3	6	9	7	0	0	0	0	0	0	0	0	3			5,000
309	do	South Milford High School.	C. B. Morris	Dept.	0	3	16	21	21	18	6	3			4	6	4	6	4	16	1,000	16,000
310	Milton	High School	John A. Collins	Dept.	1	1	22	31	0	0												8,500
311	Newark	do	A. Lee Ellis	Dept.	1	1	9	16	0	0	1	0	3	0	2	2	2	0	2	0	100	12,000
312	Newcastle	do	George W. Andrew	Dept.	0	6	30	40	0	0					4	4	0	0	4	0	0	
313	Seaford	do	A. C. Brower	Dept.	2	0	26	33	0	0	0	1	5	0	0	5	0	1	4		50	8,000
314	Smyrna	do	Charles Howell Le Fevre.	Dept.	1	1	23	44	0	0	1	5	3	0	3	9	2	3	3		100	18,000
315	Wilmington	do	A. H. Berlin	Dept.	5	15	260	302	0	0					20	35			3		300	85,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	DISTRICT OF COLUMBIA.																					
316	Washington	Business High School	Allan Davis	Dept.	6	13	260	290	0	0	0	0	0	0	40	34	0	0	2	60	600	$5,000
317	do	Central High School	Percy M. Hughes	Dept.	13	28	421	520	0	0	6	5	8	5	35	58	14	10	4	160	6,000	.....
318	do	Eastern High School	Hosmer M. Johnson	Dept.	11	10	198	313	0	0	.....	.....	.....	.....	18	34	2	5	4	81	1,714	.....
319	do	High School (colored)	W. S. Montgomery	Dept.	16	11	220	470	0	0	11	4	.....	.....	29	80	2	0	4	114	1,200	135,800
320	do	Western High School *	Edith C. Westcott	Dept.	3	11	104	160	0	0	6	9	20	0	5	18	5	5	4	48	566	.....
	FLORIDA.																					
321	Aucilla	High School *	J. F. Ruff	Ind	1	1	9	10	33	27	.....	.....	.....	.....	1	2	1	2	3	.....	.....	1,000
322	Bartow	Summerlin Institute	Arthur Williams	Dept.	2	1	22	43	0	0	2	2	1	1	2	11	2	2	4	.....	250	22,000
323	Braidentown	Manatee County High School.*	Thos. C. Walton	Dept.	1	3	82	84	0	0	.....	.....	.....	.....	4	0	.....	.....	4	.....	200	4,500
324	Brooksville	Hernando High School	I. B. Turnley	Dept.	1	2	17	18	0	0	0	0	0	0	0	3	0	0	4	.....	500	5,000
325	Dade City	Pasco County Graded and High School.	Robt. M. Ray	Dept.	3	2	17	40	0	0	.....	.....	.....	.....	0	0	0	0	3	.....	40	4,500
326	Eustis	High School	Mrs. Jessie Perkins	Dept.	0	2	7	18	37	29	1	2	.....	.....	1	0	0	0	3	.....	65	.....
327	Fernandina	High School (colored)	W. H. Peck	Dept.	1	0	1	5	144	157	0	0	0	0	.....	.....	0	0	.....	.....	.....	575
328	Fort Meade	High School *	J. A. Cox	Dept.	0	2	7	9	42	31	0	0	0	0	0	0	0	0	.....	.....	0	1,200
329	Gainesville	East Florida Seminary	Edwin P. Cater	Ind	5	0	43	27	0	0	.....	.....	.....	.....	5	3	.....	.....	4	43	1,200	25,000
330	Greencove Springs	Green Cove High School	Theo. J. McBeath	Dept.	0	3	4	17	0	0	.....	.....	.....	.....	0	0	.....	.....	3	.....	0	2,500
331	Inverness	Citrus County High School.*	Mrs. J. B. Johnston	Dept.	0	1	1	4	33	35	0	0	0	0	0	2	.....	.....	.....	.....	.....	1,750
332	Jacksonville	Duval High School	W. T. Chapin, Ph. D	Dept.	3	3	40	105	0	0	3	2	.....	.....	2	18	2	1	4	.....	160	5,150
333	Kissimmee	Osceola High School	F. B. Shipp	Dept.	2	1	13	23	0	0	1	1	.....	.....	3	6	1	1	4	.....	100	2,500

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334	Lakeland	High School*	A. M. Lambdin	Dept.	1	4	40	40	0	0	....	....	4	0	3	5	3	5	4	....	.....	2,000
335	Leesburg	.....do	J. F. Mallicoat	Ind.	1	1	5	14	55	66	....	....	....	....	0	5	....	....	2	....	80	6,000
336	Livecak	Suwannee High School	J. H. Fulks	Dept.	1	1	9	16	0	0	....	....	....	....	1	1	....	....	2	....	34	4,000
337	Mayo	High School*	Wm. F. Himes	Dept.	1	0	5	7	63	58	....	....	....	....	....	....	....	....	3	....	.....	300
338	Monticello	Jefferson Collegiate Institute.*	S. J. Halley	Ind.	1	1	26	30	42	41	0	0	0	0	4	3	0	0	4	....	.....	.....
339	Orlando	High School	J. L. Boone	Dept	2	2	24	27	2	7	....	....	....	....	0	5	....	....	4	....	.....	8,000
340	Palatka	Putnam High School (white).	I. I. Himes	Dept.	1	1	5	8	5	16	....	....	....	....	....	....	....	....	4	....	.....	4,000
341	St. Augustine	High School	H. O. Hamm	Dept.	3	0	22	34	0	0	1	0	0	0	2	3	1	0	4	....	175	12,000
342	Sanford	.....do	Samuel M. Tucker	Dept.	2	2	11	17	0	0	2	4	....	....	....	....	....	....	3	....	200	1,000
343	Springlake	Graded School	E. B. O'Berry	Dept.	2	0	7	11	38	38	....	....	....	....	0	4	....	....	4	....	.....	2,000
344	Starke	Bradford County High School.	A. Hercules	Dept.	1	0	11	19	0	0	4	6	2	5	....	....	....	....	4	....	75	3,000
	GEORGIA.																					
345	Acworth	Mars Hill High School*.	J. G. Camp	Ind.	1	1	28	27	18	23	....	....	....	....	0	0	....	....	....	....	.....	.....
346	Adairsville	High School	Josiah L. Strozier	Dept.	1	0	9	7	65	65	....	....	....	....	....	....	....	....	....	....	.....	.....
347	Albany	Academy	S. R. de Jarnette	Dept.	2	0	28	32	0	0	5	0	15	0	2	8	1	6	4	....	.....	10,000
348	Alpharetta	High School	J. R. Trammell	Ind.	2	0	25	15	0	0	1	3	3	0	0	0	....	....	....	....	500	.....
349	Amason	.....do	Miss Mary Lightfoot	Dept.	0	1	3	5	38	29	....	....	....	....	....	....	....	....	3	....	.....	.....
350	Americus	Furlow High School	B. W. Davis	Dept.	2	1	38	71	0	0	....	....	....	....	3	12	....	....	4	....	140	20,000
351	.....do	McCay Hill School (colored).	C. A. Catledge	Dept.	1	0	5	10	0	0	....	....	....	....	5	10	....	....	4	....	72	3,500
352	Atlanta	Boys' High School	W. M. Slaton	Dept.	6	0	200	0	0	0	....	....	....	....	36	0	....	....	3	....	.....	111,000
353	.....do	Girls' High School	Nettie C. Sergeant	Dept.	0	13	0	472	0	0	....	....	....	....	0	61	....	....	4	....	3,860	50,000
354	Augusta	Tubman High School	John Neely	Dept.	2	6	0	200	0	0	0	12	....	....	0	31	0	12	4	....	.....	25,000
355	.....do	Ware High School (colored).*	Henry L. Walker	Dept.	1	2	17	66	0	0	3	8	....	....	3	8	3	8	4	....	300	.....
356	Austell	High School	G. T. McLarty	Dept.	1	1	6	11	44	51	0	0	0	0	0	2	....	....	4	....	1,300	3,500
357	Bainbridge	.....do	G. B. Toole	Dept.	1	2	5	15	0	0	....	....	....	....	3	3	2	3	3	....	.....	8,500
358	Baldwinville	Academy	Mrs. T. F. Maxwell	Dept.	0	1	5	15	15	21	....	....	....	....	0	0	0	0	....	....	.....	100
359	Blakely	Institute*	R. B. Daniel	Dept.	1	1	10	25	0	0	3	12	1	0	0	8	0	5	3	....	300	6,000
360	Brooks Station	High School	A. S. Hutchinson	Dept.	1	0	8	12	60	51	1	0	1	0	0	0	....	....	....	....	.....	700
361	Brunswick	Glynn High School	Mrs. M. L. Parker	Dept.	1	2	45	50	0	0	....	....	....	....	0	6	....	....	5	....	300	20,000
362	Buford	High School	Jas. N. Pitner, A. B.	Ind.	0	2	40	40	50	50	5	4	....	....	0	0	0	0	....	....	.....	2,000
363	Carrollton	.....do	Mrs. T. B. Slade	Dept.	1	2	33	31	0	0	11	9	2	0	1	6	1	4	4	....	350	15,000
364	Cartersville	.....do	Miss Lena Ford	Dept.	1	2	30	41	0	0	3	2	....	....	1	2	0	1	3	....	.....	.....
365	Cedartown	.....do	H. L. Sewell	Dept.	0	4	35	48	0	0	3	5	2	3	3	12	2	5	4	....	200	8,000
366	Clarkston	.....do.*	John Mable	Dept.	1	0	8	5	32	25	....	....	....	....	0	0	0	0	4	....	45	500
367	Coleman	.....do	L. O. Freeman	Dept.	1	0	14	16	15	35	4	6	2	1	....	....	....	....	3	....	50	1,000
368	Columbus	.....do	J. T. Alderman	Dept.	2	0	28	74	0	0	....	....	....	....	6	21	....	....	....	....	.....	.....
369	Cordele	.....do	E. J. Ware	Dept.	1	2	25	27	0	0	3	4	1	0	2	4	....	....	3	....	.....	5,000
370	Crawford	.....do	Harry F. Pittard	Ind.	1	0	6	6	0	0	0	3	....	....	....	....	....	....	....	....	.....	750
371	Culloden	Institute	C. G. Power	Dept.	0	2	7	10	34	29	2	2	....	....	....	....	....	....	3	....	.....	3,000
372	Culverton	Academy*	Mrs. G. P. Culver	Ind.	0	1	0	5	10	11	0	2	0	0	0	0	0	0	....	....	0	700
373	Damascus	High School*	Prof. C. C. Lowe	Dept.	1	1	28	21	0	0	8	2	1	0	0	0	....	....	3	....	200	500
374	Dunn	Pleasant Valley Academy.	J. T. Leamon, B. S.	Dept.	1	1	24	35	0	0	....	....	6	2	0	0	....	....	3	....	.....	900

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	GEORGIA—cont'd.																					
375	Flowery Branch	Academy	Allen Wilder, A. B., L. I.	Ind	1	0	4	8	41	59									6			$2,500
376	Fort Gaines	High School	W. T. Keese	Dept.	2	0	20	30	0	0	2	3									85	3,500
377	Fort Valley	Grady Institute	W. J. Scroggs	Dept.	1	1	22	20	0	0	6	6	4	8	7	2	4	1	3		400	3,000
378	Girard	Academy*	J. Wingfield Stone	Ind	1	1	44	38	39	20												
379	Girth	Union Academy*	R. A. Clayton	Ind	1	0	7	8	13	17					0	0	0	0				300
380	Gordon Springs	Academy	S. L. Jackson	Ind	1	1	12	11	23	17	4	3	1	0	0	0	0	0	3			380
381	Grantville	High School	L. J. Steele	Dept.	1	0	12	13	0	0	2	3							3			500
382	Guyton	do.*	Louis J. Fowler	Dept.	0	1	12	13	22	39	4	3	0	0	6	7	4	5	4			2,000
383	Halcyondale	Lee-Evans Institute	Ralph Newton	Dept.	1	0	2	9	6	13	1	5			1	5	0	5	3			2,300
384	Hampton	High School	Prof. Denton	Ind	1	0	10	8	20	40	4	3	0	0	0	0	0	0	2			2,000
385	Harmony Grove	Academy	Morgan L. Parker	Ind	1	2	45	50	85	65	5	4			1	0	1	0	4	30	300	10,000
386	Harrison	High School	J. S. Mandeville	Ind	1	0	6	8	28	45									3			450
387	Hawkinsville	Graded School	N. E. Ware	Dept.	1	1	15	30	0	0	8	20			2	9	2	4	2			15,000
388	Hillsboro	Ben Hill Academy	S. Jennie Heald	Dept.	1	1	10	13	9	8	0	0	0	1	0	0	0	0				500
389	Hollingsworth	Academy	I. L. Candler	Ind	1	1	4	8	33	38	4	2										2,000
390	Jonesboro	Middle Georgia College	R. L. Paine	Dept.	2	2	68	84	0	0	41	27	20	40	3	3	4	6			50	5,000
391	Knoxville	High School	J. H. Hall	Ind	1	0	7	14	17	23	0	0	2	0								800
392	Lafayette	Academy	Wm. D. Reid	Dept.	1	1	14	16	66	46	6	6	0	0	0	0	0	0	3		0	5,000
393	Lakepark	do.*	W. A. Berry	Dept.	1	0	5	6	40	30	5	6			1	1	1	1	5			1,000
394	Lawrenceville	High School	Jas. A. Bagwell	Dept.	1	2	40	46	0	0					0	3	0	3	1			5,000
395	Leesburg	Hillyer Institute*	C. A. Castellow	Dept.	1	0	12	12	14	17	3	4	0	0	0	0	0	0	2			1,000
396	Lincolnton	Lincoln High School	Geo. D. Godard	Dept.	1	1	15	10	15	20	4	4	2	0	0	0	0	0	3			500
397	Linton	Washington Institute*	C. W. Moran	Dept.	0	1	2	6	28	34					0	0	0	0				800
398	Lisella	Warrior High School	W. B. Redding	Dept.	1	0	4	2	30	36					1	0			3			1,000

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399	McDonough	High School	O. E. Ham	Ind	1	1	21	17	37	39	6	4	2	0	0	0			4		0	1,400
400	McKibben	Beulah High School	C. P. Thompson	Ind	1	1	18	25	10	12	4	8	3	0	4	6	4	5	2		542	2,500
401	Macon	Gresham High School	C. B. Chapman	Dept.	1	9	150	200	0	0					21	30			3		400	50,000
402	Madison	High School	M. F. Ramsey	Dept.	1	1	14	26	0	0					3	3			2		0	20,000
403	do	Colored Public School	T. J. Turner	Dept.	1	0	1	6	0	0									3		50	5,000
404	Marietta	High School	Geo. E. Nolan	Dept.	3	0	25	35	0	0	8	9	3	0	4	1	4	1	4		300	15,000
405	Marshallville	do	J. W. Frederick	Dept.	1	1	20	25	25	30	10	15	0	0	3	5	2	3	3		150	5,000
406	Milledgeville	Middle Georgia Military and Agricultural College.*	Wm. E. Reynolds, A. M.	Ind	0	6	65	45	0	0					5	6				50	1,200	100,000
407	Milner	High School*	J. R. Williams	Dept.	0	1	15	15	40	45	5	9									50	2,800
408	Mineralbluff	do*	Prof. J. M. Clement, A. M.	Ind	2	0	25	15	55	63					0	0	0	0	4		0	1,500
409	Montezuma	Male and Female Institute.	R. B. Daniel	Dept.	1	1	20	26	54	47					1	1	1	1	3		247	12,000
410	Morgan	High School	W. S. Short	Dept.	0	1	20	23	15	20												560
411	Newnan	do	W. T. Holliday	Dept.	2	2	25	60	0	0					0	8			3		600	22,000
412	Norcross	do	Ronald Johnston	Dept.	1	0	8	9	54	65	0	0	1	0	0	0	0	0	3		0	1,000
413	Palmetto	do	J. A. Richardson	Dept.	1	0	2	29	21	19	0	5										
414	Perry	High School	W. C. McKenzie	Dept.	1	1	18	20	35	55	1	1	1	0	5	7	2	1	3	0	0	2,000
415	Phœnix	Academy	Willis Washington Hall.	Ind	1	0	3	6	20	13	1	2	0	0	0	2	0	2	2			
416	Point Peter	Glade Academy	H. A. Lawrence	Dept.	1	1	10	6	30	30					0	0			3		150	750
417	Quitman	Graded School*	E. J. Robeson	Dept.	1	2	20	40	0	0					1	6			3			10,000
418	Rockville	Academy	F. G. Branch	Dept.	1	0	12	8	31	32			1	3					3		125	1,000
419	Rome	High School*	E. M. Gammon	Dept.	1	2	45	55	0	0	20	30			10	17			2			
420	Roopville	Henry Grady Institute*	Henri H. Roop	Ind	1	1	15	10	45	30			8	7					3		50	500
421	Roscoe	Alex. Stephens Academy.	Miss Witt Moseley	Dept.	0	1	7	6	33	38	4	1										400
422	Roswell	High School	H. H. Ezzard	Dept.	1	0	10	21	0	0	6	8			1	2	0	2	2		0	1,800
423	Sandersville	do	C. Whitehurst	Dept.	1	1	27	36	0	0	2	3	0	0	4	5			4		260	18,000
424	Sargent	Farmer's High School	F. G. Golden	Dept.	1	0	7	9	60	55												1,000
425	Savannah	High School	H. F. Train	Dept.	5	4	102	218	0	0					12	35	4	10	3			150,000
426	Sharpsburg	do	G. W. St. John	Dept.	1	2	28	23	10	26	2	2										750
427	Siloam	do	Talfourd Smith	Ind	1	0	6	8	29	42									4		60	200
428	Smithville	do	R. Powell Stephens	Ind	1	0	10	9	36	29	2	2	0	0	0	0	0	0	3		0	1,100
429	Social Circle	Male and Female Institute.*	Addison W. Lynch	Dept.	1	1	25	25	0	0					0	0						
430	Soque	Providence High School.	Chas. G. Byington	Ind	1	0	6	3	44	31			0	0	0	0	0	0			0	1,000
431	Sparta	High School	William T. Dumas	Dept.	1	1	23	19	0	0					6	4	6	4	3		225	15,000
432	Spivey	Rockville Academy*	F. G. Branch	Ind	1	2	3	10	45	62	1	0	1	3								1,300
433	Stilesboro	High School	E. H. Holland	Ind	1	0	0	7	54	27	0	1	0	0	0	0	0	0	2		150	2,000
434	Temple	do.*	J. L. Ingram	Ind	1	0	20	13	40	42			3	4	0	0	0	0				1,000
435	Tunnelhill	do	A. R. Caton	Dept.	1	0	6	10	42	41			1	0								500
436	Valdosta	Institute	W. B. Merritt	Dept.	2	0	18	37	0	0	5	15			3	4	2	2	3		650	20,000
437	Vaughn	High School	A. W. Jackson	Dept.	1	1	11	9	65	32	1	1			0	0	0	0	4	0	112	150
438	Villa Rica	do	E. W. Murphree	Dept.	1	1	28	30	0	0					0	4			1		540	6,000
439	Waco	do.*	G. T. McLarty	Dept.	1	1	7	8	60	54	2	1			0	0	0	0				1,500
440	Walden	do.*	Miss Bessie Napier	Dept.	0	1	7	12	24	19	0	0	0	0	1	2	0	0	3			1,500
441	Walnutgrove	Academy*	J. B. Blalock	Ind	1	1	7	4	38	50	3	0	0	0	0	0	0	0	3			2,500

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	GEORGIA—cont'd.																							
442	Warthen	Bethlehem High School*	Macon Warthen	Dept.	1	0	3	5	25	20														
443	Washington	High School	T. E. Hollingsworth	Dept.	2	2	33	55	0	0	2	8	2	0	1	12	1	8	3		50	$25,000		
444	Waycross	do	E. A. Pound	Dept.	1	3	18	40	0	0	5	3			1	7	1	4	3		300	30,000		
445	West Point	do	Norman C. Miller	Dept.	2	1	44	46	0	0	0	0	3	12	1	10	0	4	4		50	8,000		
446	Whigham	Connell Academy	C. E. Duggar	Ind.	1	0	6	7	18	19	3	4	1	1								500		
447	Winder	Institute	S. P. Orr	Dept.	3	3	30	33	0	0	0	0	0	0	1	2	0	0	4		75	4,000		
448	Woodbury	do	W. J. McKemie	Dept.	1	0	21	26	33	40	1	1			0	0			3			1,000		
449	Woodville	High School*	D. L. and H. Cloud	Dept.	1	0	6	13	59	54														
	IDAHO.																							
450	Boise City	High School	E. J. Faust	Ind.	2	1	33	75	0	0	0	2	3	0	5	9	2	1	4	33	800	100,000		
451	Caldwell	do	Chas. Broxon	Dept.	1	0	5	20	0	0					0	4			3			10,000		
452	Genesee	do	Hartzell Cobbs	Ind.	1	2	12	18	0	0	4	7	0	0	1	0	1	0	4	0	30	5,000		
453	Hailey	do	Hubert H. Barton	Dept.	1	1	30	36	0	0	1	1			1	2	1	1	4		1,496	40,000		
454	Lewiston	do	Irvin D. Martin	Dept.	2	0	10	12	0	0			1	2	1	2	1	1	2			15,000		
455	Moscow	do	J. C. Muerman	Dept.	1	11	51	44	0	0	15	11	24	10	1	4	0	0	3		600	50,000		
	ILLINOIS.																							
456	Abingdon	North High School	George Bloomer	Dept.	1	1	17	34	0	0					2	5	1	3	3		180	20,000		
457	Albion	High School	J. G. Eimers	Dept.	2	0	12	25	0	0					2	9					250	7,000		
458	Aledo	do	P. J. Kuntz	Dept.	2	2	57	108	0	0	2	4	3	2	12	19	3	5	4		1,000	30,000		
459	Alexis	do	E. F. Sanders	Dept.	1	1	6	30	0	0	2	10	1	0	1	7	0	0	3		250	5,000		
460	Altamont	do	J. A. Reed	Dept.	1	0	18	20	0	0					3		63	5	3		147	6,000		

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461	Alton	do	J. E. Turner	Dept.	4	2	55	122	0	0	5	8	2	0	2	17	2	4	4	....	600	40,000
462	Altona	do	F. A. Miller	Dept.	1	0	6	17	60	65	0	1	0	1	0	2	....	....	3	....	200	5,000
463	Arcola	do	Maud Eleanor Bristol	Dept.	1	2	32	58	0	0	....	....	....	....	7	8	....	....	4	....	755	1,000
464	Arenzville	do	C. W. Chapman	Dept.	1	0	20	6	35	60	0	0	0	0	1	1	0	0	3	....	50	5,000
465	Arthur	do	E. Allen Cross	Dept.	1	0	5	5	0	0	....	....	....	....	....	....	....	....	3	....	130	5,000
466	Ashland	do	Morgan Le Masters	Dept.	0	3	16	13	0	0	....	....	4	3	3	3	....	....	3	....	425	16,000
467	Ashton	do.*	M. L. Lyon	Dept.	1	0	17	18	0	0	....	....	....	....	0	2	....	....	4	....	50	26,000
468	Assumption	do	Robert Brown	Dept.	1	1	33	34	0	0	1	1	2	0	....	....	....	....	3	....	135	14,000
469	Astoria	do	U. S. Collins	Dept.	2	2	20	32	0	0	2	4	1	0	2	3	2	2	4	....	355	1,500
470	Athens	do.*	J. H. McMichael	Dept.	1	1	19	18	0	0	....	....	....	....	0	0	0	0	4	....	150	14,000
471	Atlanta	do	Miss Fay Mar Hopkins.	Dept.	0	7	32	35	0	0	5	3	....	....	1	3	1	0	5	....	100	28,000
472	Augusta	do	H. M. Anderson	Dept.	3	0	25	55	0	0	0	7	1	0	1	7	1	7	4	....	500	12,000
473	Aurora	High School (dist. No. 5, east).	W. J. Pringle	Dept.	3	6	132	196	0	0	....	....	18	33	13	22	4	7	4	....	1,200	50,000
474	do	High School (dist. No. 4, west).	Katharine Reynolds	Dept.	2	3	65	88	0	0	....	....	5	4	8	14	7	9	4	....	413	.....
475	Austin	High School	B. F. Buck	Dept.	3	7	128	187	0	0	6	1	....	....	8	7	8	7	4	....	1,308	.....
476	Barry	do	C. W. Hogg	Dept.	1	1	25	30	0	0	3	0	....	....	2	5	2	5	4	....	75	12,000
477	Batavia	High School (east)	Willard E. King	Dept.	1	1	17	40	0	0	0	0	2	20	0	4	0	4	4	....	500	25,000
478	do	High School (west)	T. C. Frye	Dept.	2	0	14	23	0	0	1	4	5	3	0	1	0	1	4	....	150	40,000
479	Beardstown	Central High School	Harry J. Jockisch	Dept.	2	4	63	92	0	0	....	....	3	1	8	13	3	1	4	....	1,800	30,000
480	Beecher City	High School	O. W. Auman	Dept.	1	0	1	7	27	41	....	....	....	....	....	....	....	....	2	....	52	2,500
481	Belleville	do	H. W. Brua	Dept.	5	0	117	131	0	0	7	1	8	2	17	21	4	2	3	....	100	1,200
482	Belvidere	North High School	Arthur J. Snyder	Dept.	1	2	20	43	0	0	1	2	....	....	1	2	0	0	4	....	400	.....
483	do	South High School	Montgomery Moore	Dept.	1	3	49	66	0	0	8	4	12	5	9	5	4	3	4	....	1,500	40,000
484	Bement	High School	Charles McIntosh	Dept.	2	0	26	22	0	0	0	2	8	0	7	5	5	1	4	....	.....	15,000
485	Berwyn	District 8, Cicero High School.	Arthur E. Chapman	Dept.	2	4	20	31	0	0	2	4	4	4	5	4	3	2	4	....	400	8,000
486	Blandinsville	High School	B. E. Decker	Dept.	1	1	28	35	0	0	....	....	....	....	1	9	....	....	3	....	130	5,000
487	Bloomington	do	Edwin L. Boyer	Dept.	6	5	160	201	0	0	12	9	13	12	9	22	6	5	4	....	700	85,000
488	Brighton	do.*	Albert Dawkins	Dept.	1	0	10	20	0	0	....	....	....	....	1	2	....	....	3	....	10	4,075
489	Brimfield	do	W. W. Yates	Dept.	2	1	10	15	0	0	....	....	....	....	1	1	0	1	2	....	100	20,000
490	Bunkerhill	do	P. F. Weber	Dept.	2	0	15	19	30	20	....	....	....	....	5	1	5	1	3	....	50	.....
491	Bushnell	do	Flor. A. Culp	Dept.	1	2	35	62	0	0	....	....	....	....	9	12	2	5	3	....	500	5,000
492	Cairo	do	John Snyder	Dept.	1	5	82	129	0	0	2	1	4	0	10	20	6	1	4	42	873	36,000
493	do	Sumner High School (colored).	J. C. Lewis	Dept.	1	1	20	33	0	0	1	0	0	0	1	4	0	0	4	....	175	2,800
494	Cambridge	High School	Elmer E. Jones	Dept.	1	1	28	40	30	32	2	5	4	4	6	8	2	4	4	....	200	20,000
495	Camppoint	Maplewood High School	C. P. Beale	Dept.	1	2	30	20	0	0	....	....	....	....	1	3	1	3	4	....	500	.....
496	Canton	High School	Chas. S. Aldrich	Dept.	3	10	149	208	0	0	3	10	12	10	11	21	5	6	4	....	550	91,150
497	Carlinville	do.*	E. H. Owen	Dept.	1	2	27	43	0	0	4	12	3	3	2	11	1	6	3	....	500	25,000
498	Carlyle	do	E. E. Van Cleve	Dept.	1	2	27	34	0	0	....	....	....	....	0	4	....	....	4	....	450	15,750
499	Carmi	do	D. L. Boyd	Dept.	1	1	30	35	0	0	....	....	....	....	3	3	0	0	4	....	626	.....
500	Carrollton	do	Clyde Slone	Dept.	2	2	47	53	0	0	....	....	....	....	7	4	....	....	4	....	614	38,000
501	Carthage	do	W. K. Hill	Dept.	1	2	32	54	0	0	....	....	5	15	0	8	0	4	4	....	150	.....
502	Centralia	do	Ellen Sherman	Dept.	1	4	56	84	0	0	....	....	....	....	5	10	4	3	4	....	824	40,000
503	Cerrogordo	do	George S. Morris	Ind.	1	2	25	19	136	82	2	3	....	....	4	3	2	2	....	....	521	8,000
504	Champaign	do	Lottie Switzer	Dept.	3	2	99	144	0	0	....	....	....	....	....	....	....	....	4	....	250	29,550
505	Chandlerville	do	Heywood Coffield	Dept.	2	0	40	35	0	0	....	....	4	2	12	5	4	2	4	....	84	16,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	ILLINOIS—cont'd.																							
506	Charleston	Union High School	William Wallis	Dept.	4	1	52	76	0	0	....	....	....	....	9	9	2	4	4	....	1,050	.....		
507	Chatsworth	High School	E. S. Mills	Dept.	1	1	8	22	0	0	....	....	....	....	1	3	0	3	3	....	100	.....		
508	Chebanse	do	J. J. Ferguson	Dept.	1	0	16	18	0	0	....	....	....	....	5	4	....	....	4	....	350	$3,000		
509	Chenoa	do	Anthony Middleton	Dept.	1	1	12	24	0	0	2	0	0	2	1	0	....	....	4	....	160	20,000		
510	Cherry Valley	do	C. B. Baldwin	Dept.	1	0	8	17	45	40	0	0	0	0	2	4	0	0	3	....	148	10,500		
511	Chester	do	James M. Dickson	Dept.	1	1	30	50	0	0	[4] 1	2	5	4	5	18	3	4	3	....	300	15		
512	Chicago (Station P).	Calumet High School	A. S. Hall	Dept.	4	6	96	188	0	0	10	15	2	0	9	9	4	2	4	....	609	500		
513	Chicago (Station O).	Englewood High School.	James E. Armstrong	Dept.	12	17	315	686	0	0	46	71	76	93	28	82	16	22	4	....	3,000	.....		
514	Chicago	English High and Manual Training School.	A. R. Robinson	Dept.	17	0	476	0	0	0	....	....	....	....	78	0	....	....	3	....	700	40,000		
515	Chicago (Hyde Park).	High School	Charles W. French	Dept.	17	28	482	987	0	0	150	350	....	....	45	143	20	40	4	....	2,500	125,000		
516	Chicago (Mayfair)	Jefferson High School	Charles A. Cook	Dept.	7	4	85	167	0	0	18	13	9	6	12	77	6	7	4	....	694	30,000		
517	Chicago	John Marshall High School.	Louis J. Block	Dept.	6	8	125	338	0	0	10	25	5	5	9	43	3	7	4	....	600	125,000		
518	do	Joseph Medill High School.	Stewart B. Sabin	Dept.	5	8	152	293	0	0	1	5	6	0	10	43	5	2	4	....	1,200	185,000		
519	do	Lake High School	Edward F. Stearns	Dept.	10	6	100	292	0	0	....	....	....	....	7	40	0	3	4	....	900	.....		
520	Chicago (Station X).	Lake View High School.	James H. Norton	Dept.	16	20	295	674	0	0	14	20	20	40	33	62	10	20	4	....	2,329	100,000		
521	Chicago	North Division High School.	Oliver S. Westcott	Dept.	10	11	151	470	0	0	....	....	....	....	20	91	11	6	4	....	.....	.....		

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522	.....do	South Division High School.	Jeremiah Slocum.....	Dept..	8	15	260	611	0	0	12	7	25	30	31	84	10	12	4	....	2,575	80,000
523	.....do	West Division High School.	Geo. M. Clayberg	Dept..	16	16	238	878	0	0	30	17	....	....	23	115	6	6	4	....	1,000	.....
524	Chillicothe	High School	G. B. Coffman	Dept..	2	1	23	34	0	0	....	....	....	....	2	4	2	1	4	....	420	2,000
525	Chrisman.....	.....do	Cora Reno	Dept..	1	1	16	17	0	0	....	....	....	....	2	3	2	3	4	....	50	15,000
526	Clayton.....	.....do	S. H. Trego	Dept..	1	1	24	28	0	0	2	3	3	0	1	1	0	0	4	....	400	4,000
527	Clinton	.....do	Miss Effie Gardner ...	Dept..	1	3	23	27	20	36	9	12	1	0	4	4	4	2	4	....	1,200	.....
528	Coffeen	.....do.*	J. L. Traylor.....	Dept..	1	3	14	19	0	0	8	4	....	....	8	5	....	....	3	....	16	2,500
529	Colchester.....	.....do	W. E. Downey.....	Dept..	1	0	13	20	0	0	....	....	....	....	1	4	1	0	3	....	250	.....
530	Colfax	.....do	L. W. Haviland	Dept..	1	1	15	28	0	0	0	0	2	0	1	1	1	0	4	....	450	10,800
531	Collinsville.....	.....do	Geo. W. Smith	Dept..	1	2	4	20	11	19	0	0	0	0	0	4	....	....	....	....	400	25,000
532	Coulterville.....	.....do.*	Edson A. MacMillan..	Dept..	1	1	29	31	0	0	0	0	0	0	0	0	0	0	3	....	400	.....
533	Creston	.....do	H. A. Cross	Dept..	1	0	9	14	21	25	....	....	....	....	2	2	1	1	3	....	150	9,000
534	Cuba.....	.....do	W. D. Peck	Dept..	1	2	35	50	0	0	2	3	....	....	1	6	0	3	4	....	200	4,000
535	Danvers	.....do	Jacob Brown	Ind...	1	1	9	8	65	45	....	....	....	....	0	0	0	0	3	....	.....	6,500
536	Danville.....	.....do.*	J. E. Bryan	Dept..	2	5	90	152	0	0	....	....	5	6	2	15	1	3	4	....	1,500	.....
537	Davis.....	Union School	F. P. Fisher.....	Dept..	1	0	13	12	58	51	....	....	....	....	0	3	....	....	3	....	125	6,000
538	Decatur	High School*.....	J. J. Sheppard	Dept..	7	12	316	399	0	0	....	....	....	....	17	38	....	....	4	....	1,100	.....
539	Dekalb	.....do	S. F. Parson.....	Dept..	1	2	33	45	0	0	....	....	5	0	2	7	0	0	4	....	2,021	15,566
540	Delavan	.....do	F. L. Calkins.....	Dept..	1	2	59	60	0	0	....	....	....	....	10	12	3	4	4	....	1,000	36,000
541	Dixon	.....do	B. F. Bullard.....	Dept..	3	1	19	46	0	0	....	....	5	6	2	9	2	1	4	....	300	20,000
542	Downers Grove...	.....do	O. M. Searles.....	Dept..	1	2	15	31	0	0	....	....	....	....	....	....	....	....	4	....	560	25,000
543	Dundee.....	.....do	S. M. Abbott.....	Dept..	1	2	30	40	0	0	1	0	....	....	4	5	....	....	4	....	214	32,000
544	Duquoin.....	.....do.*	Charles E. Knapp	Dept..	2	1	35	41	0	0	....	....	....	....	2	2	....	....	4	....	.....	.....
545	Durand.....	.....do	M. M. Alden	Dept..	1	0	12	14	0	0	....	....	2	0	1	3	....	....	3	....	200	5,000
546	Dwight.....	.....do	Leila Britt.....	Dept..	1	2	38	53	0	0	....	....	....	....	0	7	....	....	4	....	300	35,000
547	Earlville.....	.....do	H. H. Robinson	Dept..	1	1	30	18	0	0	....	....	1	2	6	3	4	1	3	....	150	6,000
548	East Dubuque....	.....do	M. F. Moine	Ind...	0	5	20	50	0	0	....	....	5	7	....	....	....	....	....	....	.....	.....
549	East St. Louis	High School (dist. No. 1).	John Richeson.....	Dept..	2	3	40	87	0	0	....	....	0	2	1	10	....	....	4	....	100	.....
550	.....do	Monroe High School (dist. No. 2).	D. Walter Potts.....	Dept..	1	1	18	39	0	0	....	....	1	0	1	7	....	....	3	....	.....	.....
551	Edinburg.....	High School	Gus. E. Reiss	Ind...	2	0	16	17	0	0	....	....	....	....	2	3	....	....	3	....	100	15,000
552	Edwardsville.....	.....do	M. D. Cox.....	Dept..	2	1	41	45	0	0	....	....	....	....	14	18	....	....	4	....	1,260	40,000
553	Effingham	.....do	C. V. McReynolds.....	Dept..	1	1	32	42	0	0	....	....	....	....	5	10	....	....	3	....	225	.....
554	Elgin	.....do	Eugene C. Peirce	Dept..	5	4	132	205	0	0	....	....	20	50	7	14	3	10	4	....	500	45,000
555	Elizabeth.....	.....do	Fred H. Coombs	Dept..	1	1	15	20	0	0	....	....	1	2	2	2	....	....	2	....	100	5,000
556	Elkhart.....	.....do	Uriah Kissinger.....	Ind...	1	0	2	6	0	0	....	....	....	....	0	0	0	0	3	....	.....	13,000
557	Elmhurst.....	.....do.*	J. E. Northup.....	Dept..	1	1	10	4	0	0	0	0	1	0	0	0	0	0	3	....	500	28,000
558	Elmwood	.....do	L. E. Flanegin	Dept..	1	3	37	49	0	0	....	....	4	2	7	10	2	1	3	....	900	35,000
559	Elpaso.....	East High School.....	Herbert Bassett	Dept..	1	1	36	31	0	0	....	....	....	....	2	6	....	....	4	....	150	18,250
560	.....do	Jefferson Park High School.	R. E. Worley	Dept..	1	1	24	32	0	0	....	....	....	....	4	7	1	1	4	....	325	12,300
561	Evanston	Township High School.	Henry L. Boltwood ...	Ind...	4	11	194	266	0	0	11	15	75	91	15	18	11	13	4	....	1,250	50,000
562	Fairbury	High School	C. E. De Butts	Dept..	1	2	28	58	0	0	2	0	....	....	3	4	1	0	4	....	1,000	15,000
563	Fairfield.....	.....do	H. D. Willard.....	Dept..	3	0	27	50	0	0	5	10	....	....	0	6	0	3	3	....	800	20,000
564	Farmer City	.....do	C. C. Covey.....	Dept..	3	1	40	60	0	0	20	30	5	6	7	7	7	7	4	....	200	15,000
565	Farmington	.....do	H. L. Roberts.....	Dept..	1	1	27	45	0	0	0	0	5	3	1	7	....	....	4	....	600	.....
566	Flora.....	.....do	J. L. Hughes.....	Dept..	2	1	33	42	0	0	2	2	2	2	3	9	2	2	4	....	1,500	25,000
567	Forrest	.....do	E. H. Miller.....	Dept..	1	2	45	30	0	0	6	4	2	3	2	3	2	3	4	....	500	10,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	ILLINOIS—cont'd.																							
568	Forreston	High School	I. D. Phillips	Dept.	1	1	9	15	5	7	...	...	...	...	1	4	...	...	3	...	200	$10,000		
569	Freeport	do	S. E. Raines	Dept.	2	6	84	132	0	0	...	...	...	...	3	20	...	...	4	...	630	.....		
570	Fulton	do	Miss Mary O. Conrath	Dept.	1	2	15	16	0	0	5	7	...	...	3	2	2	1	4	...	150	20,000		
571	Galena	do	C. E. Smith	Dept.	2	2	37	64	0	0	7	8	0	0	9	11	0	0	4	...	3,000	10,000		
572	Galesburg	do	Frank D. Thomson	Dept.	6	7	198	263	0	0	3	8	5	0	32	62	...	...	3	...	740	72,000		
573	Galva	do	Miss H. M. Maul	Dept.	1	3	39	54	0	0	...	...	...	...	7	6	...	...	4	...	1,125	37,500		
574	Gardner	do	E. L. McDuffee	Ind.	1	3	10	20	0	0	0	0	0	0	2	5	...	...	3	...	200	12,000		
575	Geneseo	do	Emma H. Roane	Dept.	2	4	61	82	0	0	...	...	...	...	3	8	...	...	5	...	600	.....		
576	Geneva	do	L. J. Freese	Dept.	1	1	14	17	0	0	...	...	2	1	3	2	2	1	3	...	500	18,000		
577	Genoa	do	S. S. Gabriel	Dept.	1	2	20	25	0	0	1	1	...	...	0	2	...	...	4	...	300	.....		
578	Georgetown	do	W. T. Crow	Dept.	1	0	16	14	0	0	0	0	2	4	2	4	2	4	4	...	100	10,000		
579	Gibson City	do	Samuel Garvin	Dept.	2	1	53	63	0	0	...	...	...	...	6	6	2	2	4	...	200	16,000		
580	Gilman	do	Harry M. Shafer	Dept.	1	1	19	26	0	0	5	1	4	1	1	1	1	1	4	...	125	20,000		
581	Glenellyn	do	Luther H. Grange	Ind.	1	0	4	6	62	104	...	...	...	...	3	3	2	2	3	...	100	15,000		
582	Golconda	do	Arthur Roberts	Dept.	2	0	10	21	0	0	4	1	1	0	3	2	3	1	3	...	992	3,000		
583	Goodhope	do	W. E. Turner	Dept.	1	0	6	7	12	18	...	...	...	...	1	3	1	2	3	...	260	3,000		
584	Grayville	do	A. L. Shellenberger	Dept.	2	0	15	22	0	0	...	...	...	...	0	0	0	0	4	...	260	17,225		
585	Greenfield	do	H. G. Russell	Dept.	1	1	39	45	0	0	4	0	6	4	3	7	2	3	3	...	350	12,000		
586	Greenup	do	W. C. Brandenburg	Dept.	1	1	9	13	0	0	...	...	3	2	0	0	0	0	4	...	41	.....		
587	Greenview	do	Theodore H. Haney	Dept.	1	1	10	17	0	0	...	...	...	...	1	1	1	1	4	...	500	7,000		
588	Greenville	do	E. E. Schnepp	Dept.	3	1	42	50	0	0	...	...	3	5	2	9	2	1	4	...	600	30,000		
589	Griggsville	do	H. C. McCarrel	Dept.	1	1	20	31	0	0	...	...	6	11	0	2	0	2	4	...	250	20,500		
590	Hamilton	do	Geo. C. Baker	Dept.	1	2	36	45	0	0	0	1	...	...	3	3	0	1	3	...	122	10,000		
591	Hampshire	do	C. O. Fife	Dept.	1	0	18	43	0	0	...	...	...	...	0	3	...	...	3	...	250	15,000		
592	Harvard	do	Anna M. Morrow	Dept.	1	2	37	50	0	0	...	...	...	...	5	5	...	...	4	...	730	50,000		

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593	Harvey	do	J. E. Cable	Dept..	1	2	36	45	0	0	5	6	3	0	6	7	4	3	4	....	300	5,000
594	Havana	do	Sara E. Pierce	Dept..	2	1	29	32	0	0	....	....	0	1	1	9	....	....	4	....	300	29,500
595	Hebron	do	Ira Eskew	Dept..	0	3	18	22	0	0	....	....	....	....	3	5	....	....	3	....	150	3,000
596	Henry	do.*	Frances Arnold	Dept..	2	1	20	49	0	0	....	....	....	....	4	9	....	....	4	....	350	28,800
597	Heyworth	do	Chas. A. Ryburn	Dept..	1	0	9	11	0	0	....	....	....	....	1	8	0	1	3	....	15	2,500
598	Highland	do	C. L. Dietz	Dept..	1	1	23	16	0	0	4	5	1	0	6	6	2	2	3	....	500	.....
599	Highland Park	Township High School	W. A. Wilson	Ind...	1	2	39	36	0	0	3	4	5	4	4	4	0	0	4	....	100	200
600	Hillsboro	High School	Mattie Hunt	Dept..	1	2	22	45	0	0	2	3	4	0	0	7	....	....	4	....	200	5,000
601	Hoopeston	do	B. E. Ford	Dept..	2	0	35	25	0	0	1	0	....	....	0	0	0	0	4	....	200	5,200
602	Huntley	do	A. A. Crawford	Dept..	1	0	9	14	52	62	0	2	....	....	2	3	0	2	3	....	75	.....
603	Illiopolis	do	Geo. E. Clendenen	Dept..	1	1	28	34	0	0	4	6	3	5	1	3	1	1	3	....	500	24
604	Ipava	do	Wm. Meier	Dept..	1	1	26	16	0	0	....	....	....	....	4	3	....	....	3	....	220	12,000
605	Jacksonville	do	Hugh S. Weston	Dept..	3	3	80	155	0	0	....	....	....	....	3	17	....	....	4	....	500	25,000
606	Jerseyville	do	Edward B. Shafer	Dept..	5	0	103	98	0	0	....	....	....	....	14	15	....	....	4	....	500	50,000
607	Joliet	do	J. Stanley Brown	Dept..	4	7	176	225	0	0	....	....	40	30	8	24	6	4	4	....	500	45,000
608	Jonesboro	do	J. D. McMeen	Dept..	1	1	16	26	0	0	3	7	3	0	0	0	....	....	4	....	15	6,000
609	Kankakee	do	Eugene C. Crosby	Dept..	1	3	57	90	0	0	0	1	0	1	2	17	0	2	4	....	604	1,700
610	Kansas	do	J. R. Sparks	Dept..	1	1	25	25	0	0	....	....	....	....	1	2	1	2	3	....	100	10,000
611	Kewanee	do	H. S. Latham	Dept..	2	4	88	119	0	0	....	....	....	....	7	8	....	....	4	....	1,200	4,000
612	Kingston	do	W. H. Outman	Dept..	1	0	12	13	41	64	0	1	1	0	3	5	....	....	3	....	35	12,000
613	Kirkwood	do.*	John M. Cathcart	Dept..	1	0	33	18	0	0	4	3	....	....	1	8	1	0	4	....	350	2,500
614	Kinmundy	do	W. M. Morgan	Dept..	1	0	28	26	0	0	....	....	....	....	3	4	....	....	3	....	75	7,000
615	Knoxville	do	E. S. Wilkinson	Dept..	1	2	38	39	0	0	....	....	....	....	8	13	3	3	3	....	450	.....
616	Lacon	do	Isabelle Baird	Dept..	1	2	20	36	12	9	....	....	....	....	0	8	0	3	4	....	850	5,000
617	Lagrange	Lyons Township High School.	E. G. Cooley	Ind...	3	3	68	88	0	0	....	....	....	....	2	5	1	5	4	....	1,200	50,000
618	Lanark	High School	Miss Louise C. Winner	Dept..	1	2	22	45	0	0	....	....	....	....	3	2	3	1	4	....	400	25,000
619	Lasalle	do.*	T. C. Kohen	Dept..	2	1	34	70	0	0	2	18	5	15	5	14	3	8	4	....	200	.....
620	Leaf River	do	W. T. Tuttle	Dept..	1	0	11	12	59	66	....	....	....	....	0	0	....	....	3	....	70	4,500
621	Lena	do	Geo. N. Snapp	Dept..	1	1	30	50	0	0	....	....	....	....	0	0	0	4	4	....	250	10,000
622	Leroy	do	B. C. Moore	Dept..	2	1	26	32	0	0	3	6	2	3	5	3	2	1	4	....	200	21,000
623	Lewistown	do	B. E. Nelson	Dept..	1	2	42	48	0	0	9	7	2	0	0	5	0	2	4	....	511	16,500
624	Lexington	do	Jessie L. Smith	Dept..	1	1	35	47	0	0	1	1	1	0	4	8	2	1	4	....	200	24,000
625	Litchfield	do	J. E. Wooters	Ind...	2	2	52	88	0	0	6	10	7	3	4	8	2	5	4	....	50	25,000
626	Lockport	do	J. E. Hooton	Dept..	1	2	36	40	0	0	....	....	16	20	4	15	1	8	4	....	650	40,000
627	Mansfield	do	Clarence C. Faust	Dept..	1	0	16	14	20	18	....	....	....	....	4	3	....	....	3	....	160	.....
628	Marengo	do	John E. Nelson	Dept..	2	1	25	65	0	0	4	3	3	2	5	12	4	3	4	....	200	20,000
629	Maroa	do	D. Frank Fawcett	Dept..	2	1	22	31	0	0	0	0	0	0	2	8	....	....	4	....	.....	8,000
630	Marseilles	do	Fred M. Kline	Dept..	2	1	24	44	0	0	....	....	....	....	3	5	1	0	4	....	250	18,000
631	Marshall	do	L. A. Wallace, supt	Dept..	1	1	40	45	0	0	....	....	....	....	3	9	....	....	4	....	200	20,000
632	Martinsville	do	F. N. Allen	Dept..	2	0	10	10	0	0	3	2	....	....	5	5	....	....	2	....	200	12,000
633	Mascoutah	do	Otto P. Klopsch	Dept..	2	1	35	20	0	0	....	....	....	....	3	4	2	4	3	....	500	22,260
634	Mattoon	do	Miss E. Kate Carman	Dept..	2	3	43	97	0	0	....	....	13	2	5	11	2	0	4	....	1,300	16,000
635	Maywood	do	Hugh A. Owen	Dept..	2	2	30	36	0	0	0	0	0	0	3	7	....	....	4	....	105	1,000
636	Mazon	do	A. S. Green	Dept..	1	0	15	17	55	56	3	3	1	0	8	9	3	3	3	....	151	3,500
637	Medora	do	Albert Dawkins	Dept..	1	0	10	8	50	62	....	....	....	....	....	....	....	....	2	....	120	2,050
638	Mendon	do	N. J. Hinton	Dept..	2	0	36	24	0	0	4	4	3	0	6	4	....	....	4	....	215	7,000
639	Mendota	High School (east side)	Miss Lillian Purkhiser	Dept..	1	3	25	36	0	0	1	2	1	0	4	5	1	1	3	....	740	30,000
640	Meredosia	High School	Richard Linder	Dept..	1	1	18	17	22	23	....	....	....	....	0	2	....	....	4	....	300	6,000
641	Metamora	do	Frank S. Bogardus	Dept..	1	0	18	16	46	47	....	....	....	....	6	5	....	....	4	....	42	8,500

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.							
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	ILLINOIS—cont'd.																							
642	Metropolis City	High School	Wesley N. Speckmann, A. B.	Dept.	2	2	42	68	0	0	....	....	....	....	3	2	....	....	4	....	106	$50,000		
643	Milford	do	Lyman W. Bacon	Dept.	2	0	17	23	0	0	2	3	2	0	0	5	....	....	3	....	75	3,000		
644	Milledgeville	do	J. H. Shirk	Dept.	1	1	37	26	0	0	....	....	....	....	5	4	0	0	3	....	430	8,000		
645	Minier	do	Geo. N. Bradley	Dept.	1	0	11	19	0	0	....	....	1	0	3	5	1	0	3	....	80	2,000		
646	Minooka	do	Chas. B. Jackson	Dept.	1	2	10	27	25	46	....	....	....	....	0	10	....	....	3	....	127	2,500		
647	Moline	do	Wm. J. Cox	Dept.	6	2	121	180	0	0	....	....	....	....	8	21	....	....	4	....	1,540	70,000		
648	Momence	do	H. C. Drayer	Dept.	2	1	36	52	0	0	....	....	14	18	3	8	2	4	4	....	250	5,000		
649	Monmouth	do	W. D. McDowell	Dept.	2	5	95	157	0	0	10	15	30	35	15	17	13	13	4	....	25	800		
650	Monticello	do	W. C. Hobson	Dept.	2	0	33	38	....	....	....	....	13	12	1	5	1	1	4	....	125	35,000		
651	Morris	do	Mary B. Holderman	Dept.	2	2	38	92	0	0	7	25	5	20	3	5	1	0	4	....	225	60,000		
652	Morrison	do	P. F. Burtch	Dept.	1	4	41	71	0	0	....	....	....	....	2	10	....	....	4	....	.....	40,000		
653	Morrisonville	do	John Logan	Dept.	1	0	15	15	0	0	....	....	3	0	6	7	....	....	....	....	100	10,000		
654	Mount Carmel	do	Kate Marsh	Dept.	2	1	40	63	0	0	....	....	2	3	7	7	2	3	4	....	255	30,000		
655	Mount Carroll	do	Ada M. Griggs, B. A.	Dept.	1	3	20	36	0	0	8	5	....	....	4	1	1	1	4	....	800	1,200		
656	Mount Olive	do	E. D. Bittner	Dept.	1	0	12	18	0	0	....	....	....	....	3	3	....	....	2	....	400	10,000		
657	Mount Pulaski	do	Miss Lucile Brown	Dept.	1	2	22	22	0	0	....	....	....	....	4	4	4	4	4	....	150	28,000		
658	Mount Sterling	do	Sara Read	Dept.	1	2	40	60	0	0	1	1	....	....	2	7	1	1	4	....	576	40,000		
659	Mount Vernon	do.*	W. T. Felts	Dept.	5	0	56	76	0	0	....	....	....	....	8	12	....	....	4	....	500	30,000		
660	Moweaqua	do.*	J. W. Carle	Dept.	2	0	16	18	0	0	....	....	....	....	5	3	5	3	3	....	40	10,000		
661	Naperville	Ellsworth High School	F. A. Kendall	Dept.	1	1	13	11	0	0	....	....	....	....	3	1	....	....	3	....	355	10,000		
662	do	High School	J. W. Gibson	Dept.	1	0	11	10	0	0	1	1	....	....	3	2	....	....	2	0	100	5,000		
663	Nashville	do	Wm. S. Bixler, B. L	Dept.	3	0	50	60	0	0	....	....	10	12	7	10	5	7	4	....	400	40,000		
664	Nauvoo	do	S. D. Weiser	Ind.	1	0	36	8	0	0	0	0	14	5	0	0	0	0	3	....	246	400		
665	Neoga	do	E. C. Cavins	Dept.	1	0	21	23	0	0	....	....	....	....	0	0	....	....	4	....	20	11,000		

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666	Newman	do	W. H. H. Miller	Dept.	2	0	30	50	0	0	5	2	4	0	5	2	2	1	4	....	500	10,000
667	Newton	do	E. B. Brooks	Dept.	1	2	24	36	0	0	11	3	10	15	1	3	1	0	4	....	450	22,000
668	Normal	do	Enoch A. Fritter	Dept.	3	1	61	85	0	0	2	4	3	0	5	10	8	1	4	....	650	30,000
669	Nunda	Nunda and Crystal Lake Union School.	Wm. C. Smith	Dept.	1	1	14	22	0	0	3	8	2	4	2	9	0	4	3	....	600	25,000
670	Oakland	High School	Annie E. Rogers	Dept.	1	1	18	24	0	0	2	2	1	3	0	3	0	1	4	....	400	7,000
671	Oakpark	do	D. O. Barto	Dept.	6	5	133	163	0	0	....	....	....	....	13	29	....	....	4	....	750	70,000
672	Odell	do	G. N. Maxwell	Dept.	1	1	39	36	0	0	....	....	....	....	0	6	....	....	4	....	125	2,700
673	Odin	do	S. J. Curlee	Dept.	1	1	8	17	0	0	2	0	....	....	3	4	2	0	2	....	150	5,000
674	Olney	do.*	G. D. Wham	Dept.	2	2	37	40	6	28	....	....	....	....	8	5	....	....	4	....	1,200	.....
675	Omaha	do	A. McCormick	Dept.	2	0	40	30	0	0	5	4	3	2	6	8	....	....	3	....	983	.....
676	Onarga	do	Jno. R. Freebern	Dept.	1	1	34	47	0	0	....	....	....	....	8	8	....	....	4	....	50	10,000
677	Oneida	do.*	C. D. Coley	Dept.	1	0	8	12	10	10	....	....	....	....	5	2	....	....	2	....	150	9,000
678	Oregon	do	Adelaide M. Steele	Dept.	1	2	34	32	0	0	5	8	12	5	7	9	5	4	4	....	200	30,000
679	Orion	do	J. A. Warrick	Dept.	1	0	25	20	0	0	0	0	0	0	3	3	....	....	3	....	150	.....
680	Oswego	do	C. H. Newman	Dept.	1	0	9	14	0	0	0	1	1	0	3	1	1	0	3	....	150	12,500
681	Ottawa	Township High School	J. O. Leslie	Ind.	6	4	91	180	0	0	6	2	20	10	....	....	....	....	4	....	1,000	30,000
682	Palmyra	High School	Robert C. Moore	Dept.	1	0	19	27	0	0	....	....	....	....	2	2	0	0	2	....	42	2,500
683	Paris	do	J. D. Shoop	Dept.	2	3	62	97	0	0	2	10	4	12	5	17	2	3	4	25	500	35,000
684	Pawpaw	do.*	W. W. Hardin	Dept.	1	1	11	11	0	0	....	....	....	....	2	0	....	....	4	....	.....	600
685	Paxton	do	O. J. Bainum	Dept.	2	1	16	37	15	25	1	3	4	1	3	6	0	1	3	....	1,000	30,000
686	Payson	do	L. F. Affhauser	Dept.	1	1	22	27	0	0	....	....	....	....	1	4	1	0	3	....	400	10
687	Pecatonica	do	F. H. Palmer	Dept.	1	1	25	30	0	0	....	....	....	....	2	2	....	....	3	....	189	25,000
688	Pekin	do	Josephine Goodheart	Dept.	3	2	53	88	0	0	0	3	3	0	7	10	3	2	4	....	600	65,000
689	Peoria	do	A. W. Beasley	Dept.	8	9	219	386	0	0	15	20	21	37	14	32	8	10	4	....	1,500	10,000
690	Perry	do	S. S. Simpson	Dept.	1	0	17	13	0	0	....	....	....	....	4	5	0	0	3	....	25	10,000
691	Peru	do	William W. Martin	Dept.	3	1	19	42	0	0	2	3	1	0	2	4	2	1	3	....	500	4,500
692	Petersburg	do	Geo. C. Power	Dept.	2	0	19	36	0	0	2	2	1	0	7	3	3	2	3	....	600	10,000
693	Pinckneyville	do	M. N. Corn	Dept.	2	0	14	25	0	0	....	....	....	....	0	1	0	0	3	....	700	12,000
694	Piper City	do.*	J. H. Browning	Dept.	1	1	25	20	0	0	8	9	9	3	7	7	....	....	3	0	400	10,000
695	Pittsfield	do	W. R. Hatfield	Dept.	1	4	36	68	0	0	3	7	....	....	5	8	3	1	4	....	150	15,000
696	Plainfield	do	J. P. Browne	Dept.	1	1	20	30	0	0	1	0	....	....	4	5	1	0	3	....	100	20,000
697	Plano	do	P. K. Cross	Dept.	1	2	42	38	0	0	....	....	10	8	8	4	4	3	4	....	75	35,000
698	Pleasantplains	do	D. S. Domer	Dept.	1	0	4	15	59	52	....	....	....	....	3	6	....	....	3	....	15	.....
699	Prairie City	do	J. R. Kenneday	Dept.	1	1	25	34	0	0	....	....	....	....	2	2	2	1	3	....	300	3,000
700	Princeton	do	W. A. Pratt	Ind.	4	6	82	122	29	33	2	3	....	....	14	24	1	0	4	....	2,000	.....
701	Prophetstown	do	W. S. Ellison	Dept.	1	1	26	34	0	0	....	....	1	1	4	4	3	2	4	....	300	25,000
702	Quincy	do	Wm. F. Geiger	Dept.	4	5	96	148	0	0	14	8	10	30	8	14	6	6	4	....	500	45,000
703	Ramsey	do	E. D. Hart	Dept.	1	1	24	20	0	0	....	....	....	....	0	0	0	0	....	....	8	5,000
704	Rankin	do	H. R. Arnett	Dept.	1	0	18	17	0	0	....	....	....	....	4	2	0	0	3	....	500	3,000
705	Rantoul	do	A. P. Johnson	Dept.	2	0	15	25	0	0	8	15	5	8	2	6	2	4	3	....	100	20,000
706	Raymond	do	J. H. Grigg	Dept.	1	1	25	26	0	0	1	0	0	0	7	5	....	....	3	....	23	7,000
707	Richmond	do.*	W. R. Kilpatrick	Dept.	1	1	22	24	38	48	0	0	1	7	0	0	0	0	3	....	.....	4,000
708	Ridgefarm	do	H. H. Kidd	Dept.	2	0	37	35	0	0	....	....	2	4	2	2	2	1	3	....	150	10,000
709	Riverside	do	Willard C. Gore	Dept.	2	2	14	28	0	0	3	2	1	1	....	....	....	....	4	....	150	15,000
710	Robinson	do	O. R. Hedden	Dept.	2	1	40	65	0	0	1	1	1	0	9	5	2	1	4	....	300	30,000
711	Rochelle	do	Mollie V. Hodgman	Dept.	1	2	36	48	0	0	2	6	4	8	9	13	1	0	3	30	700	40,000
712	Rockfalls	do	H. V. Baldwin	Ind.	1	2	39	53	0	0	1	2	0	0	2	11	0	0	4	....	600	25,300
713	Rockford	do	B. D. Parker	Dept.	4	9	157	292	0	0	7	8	....	....	19	40	....	....	4	....	1,372	50,000
714	Rock Island	do.*	W. N. Halsey	Dept.	3	5	80	161	0	0	2	0	....	....	11	29	11	29	4	....	650	47,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	ILLINOIS—cont'd.																					
715	Rockton	High School	O. B. Honston	Dept.	1	0	18	20	0	0	....	....	....	....	0	0	0	0	4	....	30	$6,000
716	Roodhouse	do	P. M. Silloway	Dept.	2	1	46	62	0	0	....	....	....	....	6	5	....	....	4	....	500	28,000
717	Roseville	do	W. M. Brown	Dept.	2	0	28	35	0	0	....	....	19	15	....	....	....	....	4	....	65	.....
718	Rossville	do	C. N. Boord	Dept.	2	0	22	34	0	0	....	....	....	....	1	2	....	....	4	....	400	25,000
719	St. Charles	do	E. R. Hendricks	Dept.	2	0	36	46	0	0	....	....	....	....	0	3	0	1	4	....	252	23,500
720	St. Elmo	do	E. D. Hart	Dept.	1	1	27	14	0	0	0	0	0	0	0	0	0	0	....	....	37	7,000
721	Sandoval	do	Norman A. Jay	Dept.	2	0	12	30	0	0	0	0	0	0	0	2	0	0	3	....	250	7,560
722	Sandwich	do	Alice E. Blanchard	Dept.	2	1	37	45	0	0	....	....	....	....	3	8	0	1	4	....	450	15,400
723	San Jose	do	Mary H. Glasheen	Ind.	0	1	10	11	62	69	4	6	....	....	1	3	0	3	3	....	67	1,500
724	Savanna	do	Florence Chowning	Dept.	2	1	43	57	0	0	....	....	....	....	5	6	....	....	4	....	300	.....
725	Saybrook	do	F. C. Prowdley	Dept.	1	1	30	35	0	0	3	2	....	....	3	8	1	1	3	....	40	20,000
726	Scales Mound	do	J. W. Wilcox	Ind.	1	0	4	6	0	0	....	....	....	....	4	6	....	....	2	....	40	.....
727	Seneca	do	M. E. Lumbar	Dept.	2	0	17	20	0	0	....	....	....	....	0	3	....	....	4	....	200	1,600
728	Shabbona	do	Rufus B. Kleinsmid	Dept.	1	0	6	24	30	50	....	....	....	....	2	8	....	....	3	....	300	.....
729	Shannon	do	Prof. S. B. Shiley	Dept.	1	1	20	15	0	0	....	....	....	....	0	0	0	0	3	....	.....	.....
730	Shawneetown	do	M. T. Van Cleve	Dept.	1	1	13	10	0	0	....	....	....	....	2	3	2	3	3	....	150	10,000
731	Shelbyville	do	Miss Jennie Good	Dept.	1	2	32	46	0	0	....	....	....	....	4	8	....	....	3	....	400	40,000
732	Sheldon	do	R. A. Bayne	Dept.	1	1	30	43	0	0	1	3	2	5	5	1	....	....	4	....	487	12,000
733	Sibley	do	A. F. Lyle	Dept.	1	0	8	8	0	0	....	....	....	....	3	13	....	....	3	....	525	5,500
734	Sidell	do	C. F. Gaumer	Dept.	1	0	12	18	0	0	1	1	2	1	2	3	1	0	3	....	65	4,500
735	Sorento	do	T. E. Savage	Dept.	1	1	5	5	0	0	....	....	....	....	1	4	....	....	3	....	125	3,000
736	Sparland	do	J. R. Bouton	Dept.	1	0	8	20	42	47	....	....	1	0	1	5	1	0	3	....	210	12,000
737	Sparta	do	J. M. Nickles	Dept.	2	2	51	48	19	18	....	....	....	....	3	4	1	0	4	....	800	1,000
738	Springfield	do	William Helmle	Dept.	7	6	198	312	0	0	....	....	....	....	12	48	5	7	4	....	500	125,000
739	Sterling	High School (dist. No. 3)	Anna Parmelee	Dept.	1	4	44	81	0	0	1	1	....	....	3	9	....	....	4	....	250	8,000

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740	.....do	Wallace High School ...	Miss Harriet B. Esterley.	Dept..	1	2	21	24	10	18	3	9	14	2	5	7	4	2	3	....	201	10,000
741	Stockton.....	High School.....	O. S. Lindsay	Dept..	1	0	18	15	0	0	1	1	1	0	3	3	1	1	3	....	19	6,000
742	Streator	Township High School .	Alfred Bayliss.....	Ind...	4	6	107	153	0	0	1	2	9	7	9	27	2	4	4	40	1,200	50,000
743	Sugargrove.....	High School	C. J. Posey.....	Ind ...	0	3	36	34	12	14	0	0	0	0	3	3	0	1	4	....	300	4,000
744	Sullivan	.....do	J. M. Martin	Dept..	3	1	45	49	0	0	4	4	4	0	1	8	0	2	4	....	.....	16,000
745	Sumner.....	.....do	J. O. Smith.....	Dept..	3	0	38	39	0	0	.....	.....	.....	.....	7	5	.....	.....	3	....	210	17,200
746	Sycamore.....	.....do	A. J. Blanchard.....	Dept..	2	1	16	39	0	0	.....	.....	.....	.....	1	10	.....	.....	3	....	1,000	15,000
747	Tablegrove	.....do	Robt. D. Hill.....	Dept..	1	0	17	25	0	0	.....	.....	.....	.....	2	6	0	0	3	....	300	12,000
748	Taylorville	Township High School .	William E. Andrews, A. M.	Ind...	3	1	70	75	0	0	.....	.....	.....	.....	4	7	2	3	4	....	500	40,000
749	Thomson	High School	C. A. Alden	Dept..	1	0	6	12	16	9	.....	.....	.....	.....	1	6	.....	.....	3	....	.....	3,000
750	Toledo.....	.....do	Joseph O'Neal.....	Dept..	1	0	7	7	0	0	1	0	.....	.....	2	0	0	0	3	....	17	12,000
751	Tremont.....	.....do	A. B. Hiett.....	Dept..	1	0	11	8	0	0	0	.....	.....	.....	0	2	0	1	3	....	176	10,000
752	Tuscola	.....do.*	Chas. S. Earle.....	Dept..	1	3	52	89	0	0	.....	1	.....	.....	8	10	.....	.....	4	....	312	7,500
753	Union	.....do	Earle E. Spoor.....	Dept..	1	0	6	4	40	34	.....	.....	.....	.....	.....	.....	.....	.....	3	....	24	6,000
754	Upper Alton.....	.....do	Miss Georgia T. First.	Dept..	1	2	13	41	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	50	25,000
755	Urbana.....	Thornburn High School.	H. T. Willson.....	Dept..	4	6	48	80	36	35	.....	.....	.....	.....	4	12	2	3	3	....	500	25,000
756	Utica	High School	John Wylie.....	Dept..	1	0	8	10	0	0	.....	.....	.....	.....	3	5	.....	.....	2	....	.....	10,500
757	Vandalia	.....do	J. G. Burnside	Dept..	2	1	24	26	0	0	.....	.....	.....	.....	2	3	1	1	.....	....	1,500	25,000
758	Vermont.....	North High School*	B. F. Schisler	Dept..	1	0	21	23	45	56	.....	.....	.....	.....	2	7	1	1	3	....	206	5,000
759	Virden	High School	E. A. MacMillan.....	Dept..	2	1	47	49	0	0	.....	.....	.....	.....	2	3	1	0	4	....	200	30,000
760	Virginia.....	.....do	Benj. H. Scudder	Dept..	1	1	25	35	0	0	5	10	.....	.....	2	9	2	4	3	....	1,000	22,000
761	Warren.....	.....do	M. C. Ladd.....	Dept..	1	2	10	21	0	0	2	2	.....	.....	1	3	1	3	4	....	.....	.....
762	Warsaw	.....do	John S. Anderson.....	Dept..	2	1	23	33	0	0	.....	.....	.....	.....	3	2	.....	.....	4	....	100	5,000
763	Washington.....	.....do	H. W. Veach.....	Dept..	1	1	24	29	0	0	1	0	1	4	5	8	0	3	3	....	800	25,000
764	Waterloo	.....do	J. W. Jackson	Dept..	1	1	25	10	0	0	.....	.....	1	0	1	0	1	0	3	....	200	20,000
765	Watseka	.....do	Ed. J. Blake	Dept..	1	2	42	58	0	0	.....	.....	.....	.....	5	6	2	3	4	....	300	30,000
766	Waukegan	.....do	Miriam Besley	Dept..	1	5	75	124	0	0	0	0	6	12	7	16	3	1	4	....	1,425	.....
767	Waverly	.....do	A. F. Rohrer.....	Dept..	1	1	30	35	0	0	.....	.....	6	3	3	4	1	1	4	....	130	15,000
768	Wellington.....	.....do	I. H. Yoder.....	Dept..	1	0	12	14	50	54	2	1	1	0	3	3	2	0	3	....	113	2,500
769	Wenona	.....do	Geo. W. Reid	Dept..	1	1	30	26	10	34	0	1	.....	.....	3	2	1	2	4	....	543	20,000
770	West Chicago	... .do	Marcellus Madison ...	Dept..	1	0	11	16	0	0	0	0	0	0	0	5	0	0	2	....	500	25,000
771	Westfield.....	.....do	John D. Shoemaker...	Dept..	1	0	12	22	0	0	3	7	.....	.....	3	5	2	3	3	....	125	10,000
772	West Salem	.....do	G. H. Yelch.....	Dept..	1	1	23	6	0	0	.....	.....	.....	.....	6	1	2	0	2	....	120	7,000
773	Wheaton	.....do	J. B. Russell.....	Dept..	1	3	31	43	0	0	.....	.....	.....	.....	3	3	3	2	4	....	535	40,000
774	Whitehall	.....do	C. H. Andrews.....	Dept..	2	0	33	47	0	0	.....	.....	.....	.....	3	13	.....	.....	3	....	900	65,000
775	Wilmington	.....do	F. M. Crosby.....	Dept..	1	2	28	40	0	0	.....	.....	.....	.....	3	7	.....	.....	4	....	560	12,000
776	Winchester	.....do	I. M. Jeffords.....	Dept..	1	2	42	50	0	0	1	0	2	0	0	0	0	0	4	....	300	12,000
777	Windsor.....	.....do	M. M. Rodenberger...	Dept..	1	0	5	17	0	0	1	0	0	3	3	8	1	3	2	....	40	3,000
778	Winnebago.....	.....do	Geo. A. Chase.....	Dept..	1	1	17	20	0	0	1	2	2	1	4	3	2	1	4	....	200	8,000
779	Winnetka	.....do	Mary Gillespie.....	Dept..	0	3	6	20	0	0	.....	.....	.....	.....	1	0	.....	.....	4	....	200	20,000
780	Woodhull	.....do	N. E. Johnson	Dept..	2	0	29	37	0	0	2	12	1	14	2	4	0	3	4	....	200	10,000
781	Woodstock.....	.....do	C. W. Hart	Dept..	1	2	15	36	0	0	6	4	.....	.....	1	2	1	2	4	....	400	.....
782	Wyoming	South Side High School	J. M. Hutchinson.....	Dept..	1	2	33	32	0	0	3	0	.....	.....	3	1	.....	.....	4	....	600	12,000
783	Yorkville.....	High School	Richard Heyward	Dept..	1	1	27	25	0	0	0	0	0	0	3	2	0	0	4	....	225	12,000
	INDIANA.																					
784	Abington.....	High School	W. D. Cook	Dept..	1	0	9	8	25	21	.....	.....	.....	.....	0	0	.....	.....	.....	....	80	1,200
785	Albany	.....do	Edwin F. Dyer	Dept..	1	1	17	18	0	0	.....	.....	.....	.....	1	2	.....	.....	3	....	100	13,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	INDIANA—cont'd.																					
786	Albion	High School	Margaret Carver	Dept.	1	1	34	40	0	0	5	9	11	0	5	8	3	3	4			$12,000
787	Alexandria	do	Joe T. Giles	Dept.	2	2	23	36	0	0			3	4	3	6			4		175	35,000
788	Alton	do*	Geo. W. Spindler	Dept.	1	0	7	10	30	40					1	1			3		107	2,500
789	Ambia	do	W. F. G. Morgan	Dept.	1	0	5	6	68	74									3		53	10,000
790	Amboy	Academy	Philip M. Hoke	Dept.	2	0	40	35	0	0					4	2	4	1	3		100	10,000
791	Anderson	High School*	James B. Pearcy	Dept.	3	3	100	141	0	0					15	20	3	4	4		600	
792	Andrews	do	J. C. Comstock	Dept.	1	1	21	40	0	0	1	2	3	1	3	4	1	1	4		150	12,000
793	Angola	do	W. H. May	Dept.	2	1	28	36	0	0	0	3	2	0	2	3	2	2	3		250	20,000
794	Arcadia	do	N. C. Randall	Dept.	1	1	20	20	0	0			2	1	1	5	0	1	3	0	100	5,000
795	Argos	do	J. D. Knapp	Dept.	2	0	21	24	0	0									3		444	20,000
796	Ashley	do*	J. Walter Johnson	Dept.	1	1	7	9	3	3	0	0	1	0	0	0	0	0	3		156	10,225
797	Atlanta	do	H. J. Mavity	Dept.	1	0	10	0	0	0			1	0	2	3	1	0			0	
798	Attica	do	Wm. F. Mullinnix	Dept.	3	2	35	36	0	0					0	8	0	2	4		1,200	30,000
799	Auburn	do	W. A. Bowman	Dept.	2	0	31	33	0	0					6	3			3		744	50,000
800	Aurora	do	Miss Anna Suter	Dept.	2	3	26	49	0	0	2	2	3	5	4	8	4	4	4		405	31,500
801	Avilla	do	W. E. Harsh	Dept.	1	0	11	7	0	0					2	3			3		150	3,000
802	Bedford	do	A. B. Guthrie	Dept.	2	1	40	60	0	0					1	2			4		150	
803	Ben Davis	do	Elmer E. Tyner	Dept.	2	0	29	31	0	0					3	2	2	2	4		511	5,500
804	Bentonville	do.*	Fletcher Gray	Dept.	1	0	10	13	0	0	0	2	2	0	0	0			4		200	5,000
805	Bicknell	do	Chas. Phillippe	Dept.	2	0	20	27	0	0	0	3			7	8			3			
806	Bippus	do	A. W. Colclesser	Ind.	1	0	7	9	0	0	0	0	0	0	1	1	1	0	4		200	3,000
807	Birdseye	do	R. J. Dearborn	Dept.	1	0	1	6	60	80	1	0	1	0	0	0	0	0	3		20	5,000
808	Bloomfield	do	E. R. Mason	Dept	3	0	42	39	0	0					7	7	4	2	4		450	20,000
809	Bloomington	do	James K. Beck	Dept.	3	3	87	92	0	0					0	5			4		2,000	10,000
810	Bluffton	do	Will H. Kelly	Dept.	3	3	44	77	0	0	2	4	10	19	5	5			4		2,498	18,000

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811	Boonville	do	M. W. Rothert	Dept.	3	0	30	32	0	0					1	3	1	1	4		300	4,000
812	Boswell	do	Alexander Caldwell	Dept.	1	0	11	9	0	0					0	0	0	0	2		44	9,000
813	Bourbon	do	Louis E. Steinebach	Dept.	2	0	21	34	0	0					2	4			4		300	15,000
814	Brazil	do	T. N. James	Dept.	3	0	43	88	0	0					2	11			3		500	35,000
815	Bremen	do.*	W. F. Ellis	Dept.	2	0	14	13	8	7			1	0	3	2			3		359	
816	Bristol	do	M. D. Cummins	Dept.	1	2	12	16	0	0	3	2	1	0	0	2	0	1	3		50	1,500
817	Brook	do	W. L. Kellinberger	Dept.	1	0	7	14	14	6									2		50	6,500
818	Brookston	Academy	S. W. Convoy	Dept.	1	1	23	25	0	0	7	6	3	2	3	1	2	1	4		250	10,000
819	Brownsburg	High School	Chas. Leckrone	Ind.	1	0	25	15	70	100					1	1	0	1	3		145	1,000
820	Brownstown	do	Luella B. Fouts	Dept.	2	1	26	30	35	32			1	0	3	2	1	0	4		200	2,600
821	Buckcreek	do.*	E. C. Crider	Ind.	1	0	7	15	41	41									3			
822	Bunkerhill	do	C. L. Stubbs	Dept.	3	0	27	17	0	0	0	0	0	0	1	1	0	0	3		150	8,000
823	Burnetts Creek	do	C. M. Plank	Dept.	1	0	8	6	73	61	2	2	3	1							120	3,000
824	Butler	do	C. W. Kimmell, Supt.	Dept.	1	1	31	31	0	0					1	3			4		274	1,000
825	Butlerville	do	J. E. Graham	Ind.	1	1	34	6	0	0					5	8			3		219	20,000
826	Cadiz	do.*	J. C. Blossom	Dept.	1	0	4	5	26	50					0	1	0	1	4		40	1,000
827	Cambridge City	do	Herbert Charles	Dept.	1	1	35	34	0	0					6	10			4		850	20,000
828	Campbellsburg	do.*	Winfield A. Denny	Dept.	1	0	12	3	63	77	0	0	0	0	0	0	0	0	3	0	0	1,000
829	Cannelton	do.*	Geo. P. Weedman	Dept.	3	0	18	14	0	0			6	5	5	4	2	2	3		300	20,000
830	Carlisle	do	C. J. Waits	Dept.	1	0	16	14	0	0	0	0	0	0	4	5	0	0	3		84	4,000
831	Carmel	do	C. L. Mendenhall	Ind.	1	1	27	30	0	0					4	0	4	0	3		192	3,000
832	Carthage	do	J. F. Evans	Dept.	2	1	29	37	0	0	3	5			5	3	2	2	4		65	18,000
833	Cayuga	do.*	John D. Groves	Dept.	2	0	17	17	0	0					1	0			3		72	12,700
834	Centerville	do	Lewis Hoover	Dept.	2	0	18	23	0	0					2	5			4		178	13,500
835	Charlestown	do	E. E. Olcott	Dept.	1	1	12	19	0	0	4	6			1	2	1	2			200	6,000
836	Chesterton	do	E. S. Miller	Dept.	1	0	10	20	0	0			6	0	0	0			3		300	20,000
837	Churubusco	do	Geo. H. Mingle	Dept.	1	0	23	19	0	0	2	0	1	1	1	2	1	1	3		120	3,500
838	Cicero	do	W. A. Collings	Dept.	3	0	20	30	0	0	2	10	1	3	0	9	0	4	4		500	25,000
839	Clarksburg	do	H. C. Doles	Dept.	1	1	8	15	0	0			5	8	2	2	1	1	3		300	7,000
840	Clarkshill	do	Walter S. King	Dept.	1	0	16	17	0	0			2	2	4	4	2	0	3		130	3,000
841	Clay City	do	J. W. Love	Dept.	1	1	9	19	0	0	0	0	0	0	0	0	0	0			200	4,000
842	Claypool	do	H. F. Aduddell	Dept.	1	0	15	4	0	0									3		40	
843	Clinton	do	D. C. Shaff	Dept.	3	0	25	36	0	0					2	4			4		100	25,000
844	Cloverdale	do	W. R. Allee	Dept.	2	1	12	12	43	58					2	5	0	0	3		112	3,000
845	Colfax	do.*	Etta Coyner	Dept.	1	3	25	26	0	0	4	3	2	3	0	0			4		100	12,000
846	Collins	do.*	Louis De Vault	Dept.	1	0	4	8	36	40					2	2			2		20	4,000
847	Columbia	Township High School	B. F. Thiebaud	Ind.	1	1	10	12	10	13	2	2	1	1	3	2			2		100	3,000
848	Columbia City	High School*	Helen J. Millspaugh	Dept.	1	2	33	32	0	0	9	0	5	8	3	3	2	2	4		4,000	40,000
849	Columbus	do	Samuel Wertz	Dept.	3	1	71	118	0	0					12	9			4		636	15,000
850	Connersville	Bunker Hill High School.*	Loren M. Edwards	Dept.	1	0	6	5	15	19	1	0			2	0			3		7	
851	do	High School*	Walter R. Houghton	Dept.	3	0	70	40	0	0			3	0	5	11					150	60,300
852	Converse	do	C. C. Marshall	Dept.	2	0	20	25	0	0	5	8							4		200	10,000
853	Cortland	do	D. Hayden Richards	Ind.	1	0	7	5	53	45					0	0	0	0	3		50	
854	Corydon	do	Jesse W. Riddle	Dept.	3	0	14	30	0	0					1	3	1	2	4		800	7,000
855	Covington	do	James F. Millis	Dept.	2	2	29	49	0	0					0	0			4		378	30,500
856	Crawfordsville	do	Anna Willson	Dept.	2	8	59	90	0	0	10	19	4	8	5	21	5	7	4		800	100,000
857	Crothersville	do	A. H. Beldon	Dept.	2	0	13	9	0	0	1	2	1	1	1	0	1	0	3		300	6,000
858	Crown Point	do	Elizabeth L. Horney	Dept.	1	2	35	40	0	0			1	3	9	4	2	1	4		2,500	30,000
859	Culver	do	I. S. Hahn	Dept.	1	0	8	7	0	0									3		206	3,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	INDIANA—cont'd.																					
860	Cynthiana	High School	E. C. Welborn	Dept.	1	0	13	12	0	0	1	0			2	3	1	0	3			
861	Dana	do	Isaac C. Renbelt	Dept.	1	3	23	43	0	0	0	0	3	0	5	7	3	0	4		400	$12,000
862	Danville	do	A. L. H. Miller	Dept.	2	0	27	24	0	0					3	3	3	3	4		300	12,540
863	Decatur	do	Lelle M. Segur	Dept.	2	3	36	31	0	0					0	0			4		50	
864	Delphi	do	W. S. Almond, Supt.	Dept.	2	2	50	44	0	0			14	16	5	2	3	1	4		1,260	3,700
865	Dillsboro	do	Ira A. Scripture	Dept.	1	2	7	10	0	0	4	4									1,900	25,000
866	Dublin	do	H. D. Nicewanger	Dept.	2	0	22	22	0	0					1	3					132	2,000
867	Dunkirk	do	Frank C. Schofield	Dept.	2	1	25	32	0	0	1	2			2	3			4		1,400	
868	Earlpark	do	Lewis Lambert	Ind.	1	0	5	20	75	80	2	2	2	0	3	1			4		450	5,000
869	East Chicago	do.*	J. M. Wood	Dept.	1	2	18	24	0	0	0	0	0	0	0	0	0	0	5		250	10,000
870	Edinburg	do	L. M. Foster	Dept.	1	4	30	37	0	0	3	8			5	5	2	3	4		340	300
871	Elkhart	do	S. B. McCracken	Dept.	3	3	117	129	0	0					10	20					400	15,000
872	Ellettsville	do	J. W. Ray	Dept.	1	0	2	8	0	0	0	1	0	0	2	2	0	0	2		20	12,000
873	Elwood	do.*	L. D. Owens	Dept.	2	1	22	47	0	0					3	3	3	3	3		500	15,000
874	English	do	G. B. Hammond	Dept.	1	0	8	7	46	55					2	0			3		37	
875	Eugene	do	L. E. Stutsman	Dept.	1	0	3	7	63	67									4		50	
876	Evansville	Clark High School (colored).	John R. Blackburn, sr.	Dept.	3	1	36	42	0	0					5	3						
877	Fairmount	High School	M. E. Monahan	Dept.	2	1	35	58	0	0	1	0	0	0	3	0	0	0	4		100	25,200
878	Farmland	do	G. C. Powers	Dept.	1	0	8	8	0	0	3	2	2	1	5	2	1	1	3		200	6,000
879	Fishers Switch	Fishers High School	C. G. Kaegan	Ind.	1	0	9	8	47	42	0	0	0	0	1	0			4		120	4,000
880	Flora	High School	E. J. Todd	Dept.	3	0	19	29	0	0					0	0			4		300	10,000
881	Fort Branch	do	William Smith	Ind.	2	0	19	9	0	0									4		300	2,500
882	Fortville	do	Will Myers	Dept.	2	0	33	27	0	0									4		350	10,000
883	Fort Wayne	do	Chester T. Lane	Dept.	5	8	146	267	0	0	0	3	7	2	8	19	5	9	4			

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884	Fowler	do	Thomas F. Berry	Dept.	0	6	21	52	0	0	2	2			5	3			3		300	20,000
885	Francisco	do	C. F. Stevens	Dept.	1	0	13	11	0	0	4	4			3	5					125	5,000
886	Frankfort	do	David R. Major	Dept.	3	4	100	153	0	0									4		500	50,000
887	Franklin	do	Kittie E. Palmer	Dept.	2	3	52	88	0	0					4	12	4	6	4		800	5,000
888	do	Hopewell High School*	James V. Deer	Ind.	1	0	13	11	33	22					3	2			4		300	
889	Frankton	High School	J. B. Fagan, supt.	Dept.	2	0	15	25	0	0	3	2			0	0	0	0	4		300	9,000
890	Freedom	do	J. L. Arthur	Dept.	1	0	7	9	0	0	5	4										
891	Freelandville	do	Wm. H. Johnson	Dept.	1	0	5	5	0	0											150	
892	Fremont	do	C. K. McCally	Dept.	1	1	17	31	0	0	0	0	0	0	3	3	3	1	3		24	3,000
893	Galena	Greenville Township High School.*	Isaac Murphy	Dept.	1	0	6	7	0	0												900
894	Garrett	High School	E. E. Lollar	Dept.	2	0	27	40	0	0	5	11	2	6	3	3	0	1	4		365	22,000
895	Gas City	do	Mrs. W. O. Warrick	Ind.	1	3	25	31	0	0	8	10	2	5	1	7	1	4	3		350	27,500
896	Geneva	do	G. A. Christen	Dept.	2	0	14	15	0	0					1	6	0	2	4		500	
897	Goodland	High School	J. J. Eckman	Dept.	2	1	32	35	0	0					3	1	1	0	4		300	13,000
898	Goshen	do	Miss Lillian E. Michael	Dept.	1	5	70	85	0	0					4	4	3	2	4		3,000	
899	Gosport	do	Miss Lola Hamilton	Dept.	1	1	30	18	0	0	0	2			1	4	0	2	4		300	4,000
900	Grandview	do.*	John H. Carroll	Dept.	1	0	9	10	0	0	2	5	1	2	5	4	2	3	4		125	2,000
901	Greencastle	do	Martha J. Ridpath	Dept.	3	3	56	86	0	0			5	6	9	14	5	6	4	56		
902	Greenfield	do	Bessie Ruth Herrick	Dept.	4	4	77	109	0	0					6	14			4		500	40,000
903	Greensboro	do	May Pemberton	Ind.	1	1	5	5	0	0	0	1			2	3	1	1	3		100	3,000
904	Greensburg	do	Edgar Mendenhall	Dept.	4	1	74	94	0	0	2	0										25,000
905	Greens Fork	do	W. C. Reynolds	Dept.	1	1	6	14	0	0	0	4			1	1	0	1	3		87	2,000
906	Greenwood	do	James A. Robeson	Dept.	2	2	23	41	0	0					2	2	0	0			200	2,500
907	Griffin	do.*	Morten C. Miller	Dept.	1	1	5	5	35	40					2	0						5,000
908	Hagerstown	do	C. E. Spaulding	Dept.	3	0	29	27	0	0	12	11	3	2	3	3	1	2	4		700	6,700
909	Hammond	do	W. A. Hill	Dept.	1	5	33	63	0	0					1	6	1	0	4		500	70,000
910	Hanna	do	E. G. Bunnell	Dept.	1	1	2	13	48	47			1	2	1	1	1	1	2		400	3,500
911	Hartford City	do	Chas. H. Drybread	Dept.	2	2	56	61	0	0					5	8			4		75	30,000
912	Hartsville	do	A. B. Clapp	Dept.	1	0	4	4	41	56	0	0	0	0	0	0	0	0	3		0	0
913	Haubstadt	do	W. V. Maugrum	Dept.	1	0	4	4	38	52			1	1	0	0	0	0	2		205	8,000
914	Hayden	do	H. Lester Smith	Dept.	1	0	6	14	0	0					2	6			3		30	
915	Hazleton	do	Sanford Trippett	Dept.	2	2	7	4	0	0	0	1	1	0	1	0	1	0	3		50	600
916	Hobart	Township High School.	G. H. Thompson	Ind.	3	0	26	30	0	0					1	2			4		300	20,000
917	Hope	High School	C. E. Talkington	Dept.	1	0	14	18	0	0									2		110	
918	Huntingburg	do	J. T. Worsham	Dept.	2	1	25	35	0	0			4	3	1	9	1	2	4		500	25,000
919	Huntington	Clearcreek Township High School.	J. B. De Armitt	Ind.	1	1	20	24	25	20	0	0			0	0	0	0	4		200	6,000
920	do	High School	A. U. Crull	Dept.	4	2	73	107	0	0					5	8			4			
921	do	Union Township High School.	Milo Feightner	Ind.	1	0	15	2	8	4					2	0			4		87	2,000
922	Indianapolis	High School No. 1	George W. Hufford	Dept.	16	13	333	784	0	0					40	113			4		6,308	
923	do	High School No. 2*	J. L. Dixon	Dept.	1	2	18	40	0	0					0	5			4		800	
924	do	Industrial Training School.	C. E. Emmerich	Dept.	17	16	459	424	0	0	0	0	0	0	26	23			4		3,025	230,000
925	Ingalls	High School*	J. Otis Lamb	Dept.	1	1	4	5	0	0									3		35	3,000
926	Irvington	do	Albert James Brown	Dept.	2	1	27	26	0	0									3		300	16,500
927	Jamestown	do	S. N. Gerry	Dept.	1	0	8	8	0	0			3	0	4	2	3	0	3		50	1,500
928	Jasper	do	E. F. Sutherland, B. S.	Dept.	2	1	5	13	3	25	3	2	1	0	0	2	0	0	4		250	6,500
929	Jeffersonville	do	C. M. Marble	Dept.	3	2	46	89	0	0					6	11			4		800	20,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.															
											Classical course.		Scientific course.													
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
	INDIANA—cont'd.																									
930	Jeffersonville	Port Fulton High School.*	Miss Anna Miller	Dept.	1	0	3	6	0	0	0	0	0	0	0	0	0	0	4					
931	Jonesboro	High School	De Witt Carter	Dept.	2	0	30	35	0	0	2	1	1	1	2	1	1	1	4		200	$25,000		
932	Kendallville	do	F. A. Thomas	Dept.	5	0	27	31	0	0	1	0	1	0	2	6	1	0	4	0	1,200			
933	Kennard	do	Benj. F. Deardorff	Dept.	1	0	7	7	0	0					1	1	0	0	3		150	2,500		
934	Kentland	do	Minnie B. Ellis	Dept.	1	1	25	35	0	0					2	4	2	1	4		200	5,000		
935	Kewanna	do	J. B. Lemasters	Dept.	2	0	19	14	0	0					0	0			4		150	3,250		
936	Kirklin	do	John W. Lydy	Dept.	2	0	13	26	0	0	3	2			4	0	2	0	3		52	7,000		
937	Knightstown	do	Homer H. Cooper	Dept.	2	1	40	43	0	0					7	5	3	3	4		300	30,000		
938	Knox	do	A. H. Sherer	Dept.	2	0	20	30	0	0			4	4	0	0			4		200	15,000		
939	Kokomo	do	J. Z. A. McCaughan	Dept.	5	2	143	145	0	0					8	19	5	5	4		300			
940	Kouts	do	A. C. Moore	Dept.	1	0	6	2	0	0									3		250	8,000		
941	Laconia	do	John A. Reising	Dept.	1	0	31	10	14	34	4	4	3	2	3	1	1	0	4			2,000		
942	Ladoga	do	E. G. Wilson	Dept.	2	1	38	42	0	0	4	2	9	4	7	9	4	4	4			14,950		
943	Lafayette	do	Russell K. Bedgood	Dept.	4	4	147	233	0	0	2	1	3	4	6	19	4	4	4		14,000			
944	do	West Lafayette High School.	Horace Ellis	Dept.	2	1	68	72	0	0	0	2	48	16	10	17	4	6	3		200	25,000		
945	Lafontaine	High School	W. M. Hubbard	Dept.	2	0	20	23	0	0			1	0	1	3			4			5,000		
946	Lagrange	do	Etta H. De Lay	Dept.	2	2	52	58	0	0					11	9			4		400	25,000		
947	Laketon	do	Charles I. Kerr	Dept.	1	1	10	22	0	0									4		500	15,000		
948	Laporte	do	John A. Wood	Dept.	6	3	75	92	0	0	6	3	12	0	11	10	3	4	4		1,761	45,000		
949	Laurel	do	W. E. Schoonover	Dept.	2	0	11	16	0	0					1	2	0	0	3		110	4,000		
950	Lawrenceburg	do	T. H. Meek	Dept.	2	2	9	30	0	0	0	0	2	0	5	1	2	0	4		1,713	27,000		
951	Leavenworth	do	T. B. Sonner and B. E. Rowe.	Dept.	1	0	15	8	0	0					4	5			3		30	5,000		

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952	Lebanon	do	Miss Elizabeth G. Grimsley.	Dept.	3	2	75	79	0	0	20	15	....	....	7	8	....	....	4	....	680	70,000
953	Leesburg	do.*	Clyde Wagner	Dept.	1	0	10	12	50	70	....	....	....	....	1	2	0	0	2	....	100	5,000
954	Lewisville	Rich Square Academy *	Chas. Julian	Ind.	2	0	6	9	24	26	0	2	5	8	0	0	....	....	3	....	150	6,000
955	Liberty	High School	P. B. Nye	Dept.	4	0	37	47	0	0	....	....	....	....	6	7	....	....	4	....	400	15,400
956	Ligonier	do	Miss Minnie O. Flinn	Dept.	1	2	31	39	0	0	....	....	....	....	5	1	....	....	4	....	526	10,000
957	Lima	Township High School	F. G. Smeltzly	Dept.	2	1	22	30	0	0	....	....	....	....	3	8	3	8	4	....	300	20,000
958	Lincolnville	High School	J. C. Reynolds	Dept.	1	0	20	26	25	29	....	....	....	....	....	....	....	....	2	....	140	.....
959	Linden	do	A. S. Fraley	Dept.	1	0	13	8	0	0	2	1	3	0	5	3	3	1	3	....	261	3,000
960	Linton	do.*	F. B. Williams	Dept.	2	0	15	20	0	0	....	....	....	....	5	6	....	....	4	....	300	.....
961	Livonia	do.*	B. M. Holaday	Dept.	1	0	4	7	27	29	0	0	0	0	0	0	0	0	3	....	29	800
962	Logansport	do	David C. Arthur	Dept.	5	4	130	180	0	0	....	....	....	....	10	29	....	....	4	....	.....	45,000
963	London	do.*	C. A. Hack	Dept.	1	0	5	2	21	15	....	....	....	....	....	....	....	....	2	....	.....	.....
964	Lowell	do	Wm. M. Sheets	Ind.	2	1	28	21	117	108	....	....	....	....	5	3	....	....	4	....	250	20,050
965	Lynn	do	F. E. Addleman	Dept.	1	0	17	21	0	0	....	....	2	0	2	1	....	....	3	....	300	5,300
966	McCordsville	do	Claud Brown	Ind.	2	0	26	18	0	0	....	....	....	....	10	4	10	4	4	....	300	9,000
967	McCutchanville	High School	D. M. Deeg	Dept.	1	0	15	13	31	31	4	3	2	2	3	0	....	....	....	....	10	3,000
968	Macy	do	Albert M. Arnold	Dept.	1	0	8	6	48	37	....	....	....	....	....	....	....	....	2	....	.....	4,500
969	Madison	do	M. J. Bowman, jr.	Dept.	2	2	68	97	0	0	4	5	....	....	7	21	1	2	4	....	.....	.....
970	Marion	do	Virgil R. McKnight	Dept.	3	6	130	170	0	0	5	3	8	6	10	10	5	3	4	....	100	.....
971	Markle	do	P. H. Beck	Dept.	1	0	22	25	0	0	1	0	1	1	3	1	2	1	3	....	275	5,600
972	Martinsville	do	J. E. Robinson	Dept.	3	1	50	60	0	0	3	5	7	1	4	4	3	2	4	....	900	.....
973	Medaryville	High School (dist. No. 2).	J. H. Long	Dept.	1	0	2	8	0	0	....	....	1	0	2	8	....	....	3	....	70	4,000
974	Mentone	High School	Orange H. Bowman	Dept.	1	0	7	23	0	0	0	0	2	1	3	1	1	0	3	....	60	10,000
975	Michigantown	do	L. L. Beeman	Dept.	1	0	7	4	63	63	....	....	....	....	2	1	0	0	2	....	75	1,000
976	Middlebury	do	L. H. Kreke	Dept.	1	0	24	14	0	0	....	....	8	2	1	0	0	0	3	....	200	8,000
977	Middletown	do	Mary E. F. Stewart	Dept.	2	1	20	37	0	0	....	....	....	....	3	3	3	0	4	....	400	15,000
978	Milford	do	Richard Vanderveer	Dept.	2	0	35	21	0	0	....	....	3	2	1	1	1	0	4	....	153	9,000
979	Millersburg	do	Dan L. Kemper	Dept.	1	0	1	7	45	57	....	....	....	....	0	0	....	....	3	....	90	6,000
980	Milroy	do	J. L. Shauck	Dept.	1	1	30	22	0	0	10	8	5	7	4	8	3	4	3	....	150	7,000
981	Milton	do	E. T. Forsyth	Dept.	2	0	20	22	0	0	....	....	....	....	2	2	2	2	4	....	350	10,000
982	Mishawaka	do	Mary D. Welch	Dept.	1	3	20	32	0	0	2	0	7	10	4	1	1	1	4	....	1,555	50,000
983	Mitchell	do	D. H. Ellison, supt	Dept.	1	2	29	40	0	0	....	....	....	....	6	2	....	....	4	....	200	8,000
984	Monon	do	Mrs. Nona Kent	Dept.	1	1	28	30	0	0	10	15	....	....	3	4	1	1	3	....	300	2,000
985	Monroeville	do	S. K. Ganiard	Dept.	1	0	19	14	0	0	2	0	0	0	2	2	1	0	3	0	200	3,300
986	Monterey	do	J. C. Root	Dept.	1	0	7	3	28	22	0	0	0	0	1	0	0	0	3	0	102	1,000
987	Monticello	do	L. E. Wheeler	Dept.	3	2	59	74	0	0	0	3	....	....	6	11	0	3	4	....	600	25,000
988	Montpelier	do	W. S. Bull	Dept.	3	0	13	21	0	0	0	1	1	0	1	4	....	....	4	....	440	25,550
989	Moorefield	do	M. E. Smith	Dept.	1	0	5	7	41	43	0	0	0	0	1	0	0	0	3	....	125	1,000
990	Mooreland	do	Elmer J. Davis	Dept.	1	0	13	12	0	0	....	....	1	1	0	0	0	0	3	....	118	2,000
991	Mooresville	do	Theo. W. Garrison	Dept.	3	0	25	30	0	0	4	3	....	....	2	2	....	....	4	....	250	8,000
992	Morristown	do	Hiram B. Patten	Dept.	1	0	2	7	0	0	....	....	....	....	2	1	....	....	2	....	150	.....
993	Mount Etna	do	E. E. Gard	Ind.	1	0	4	6	24	33	0	0	0	0	0	0	0	0	3	....	25	1,200
994	Mount Sterling	do	Wm. E. Curry	Dept.	1	0	18	18	22	28	4	2	2	0	0	0	0	0	3	....	36	3,000
995	Mount Vernon	do	Edward G. Bauman	Dept.	3	1	39	54	0	0	5	6	....	....	7	15	3	5	3	....	100	15,000
996	Mulberry	do	J. B. Mortsolf	Dept.	1	0	17	15	0	0	....	....	....	....	2	1	....	....	2	....	.....	6,000
997	Muncie	do	William H. Masters	Dept.	3	4	120	184	0	0	....	....	....	....	12	22	....	....	4	75	.....	.....
998	Nappanee	do	S. W. Baer	Dept.	2	0	35	32	0	0	0	1	....	....	2	8	0	1	4	....	150	15,000
999	New Albany	do	Joseph P. Funk	Dept.	2	4	109	176	0	0	....	....	....	....	9	30	....	....	4	0	.....	15,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	INDIANA—cont'd.																					
1000	New Albany	Scribner High School (colored).	W. O. Vance	Dept.	1	1	10	14	30	33	2	1	.....	.....	1	0	1	0	4	....	480	$2,500
1001	Newburg	High School	S. D. Purdue	Dept.	1	0	12	18	0	0	0	2	4	0	4	4	4	2	3	....	250	10,000
1002	New Carlisle	do	D. A. Sharp	Dept.	0	2	13	31	0	0	.....	.....	.....	.....	0	6	.....	.....	3	....	150	10,000
1003	Newcastle	do.*	Rosa R. Mikels	Dept.	3	2	46	67	0	0	.....	.....	2	0	4	6	1	2	4	....	300	85,000
1004	New Harmony	do	H. W. Monical	Dept.	2	1	27	29	0	0	2	2	2	2	3	8	1	4	4	....	500	4,250
1005	New Haven	do.*	Prof. D. R. Hayes	Dept.	1	0	2	3	65	76	.....	.....	.....	.....	1	3	.....	.....	4	....	.....	.....
1006	New London	do	W. E. Howard	Dept.	3	0	24	20	0	0	1	2	.....	.....	5	3	3	1	4	....	500	4,000
1007	New Palestine	do	Frank Larrabee	Dept.	1	0	5	14	0	0	.....	.....	.....	.....	2	4	.....	.....	.....	....	50	4,000
1008	Newpoint	do.*	Ed. M. Moulton	Dept.	1	0	6	10	71	77	0	0	0	0	0	0	0	0	2	....	100	1,000
1009	Newport	do	Geo. Willoughby	Dept.	1	1	11	14	70	47	.....	.....	.....	.....	5	3	4	2	4	....	50	7,000
1010	Nineveh	do	M. J. Searle	Ind.	1	1	10	13	50	52	.....	.....	.....	.....	0	5	.....	.....	4	....	300	3,000
1011	Noah	do.*	C. W. Clendenning	Dept.	1	0	5	4	31	20	.....	.....	.....	.....	0	0	0	0	2	....	0	2,200
1012	Noblesville	do	Milton Gantz	Dept.	3	3	95	93	0	0	5	2	2	1	14	12	4	1	4	....	800	18,000
1013	North Judson	do	J. S. Ragsdale	Dept.	1	0	5	13	0	0	1	1	0	0	0	0	0	0	4	....	227	12,000
1014	North Liberty	do	O. O. Whitenack	Dept.	1	0	12	4	0	0	0	0	.....	.....	0	0	0	0	3	....	50	8,000
1015	North Manchester	do	J. Howard Wagner	Dept.	2	1	35	50	0	0	0	1	1	0	3	3	1	1	4	....	300	30,000
1016	North Vernon	do	Lillian Carter	Dept.	0	3	29	35	0	0	.....	.....	.....	.....	3	5	.....	.....	4	....	.....	.....
1017	Oakland City	do.*	J. A. Divine	Dept.	1	3	17	23	0	0	.....	.....	.....	.....	1	3	.....	.....	3	....	100	20,000
1018	Oaktown	do.*	Wm. Caroon	Dept.	1	2	20	30	0	0	3	2	2	0	4	8	.....	.....	3	....	200	10,000
1019	Odon	do	S. W. Satterfield	Dept.	2	0	19	24	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	100	7,000
1020	Orland	do	A. J. Collins	Ind.	2	0	22	28	43	42	.....	.....	.....	.....	0	2	.....	.....	4	....	.....	.....
1021	Orleans	do	C. T. Ramkin	Dept.	3	0	24	23	0	0	.....	.....	.....	.....	1	4	0	0	4	....	200	2,100
1022	Osgood	do	C. B. Wilson	Dept.	2	0	3	8	0	0	3	2	.....	.....	2	1	.....	.....	2	....	150	11,000
1023	Ossian	Graded School*	J. C. Hamilton	Dept.	3	1	26	27	0	0	.....	.....	.....	.....	2	3	1	1	.....	.....	200	8,000

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1024	Owensville	High School*	K. W. Harris	Dept.	2	0	28	30	0	0					0	6			4		280	20,000
1025	Oxford	do	M. F. Orear	Dept.	2	1	24	29	0	0			17	23	1	0	1	0	4		350	7,000
1026	Parker	do	W. G. Moulton	Dept.	1	0	8	6	0	0	0	0	1	1	0	0	0	0	3		100	3,000
1027	Patoka	do	R. N. Chappelle	Dept.	1	0	13	12	0	0	3	2	2	2	1	1	1	1	3		200	5,000
1028	Patriot	do	Oliver M. Given	Dept.	1	1	11	13	49	52					3	0	0	0	3	0	100	5,000
1029	Pendleton	do	H. F. Hunt	Dept.	2	1	40	36	0	0			10	12	6	8	4	3	4	0	600	30,000
1030	Pennville	do.*	C. E. Shimp	Dept.	2	0	25	20	0	0	4	4	3	5	2	6	2	1	3		125	25,000
1031	Petersburg	do	Wellman Thrush, A. M.	Dept.	3	0	30	38	0	0					5	3	2	0	4		500	20,000
1032	Pierceton	do.*	Wm. Eisenman	Dept.	1	0	10	18	0	0					8	6	2	3	3		528	8,000
1033	Pine Village	do.*	C. B. Rositer	Dept.	1	2	20	14	0	0									3			
1034	Pittsboro	Middle Township High School.	A. L. H. Miller	Dept.	2	0	15	15	0	0					4	1			3		100	
1035	Pleasant Lake	High School	J. F. Roose	Ind	1	1	17	23	0	0					2	7	2	7	3		600	
1036	Plymouth	do	D. Frank Redd	Dept.	2	1	20	39	0	0					3	9			3		5,815	
1037	Portland	do	I. E. Neff	Dept.	2	2	60	85	0	0	6	10	2	0	6	13	2	3	4		500	
1038	Poseyville	do	M. S. Woods	Dept.	1	0	11	11	0	0	0	0	2	0	4	2	1	0	3		300	9,000
1039	Princeton	do	H. H. Ruston	Dept.	2	3	32	62	0	0	3	0	3	7	3	6	1	2	4		200	20,000
1040	Providence	do	Oran Arnold Province	Ind	0	1	7	5	23	15			3	0	3	4	2	1	4		100	2,000
1041	Pulaski	do	C. A. King	Dept.	1	1	16	5	8	3	3	2	6	1					4		50	3,000
1042	Redkey	do	G. V. Chenoweth	Dept.	2	0	19	21	0	0					1	2			4		500	
1043	Remington	do	John H. Johnston	Dept.	3	0	34	46	0	0			9	4	2	9	2	4	4		700	16,250
1044	Rensselaer	do	I. N. Warren	Dept.	4	1	47	72	0	0					1	10			4		1,400	35,000
1045	Richland	do	Frank I. Walker	Ind	0	1	5	5	20	30			1	2	1	2	1	1	2		80	
1046	Richmond	do	D. R. Ellabarger	Dept.	7	5	135	236	0	0					12	27	0	0	4		650	40,000
1047	Ridgeville	do	James G. Stanley	Dept.	2	0	13	13	0	0									4		45	12,000
1048	Ripple	Broad Ripple High School.	R. E. Harris	Dept.	2	1	25	28	0	0			2	2	2	4	1	2	4		380	9,000
1049	Risingsun	High School	R. L. Thiebaud	Dept.	3	0	25	18	0	0	2	2	2	2	4	0			4		50	125
1050	Roachdale	do	J. C. Croy	Dept.	1	2	6	14	0	0	1	0	0	1	2	7	1	1			150	2,500
1051	Roann	do	Emerson Clayton	Dept.	3	0	20	30	0	0	3	2			5	9	2	3	4		240	5,000
1052	Roanoke	Jackson Township High School.	C. D. Brock	Ind	2	0	18	11	14	6	1	1	1	0	5	1			4		175	
1053	Rochester	High School	Brainard Hooker	Dept.	2	3	31	43	0	0					2	6			4		500	50,000
1054	Rockport	do	O. P. Foreman	Dept.	2	2	18	45	0	0			4	4	1	5	1	1	4		1,500	30,000
1055	Rockville	do	Miss Georgetta Bowman.	Dept.	1	2	30	40	0	0	8	5			0	0	0	0	4		600	15,000
1056	Rolling Prairie	do	H. A. Salisbury	Ind	1	0	15	22	35	36					2	7	0	2	3		150	3,000
1057	Rome City	Orange Township High School.	W. D. Carver	Dept.	2	0	10	5	0	0	0	0	0	0	0	1	0	0	3		125	8,000
1058	Royal Center	High School	E. E. Rogers	Dept.	1	0	7	6	0	0					0	0			4		100	6,000
1059	Rushville	do	W. C. Barnhart	Dept.	3	0	45	65	0	0					5	7			3		1,000	
1060	Russellville	do	J. D. Reeve	Dept.	1	0	10	7	35	25	0	0	0	0	0	0	0	0	3		100	3,914
1061	Russiaville	do	Geo. G. Bruer	Dept.	2	0	16	10	0	0	2	2	0	0	2	0	1	0	4		100	5,000
1062	St. Joe Station	do	F. M. Kimes	Dept.	2	2	23	26	0	0			2	0	2	0	2	0	3		150	5,000
1063	St. Paul	do	John W. Rhodes	Dept.	1	0	14	10	0	0									3		250	
1064	Salem	do.*	H. B. Wilson	Dept.	3	0	18	42	0	0					0	6	0	2	4		150	2,800
1065	Scipio	do	H. H. Jeffers	Ind	1	0	13	7	47	59					3	0	0	0	3		150	4,000
1066	Scottsburg	do	Lydia Kirk	Ind	2	1	20	14	0	0	4	4			1	2			3		150	12,000
1067	Sellersburg	do	William L. Beck	Dept.	1	0	5	5	0	0	0	0	0	0	0	0	0	0	3	0	200	2,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	INDIANA—cont'd.																					
1068	Servia	Chester Township High School.	Chas. O. Signs	Ind	1	0	7	6	42	31	0	1	0	0	0	0	0	0	4	0	140	.....
1069	Seymour	High School	H. C. Montgomery	Dept.	2	3	66	68	0	0	.....	.....	.....	.....	4	11	4	11	4	.....	1,000	$10,000
1070	Sharpsville	do.*	O. W. Dabney	Ind	3	2	33	20	0	0	0	0	0	0	0	0	0	0	4	.....	.....	12,000
1071	Shelbyville	do	Janie Deming	Dept.	1	3	55	89	0	0	0	0	0	0	1	4	1	0	4	.....	2,200	25,000
1072	Sheridan	do	W. L. Cory	Dept.	3	0	40	45	0	0	.....	.....	.....	.....	6	4	1	1	4	.....	1,300	15,000
1073	Shipshewana	do	C. M. Leib	Dept.	2	1	21	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	300	10,000
1074	Shoals	do	Z. B. Leonard	Dept.	2	1	12	18	0	0	0	1	3	0	3	0	3	0	4	.....	100	.....
1075	Silverlake	do.*	W. H. Davis	Dept.	0	2	9	6	11	19	.....	.....	.....	.....	0	2	.....	.....	2	.....	160	.....
1076	Smithland	do	J. H. Phillipy	Ind	1	0	1	4	26	16	.....	.....	.....	.....	0	1	.....	.....	2	.....	103	2,500
1077	Somerville	do	Wm. Strickland	Ind	1	0	9	3	41	53	0	0	0	0	0	0	0	0	3	.....	80	1,000
1078	South Bend	do	John M. Culver	Dept.	2	7	128	171	0	0	6	8	12	2	12	16	2	2	4	.....	.....	2,500
1079	South Milford	do	H. M. Appleman	Dept.	2	1	18	11	42	69	.....	.....	.....	.....	3	4	.....	.....	3	.....	348	10,000
1080	South Whitley	do	Miss Adele Bond	Dept.	2	1	40	46	0	0	.....	.....	.....	.....	1	5	1	5	4	.....	350	18,000
1081	Spencer	do	W. F. Hughes	Dept.	2	0	30	50	0	0	10	6	3	0	2	4	2	2	4	.....	1,000	8,000
1082	Springport	do.*	Laura Benedict	Dept.	1	0	9	8	0	0	0	0	0	0	0	1	0	0	3	.....	75	.....
1083	Stateline	do.*	Geo. S. Porter	Dept.	1	1	20	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	50	.....
1084	Staunton	do.*	R. H. Knox	Dept.	1	0	4	5	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000
1085	Stillwell	do	W. Bert Siders	Dept.	0	1	11	8	29	27	0	0	0	0	1	5	0	0	2	.....	150	2,000
1086	Straughn	do	J. W. Shockley	Dept.	1	0	16	8	0	0	.....	.....	.....	.....	1	0	.....	.....	3	.....	.....	.....
1087	Sullivan	do	F. M. Walker	Dept.	2	1	84	50	0	0	2	1	1	0	4	10	1	2	3	.....	150	15,000
1088	Summitville	do	A. C. Woolley	Dept.	2	0	18	22	0	0	.....	.....	.....	.....	1	3	0	3	4	.....	400	14,000
1089	Swayzee	do	O. D. Clawson	Dept.	1	0	10	3	0	0	.....	.....	.....	.....	10	3	.....	.....	3	.....	.....	11,000
1090	Sycamore	do.*	D. W. Tucker	Ind	1	0	10	5	55	46	0	0	4	4	0	0	0	0	3	.....	90	5,000
1091	Syracuse	do	J. P. Dolan	Dept.	1	0	10	19	0	0	.....	.....	.....	.....	0	0	.....	.....	2	.....	250	.....

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1092	Terre Haute	do.*	Chas. S. Meek	Dept.	7	15	344	394	0	0					23	37			4		1,000		
1093	Thorntown	do	Laura J. Walker	Dept.	1	2	31	27	0	0					5	4			4		300		
1094	Tipton	do.*	Jno. A. Hill	Dept.	4	2	45	48	0	0					6	6			4		600	40,000	
1095	Topeka	do	R. F. Miller	Ind.	0	2	24	17	46	60					5	7			3		100	10,000	
1096	Trafalgar	do	J. U. Jones	Dept.	1	0	14	12	0	0	1	1	0	0	3	2	1	1	4		100	2,500	
1097	Union City	do	Eleanora F. Deem	Dept.	2	2	28	55	0	0					5	12			4		1,600	40,000	
1098	do	Ohio-Side High School	S. Wilkin	Dept.	2	0	13	32	0	0					2	10	2	5	4		350	15,000	
1099	Union Mills	High School	A. G. McGregor	Ind.	1	0	1	9	68	72	2	2			0	2	0	1	2		280	1,500	
1100	Urbana	do	Earl Ramsey	Dept.	1	0	10	17	0	0									4		300	5,000	
1101	Utica	do	Orlando Ross	Ind.	1	1	15	16	0	0	2	0	2	0	4	0	4	0	3		550	6,000	
1102	Valparaiso	do	C. H. Wood, Supt	Dept.	3	4	75	71	0	0	10	4	5	3	7	7	1	2	4				
1103	Veedersburg	do	W. E. Carroon	Dept.	3	0	20	15	0	0					1	4			4		250	15,000	
1104	Vernon	do	J. C. Faris	Dept.	1	0	21	14	0	0	1	2	2	0	4	2	2	0	3		125	4,000	
1105	Versailles	do	W. D. Robinson	Dept.	1	0	5	5	0	0	0	2	0	0	0	0	0	0	2		75	1,500	
1106	Vevay	do	Ernest Danglade	Dept.	2	2	30	38	0	0	0	0	6	8	2	4	0	0	4		400	10,000	
1107	Vincennes	do.*	A. C. Yoder	Dept.	1	3	77	64	0	0			5	0	9	7	5	1	4		20		
1108	Wabash	do	Adelaide Steele Baylor	Dept.	3	3	74	138	0	0	3	3	5	4	15	30			4		1,500	50,000	
1109	Walkerton	do	J. W. Rittenger	Dept.	1	0	10	15	0	0	3	4	3	4	4	3	1	1	3		200		
1110	Wanatah	do	C. Bunnell	Dept.	1	0	19	15	20	18					5	9			2		500	6,000	
1111	Warren	do	F. K. Mowrer	Dept.	2	0	21	31	0	0					4	4			3		400	12,000	
1112	Warsaw	do.*	Miss Kittie M. Smith	Dept.	2	2	60	63	0	0	2	0			6	7	1	0	4		3,500	20,000	
1113	Washington	do	Hamlet Allen	Dept.	5	0	76	75	0	0					6	7	6	7	4		1,200	50,000	
1114	Waterloo	do	H. H. Keep	Ind.	2	0	23	27	0	0					0	7			4		250	10,000	
1115	Waveland	do	Belle Mills	Dept.	1	1	18	30	0	0					4	3	1	2	3		500	9,000	
1116	Wawaka	do	J. W. Earle	Dept.	0	3	23	25	0	0					4	3			3		200	8,000	
1117	Waynetown	do	George B. Welty	Dept.	1	0	21	23	0	0	2	0							3		300	700	
1118	Webster	do	J. W. Outland	Dept.	2	0	12	16	56	60					3	1			4		200	5,000	
1119	West Lebanon	do	Harry Evans	Dept.	1	0	8	11	0	0					1	3			3		100	6,000	
1120	Westport	do	George W. Moore	Dept.	1	0	5	5	0	0													
1121	Westville	do.*	D. F. Henke	Ind.	1	0	6	10	40	66	0	1	0	1	0	0	0	0	3			7,464	
1122	Wheatfield	do	J. W. Smith	Dept.	1	0	5	6	0	0	0	0	0	0	0	0	0	0	3		40	5,000	
1123	Wheatland	do.*	J. W. Smith	Dept.	1	1	12	14	48	56	0	0	0	0	0	0	0	0			30	6,000	
1124	Whitestown	do	S. R. Shelburne	Dept.	1	0	8	2	9	0					0	0			3			10,000	
1125	Whitewater	do	Charles W. Jordan	Dept.	1	0	16	8	26	38					0	1			3			4,500	
1126	Williamsport	do	Edna Witmer	Dept.	1	2	17	25	0	0			3	3	0	0			4	0	250	25,000	
1127	Winamac	do	Joseph E. Layton	Dept.	3	0	25	26	0	0	4	6	1	2	6	1	2	0	4		600	2,650	
1128	Winchester	do	Amos C. Maple	Dept.	3	2	37	67	0	0					3	9			4				
1129	Windfall	do	L. D. Summers	Dept.	1	0	12	20	0	0					1	6			3		200	7,000	
1130	Wolcott	do	E. B. Rizer	Dept.	2	0	17	33	0	0	0	0	0	0	4	4	0	0	3		100	5,000	
1131	Wolcottville	do	F. W. Baxter	Dept.	2	0	19	19	0	0					0	0	0	0	4		70		
1132	Zionsville	do	Flora A. Menninger	Dept.	1	0	30	27	0	0					4	5			4		300	10,000	
	INDIAN TERRITORY.																						
1133	Eufaula	High School	W. B. Emery	Ind.	1	2	4	4	54	49											200		
1134	Salina	Cherokee Orphan Asylum.	Robert L. Mitchell	Ind.	2	1	20	18	61	48					0	6			4	20	150	25,000	
1135	Tahlequah	Cherokee National Male Seminary.	John G. Hough, A. B.	Ind.	2	1	52	0	169	0	16	0	14	0	9	0	4	0	4	52	200	25,000	

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.							
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	IOWA.																							
1136	Ackley	High School	O. W. Maxwell	Dept.	1	1	20	18	0	0	5	3	2	2	0	0	0	0	4	....	730	$15,000		
1137	Adair	do	L. J. Neff	Dept.	1	1	16	14	0	0	3	0	.....	.....	3	5	3	0	4	....	50	9,000		
1138	Adel	do	C. Ray Aurner	Dept.	1	3	51	64	0	0	.....	.....	2	4	9	3	5	2	4	....	250	25,000		
1139	Afton	do	J. B. Morris	Dept.	1	2	23	56	20	14	.....	.....	1	3	0	5	0	2	4	....	105	20,000		
1140	Agency	do.*	Miss Ava K. Clements	Dept.	1	1	19	18	0	0	0	2	0	0	.....	.....	.....	.....	4	....	200	8,050		
1141	Ainsworth	do	E. F. Pierce	Ind	1	0	15	20	60	55	.....	.....	.....	.....	2	2	2	2	4	....	150	5,000		
1142	Akron	do	I. C. Hise	Dept.	2	1	18	24	0	0	8	12	.....	.....	6	4	2	2	3	....	200	14,000		
1143	Albia	do	H. C. Hollingsworth	Dept.	1	3	75	85	0	0	.....	.....	.....	.....	8	14	.....	.....	4	....	700	40,000		
1144	Alden	do	Cassius E. Tool	Dept.	1	1	21	30	0	0	.....	.....	.....	.....	2	3	.....	.....	4	0	198	11,700		
1145	Algona	do	M. J. Coate	Dept.	1	2	28	38	0	0	.....	.....	.....	.....	0	0	0	0	4	....	80	.....		
1146	Allerton	Normal and graded school.	J. F. Holiday	Dept.	2	0	58	46	0	0	.....	.....	5	2	9	6	4	2	3	....	500	16,000		
1147	Alta	High School	H. E. Crosby	Dept.	1	1	30	36	0	0	.....	.....	2	2	2	9	2	2	4	30	300	10,000		
1148	Alton	do	E. W. Richards	Dept.	1	3	11	15	0	0	.....	.....	.....	.....	1	5	1	5	3	....	600	8,200		
1149	Ames	do	E. D. Y. Culbertson	Dept.	1	3	49	59	0	0	.....	.....	.....	.....	3	14	3	6	4	....	250	25,000		
1150	Anamosa	do	A. Palmer	Dept.	1	2	48	72	0	0	2	1	5	0	13	7	7	1	4	....	150	40,000		
1151	Andrew	do	A. M. Gray	Dept.	1	0	10	20	35	40	.....	.....	.....	.....	0	0	0	0	4	....	200	4,000		
1152	Anita	do	F. B. Lawrence	Dept.	1	1	25	50	0	0	5	6	.....	.....	3	6	.....	.....	4	....	75	11,500		
1153	Arcadia	do	E. E. Perry	Dept.	1	0	6	1	61	39	.....	.....	.....	.....	.....	.....	.....	.....	3	....	100	3,000		
1154	Atlantic	do	C. M. Cole	Dept.	2	3	82	118	0	0	10	12	8	15	15	16	.....	.....	4	....	1,000	60,000		
1155	Audubon	do	F. P. Hocker	Dept.	1	2	35	49	0	0	.....	.....	.....	.....	4	4	2	0	4	....	560	2,200		
1156	Aurelia	do	J. H. McClain	Ind	1	0	16	20	0	0	.....	.....	.....	.....	5	10	.....	.....	3	....	325	10,000		
1157	Bancroft	do	J. R. Byers	Dept.	1	1	3	4	21	22	.....	.....	.....	.....	0	0	0	0	3	....	300	.....		
1158	Battle Creek	do	Frank Jarvis	Ind	1	0	10	25	0	0	.....	.....	4	6	8	2	2	4	3	....	35	3,000		
1159	Baxter	do	S. G. Richards	Ind	1	0	17	21	53	55	.....	.....	.....	.....	2	1	.....	.....	4	....	132	2,000		

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1160	Bayard	do	I. M. Boggs	Ind	1	1	24	23	81	50									3		100	2,300
1161	Beacon	do	J. P. McMurray	Dept.	1	0	7	13	0	0	2	0			4	6	2	0	2		200	8,500
1162	Bedford	do	G. W. Fisher	Dept.	1	3	32	55	0	0					4	15			4		325	30,000
1163	Belle Plaine	do	S. B. Montgomery	Dept.	1	3	58	72	0	0	3	9	1	4	4	14	2	3	4		350	32,000
1164	Bellevue	do	A. P. Heald	Ind	1	1	21	27	0	0	0	0	0	0	2	8	0	0	3		407	15,400
1165	Belmond	do	Angus Macdonald	Ind	1	2	28	35	0	0					6	11			4		200	15,840
1166	Birmingham	do	W. L. Barrett	Dept.	0	4	26	43	0	0					4	5	4	3	4		150	2,500
1167	Bloomfield	do	Will Fortune	Dept.	2	0	28	48	0	0					4	6			4		276	5,000
1168	Bonaparte	do	W. T. Dick	Dept.	1	1	28	38	0	0	3	5	2	4	10	4	3	1	3		175	12,000
1169	Boone	do	Sara F. Rice	Dept.	1	6	91	100	0	0					14	13			4		1,800	
1170	Brighton	do	S. T. Walker	Dept.	2	0	21	19	0	0					4	3	0	0	4		256	16,000
1171	Britt	do	A. M. Deyoe	Dept.	1	2	29	36	15	13					5	7	4	4	4		440	20,000
1172	Brooklyn	do	Fred. S. Robinson	Dept.	2	1	35	33	0	0					3	5	3	5	4		610	
1173	Burlington	do	E. Poppe	Dept.	7	4	155	212	0	0	17	9	8	0	13	21	10	1	4		1,200	60,000
1174	Calmar	do	F. C. Clark	Dept.	1	1	8	12	37	33					0	0			2		300	12,000
1175	Cambridge	do	E. O. Bronson	Ind	1	0	18	31	84	105	14	24			7	4	7	4	3		376	10,000
1176	Carroll	do.*	Chas. E. Blodgett	Dept.	0	13	46	50	0	0					7	3	3	2	4		50	20,000
1177	Carson	do	Chas. H. King	Ind	2	0	18	19	94	96			5	6	0	0	0	0	3		80	
1178	Casey	do	M. P. Kenworthy	Dept.	1	0	15	18	50	60	0	1	1	0	1	1	1	0	3		75	5,000
1179	Cedar Falls	do	Grace I. Norton	Dept.	1	4	45	70	0	0					13	20			4		500	20,000
1180	Cedar Rapids	Washington High School	Abbie S. Abbott	Dept.	2	13	220	305	0	0					11	25			4		1,000	80,000
1181	Center Junction	High School *	F. D. Curttright	Ind	1	0	1	6	40	46					1	6	1	3	4		40	1,600
1182	Centerpoint	do	C. E. Tuttle	Ind	1	0	10	21	0	0					1	2	0	0	3		44	1,800
1183	Centerville	do	Alice R. Bradrick	Dept.	2	3	56	86	0	0					5	12			4		405	82,975
1184	Chariton	do	Elizabeth Wadsworth	Dept.	1	3	46	113	0	0	4	6	8	11	9	22	3	4	4		190	40,000
1185	Charles City	do	G. S. Dick	Dept.	4	4	72	122	0	0					16	27			4			
1186	Cherokee	do.*	Manie F. Hearst	Dept.	1	4	58	102	0	0	38	57			9	13	8	12	4		350	80,000
1187	Chillicothe	do	Goodman Ring	Dept.	1	1	6	8	42	42	0	2			6	8	4	5	2		15	900
1188	Cincinnati	do	L. C. Mahannah	Dept.	1	1	10	19	0	0					0	0			4		105	4,000
1189	Clarinda	do.*	E. W. Martin	Dept.	3	2	76	100	0	0	30	60	20	3	5	11			4		500	
1190	Clarion	do	S. T. May	Dept.	1	2	42	53	0	0			15	25	6	13	4	9	4		400	20,000
1191	Clarksville	do	F. E. Howard	Dept.	1	0	15	25	0	0			1	5	2	1	1	0	3		200	5,000
1192	Clearfield	do	H. S. Ash	Dept.	1	1	19	31	13	17					3	2			3			4,000
1193	Clearlake	do	D. H. Campbell	Dept.	1	2	36	42	0	0					3	8			3		380	15,000
1194	Clinton	do.*	E. L. Mason	Dept.	4	6	100	145	0	0	3	4			21	37			4		7,000	4,000
1195	Colfax	do	Fannie M. Power	Dept.	1	1	32	55	0	0					1	4			4			
1196	Collins	do	Herbert Pease	Dept.	1	0	18	17	0	0									2		75	5,000
1197	Columbus Junc'n	do	D. R. Michener	Dept.	2	1	56	45	0	0	2	0			9	9	2	0	4			20,000
1198	Conrad	do	T. H. Greelis, jr	Dept.	1	0	9	11	55	55	3	6			0	0			2		54	
1199	Corning	do	C. M. Thompson	Dept.	3	1	36	40	0	0					4	6	4	6	4		300	31,500
1200	Correctionville	do	J. H. O'Donohue	Dept.	1	3	24	50	0	0	3	5			1	2	1	2	3		350	25,000
1201	Corwith	do	Chas. W. Thompson	Dept.	1	0	10	8	0	0			3	1	0	3	0	1	2	10	50	15,000
1202	Corydon	do	Charles Carter	Dept.	3	0	35	75	0	0			8	22	2	7			4		200	14,000
1203	Council Bluffs	do	Herbert B. Hayden	Dept.	6	6	176	227	0	0	22	21	18	8	18	22			4	75	100	
1204	Cresco	do	L. E. A. Ling	Dept.	1	2	25	53	0	0	0	0	0	0	5	19	0	0	3	0	510	35,000
1205	Creston	do	Thomas R. Amlie	Dept.	3	5	84	166	0	0					7	13			4		2,200	
1206	Cromwell	do	F. L. Hoffman	Dept.	1	0	2	4	37	36	6				0	0	0	0	2		0	900
1207	Dallas Center	do	H. R. Miller	Dept.	0	3	7	30	0	0			1	0	0	0			3		220	8,500
1208	Davenport	do	Henry H. Roberts	Dept.	5	5	187	251	0	0		6	25	10	19	35			4		700	50,000
1209	Davis City	do.*	J. M. Howell	Ind	1	1	20	22	0	0					8	8	4	3	4			15,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.							
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	IOWA—continued.																					
1210	Dayton	High School	Emory A. Rolfe	Dept.	1	0	12	17	2	15	....	....	....	....	2	6	....	....	3	....	85	$3,000
1211	Decorah	do	E. A. Parks	Dept.	1	4	26	49	0	0	0	0	0	2	2	6	0	2	4	....	300	45,000
1212	Deepriver	do	W. J. Cattell	Ind.	0	1	6	11	21	15	0	3	2	0	1	3	0	1	4	....	220	3,600
1213	Defiance	do	A. Farnsworth	Dept.	1	0	3	12	0	0	0	0	0	0	1	3	0	0	3	....	100	.....
1214	Delta	do	Walter S. Athearn	Dept.	1	0	18	22	0	0	10	12	8	4	4	3	2	2	3	....	1,000	18,000
1215	Denison	do	G. W. Lee	Ind.	2	1	35	45	5	10	....	....	....	....	5	9	3	5	3	....	.....	40,000
1216	Des Moines	Capitol Park High School.	J. A. Callison	Dept.	1	4	15	35	0	0	0	6	2	21	1	5	0	8	3	....	300	20,000
1217	do	East Side High School.	E. H. White	Dept.	3	9	168	212	0	0	....	....	....	....	11	33	....	....	4	....	1,500	60,500
1218	do	Elmwood High School.	J. W. Hayman	Dept.	1	2	23	17	0	0	0	0	13	6	4	6	2	3	2	....	400	20,000
1219	do	North Side High School.	W. N. Clifford	Dept.	2	7	70	80	0	0	....	....	....	....	5	13	3	5	4	....	.....	30,500
1220	do	West High and Industrial School.	W. O. Riddell	Dept.	6	11	218	310	0	0	6	0	30	10	18	32	....	....	4	....	1,200	35,000
1221	Desoto	High School	P. M. Hersons	Ind.	0	3	10	21	50	75	8	5	....	....	0	1	....	....	3	....	100	10,000
1222	Dewitt	do	Margaret Buchanan	Dept.	0	2	20	26	0	0	2	2	1	0	8	4	2	1	3	....	450	15,000
1223	Dow City	do	Maurice A. Schofield	Ind.	1	0	8	13	87	77	....	....	....	....	....	....	....	....	3	....	100	.....
1224	Dows	do	A. P. Hargrave	Dept.	1	1	15	20	0	0	....	....	....	....	4	3	0	0	3	....	300	6,000
1225	Dubuque	do	E. D. Walker	Dept.	4	8	216	271	0	0	....	....	....	....	28	28	....	....	4	....	55	95,000
1226	Dysart	do	H. O. Bateman	Dept.	2	0	28	32	0	0	6	8	....	....	5	7	5	6	3	....	500	10,000
1227	Eaglegrove	do	J. G. Grundy	Dept.	1	3	44	72	0	0	....	....	....	....	3	6	....	....	....	0	300	40,000
1228	Early	do	C. H. Jump	Dept.	1	0	9	17	0	0	0	1	1	4	1	5	2	1	3	....	155	7,500
1229	Eldon	do	Earl C. Mills	Dept.	1	2	22	49	0	0	0	0	6	10	4	10	2	1	4	....	301	10,000
1230	Eldora	do	W. A. Doron	Dept.	1	3	40	56	0	0	....	....	....	....	4	3	....	....	4	....	200	50,000
1231	Elgin	do	E. A. Schiefelbein	Ind.	1	0	4	5	76	90	....	....	2	0	4	5	2	0	3	....	30	6,000
1232	Elkader	do	J. E. Webb	Dept.	3	0	32	30	0	0	....	....	3	0	6	5	3	0	3	....	275	15,000

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1233	Elma	do	John D. Porter	Dept.	1	2	12	19	14	14	....	....	2	7	0	0	0	0	4	....	297	4,500
1234	Emmetsburg	do	H. E. Blackmar	Dept.	2	1	43	50	0	0	....	....	....	....	2	5	2	5	4	....	1,089	19,000
1235	Essex	do	Frank M. Stotler	Ind.	1	0	10	8	90	67	....	....	....	....	....	....	....	....	4	....	40	.....
1236	Estherville	do	C. C. Stover	Dept.	1	2	35	50	0	0	7	8	5	3	4	6	2	4	4	....	100	2,500
1237	Exira	do	C. W. Johnson	Dept.	1	0	11	21	0	0	0	1	2	2	2	3	2	0	3	....	50	4,000
1238	Fairfield	do	Scott A. Power	Dept.	2	2	53	96	0	0	2	11	1	13	3	24	2	0	4	....	230	40,500
1239	Farmington	do	D. T. Sollembarger	Dept.	1	1	27	35	0	0	....	....	....	....	2	10	1	0	4	....	350	20,000
1240	Farragut	do.*	Frank H. Baldwin	Dept.	1	0	10	9	0	0	2	2	0	0	2	3	2	3	3	....	150	5,300
1241	Fayette	do	Fred. E. Finch	Dept.	1	1	33	37	0	0	3	2	4	5	....	....	....	....	4	....	330	8,500
1242	Floyd	do	D. A. Schnedler	Dept.	1	0	9	15	37	47	1	4	2	2	....	....	....	....	4	....	125	4,500
1243	Fonda	do	W. P. Johnson	Dept.	1	2	10	30	0	0	1	7	0	1	0	0	....	....	4	....	260	15,000
1244	Fontanelle	do	C. Colfax Smith	Ind.	2	0	30	26	0	0	....	....	5	4	5	1	2	0	3	....	300	10,000
1245	Forest City	do	J. D. Stout	Dept.	1	2	40	33	0	0	....	....	....	....	....	....	....	....	4	0	130	35,000
1246	Fort Dodge	do.*	Mary O. Buchanan	Dept.	2	3	55	82	0	0	....	....	....	....	6	10	....	....	4	....	300	85,000
1247	Fort Madison	do.*	C. W. Cruikshank	Dept.	2	2	18	49	9	10	....	....	....	....	0	0	0	0	4	0	75	35,000
1248	Fredericksburg	do	C. E. Wright	Ind.	1	0	20	14	38	40	....	....	....	....	2	3	0	0	2	....	200	5,000
1249	Fremont	do	G. W. Bursey	Ind.	1	0	5	4	0	0	....	....	....	....	5	4	....	....	3	....	133	6,000
1250	Galva	do	Miss K. Hummer	Dept.	0	1	3	3	72	95	1	1	....	....	2	1	1	1	2	....	0	5,500
1251	Gardengrove	do	J. H. Drake	Dept.	1	1	28	35	0	0	....	....	3	5	2	11	1	3	4	....	100	6,500
1252	Garnavillo	do	T. A. Foote	Dept.	0	2	4	7	47	41	0	0	0	0	0	3	0	0	2	....	180	3,000
1253	Garner	do	J. F. Doderer	Dept.	1	1	11	22	0	0	....	....	....	....	1	0	0	0	4	....	443	2,500
1254	George	do	M. R. Hassel	Dept.	1	0	3	9	0	0	....	....	....	....	0	3	0	3	2	0	80	6,000
1255	Gilman	do	S. C. Dickinson	Ind.	1	0	7	7	69	63	....	....	....	....	0	0	0	0	3	....	250	.....
1256	Glenwood	do	J. L. Laird	Dept.	2	2	20	40	0	0	14	30	....	....	5	3	4	3	4	....	500	15,500
1257	Glidden	do	J. H. Beveridge	Dept.	2	0	23	49	0	0	5	4	....	....	1	6	1	3	4	....	100	.....
1258	Goldfield	do	J. T. Bradshaw	Dept.	1	1	12	24	12	12	....	....	....	....	0	0	....	....	3	....	100	.....
1259	Gowrie	do	Alfred L. Brown	Dept.	1	0	9	17	0	0	....	....	....	....	0	0	....	....	3	....	193	3,500
1260	Greene	do	J. Percival Huggett	Dept.	1	2	36	51	0	0	....	....	....	....	5	7	2	2	4	....	50	15,000
1261	Greenfield	do	F. E. Palmer	Ind.	1	2	35	45	16	14	....	....	....	....	....	....	....	....	4	0	100	15,000
1262	Grinnell	do	Mrs. L. Elizabeth Wilson.	Dept.	3	2	65	118	0	0	10	15	13	12	8	19	4	9	4	....	1,500	27,000
1263	Griswold	do	L. B. Stewart	Dept.	1	1	8	22	0	0	2	4	....	....	4	2	4	2	3	....	125	8,000
1264	Guthrie Center	do	Adam Pickett	Dept.	2	1	24	27	0	0	3	3	....	....	0	0	....	....	4	....	180	20,500
1265	Guttenberg	do	C. J. Adam	Dept.	1	0	9	17	0	0	3	7	0	0	1	4	0	0	3	....	250	8,000
1266	Hamburg	do	J. C. King	Dept.	2	1	46	64	0	0	4	3	2	1	3	5	2	2	4	....	1,200	30,000
1267	Hampton	do	Lenna Prater	Dept.	2	4	63	62	0	0	....	....	36	47	7	10	6	5	4	....	300	40,000
1268	Harlan	do	E. S. White	Dept.	2	3	60	80	0	0	1	1	....	....	9	20	3	3	4	....	150	40,000
1269	Hawarden	Normal High School	J. H. Orcutt	Dept.	3	0	8	17	50	42	2	0	....	....	3	3	2	0	4	....	350	25,000
1270	Holstein	High School	H. H. Schroeder	Dept.	1	1	6	29	0	0	0	0	0	3	2	4	0	1	4	....	100	15,000
1271	Hopkinton	do	T. V. Hunt	Ind.	1	0	16	17	62	65	2	4	....	....	2	7	....	....	3	....	1	3,500
1272	Hubbard	do	W. O. Reed	Ind.	1	1	19	26	0	0	1	3	0	0	1	5	1	3	3	....	117	8,000
1273	Hull	do	D. M. Odle	Ind.	0	4	12	24	0	0	....	....	....	....	0	6	....	....	4	....	300	8,000
1274	Humboldt	do	Clarence Messer	Dept.	1	1	32	45	0	0	3	2	1	2	6	3	....	....	4	....	430	20,000
1275	Humeston	do	G. A. Axline	Dept.	1	1	27	25	0	0	....	....	1	0	2	2	1	0	3	....	200	2,500
1276	Idagrove	do	Thomas B. Hutton	Dept.	1	2	42	43	0	0	....	....	....	....	4	3	....	....	4	....	234	.....
1277	Independence	do	Miss Clara Travis	Dept.	1	3	61	79	0	0	....	....	2	6	5	10	5	10	4	....	800	.....
1278	Indianola	do	W. B. Read	Dept.	1	2	64	72	0	0	....	....	....	....	11	13	....	....	3	....	300	.....
1279	Iowa City	do	F. C. Ensign	Dept.	4	6	90	128	0	0	....	....	....	....	9	15	7	10	4	....	400	.....
1280	Iowa Falls	do	Mrs. A. L. Burdick	Dept.	2	3	33	59	0	0	6	10	10	15	4	8	2	4	4	....	200	50,000
1281	Jefferson	do	L. B. Carlisle	Dept.	1	3	61	102	0	0	20	40	....	....	8	8	5	4	4	....	800	25,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19	20	21	22
	IOWA—continued.																							
1282	Kellogg	High School	S. T. Bell	Dept.	1	2	25	28	0	0	2	4			3	4			1	2	4		200	$3,500
1283	Keokuk	do	Geo. Edw. Marshall	Dept.	3	5	90	170	0	0					7	28					4			
1284	Keosauqua	do	F. E. Buck	Dept.	2	0	22	34	0	0	1	0			7	12			1	0	4		182	10,530
1285	Keota	do	W. L. McKee	Dept.	1	0	13	24	0	0					7	8					3		100	7,000
1286	Kingsley	do	Ernest Richards	Dept.	1	1	12	19	0	0					3	4					4		300	10,000
1287	Kirkville	do	J. F. Croft	Ind.	0	3	9	10	61	65					1	1			1	0	2		200	2,500
1288	Knoxville	do	Ralph W. Pratt	Dept.	3	1	39	100	7	7	7	14	3	0	6	20			3	10	4		1,026	25,000
1289	Lake City	do	Miss Percis O. Horner	Dept.	1	1	26	34	0	0					11	9					3		200	
1290	Lake Mills	do	L. A. Emery	Dept.	0	6	15	15	15	27					0	0			0	0	3		150	12,500
1291	Lakeview	do	J. M. Holaday	Dept.	1	2	15	15	0	0	3	1			3	2			3	1	4		22	4,000
1292	Lamoni	do	Geo. N. Briggs	Dept.	1	1	33	50	0	0	3	2	8	7	7	2			7	2	4		100	18,000
1293	Lansing	do	J. R. Knoepfler	Dept.	1	1	39	27	0	0					14	8					3		400	6,000
1294	Laporte City	do	H. B. Lizer	Dept.	1	2	31	40	0	0	6	3			3	5			1	2	3		390	21,500
1295	Laurens	do	C. C. Hodges	Dept.	1	1	10	18	0	0	1	1									4			3,000
1296	Lawler	do	J. J. McFaul	Dept.	1	0	18	11	48	52	1	2	1	0	1	1			1	0	3		200	2,000
1297	Leclaire	do	C. W. Bartine	Ind.	1	0	4	12	74	66											4			
1298	Legrand	do	Homer DeWitt	Dept.	1	0	8	5	12	21					0	0					3		300	5,000
1299	Lenox	do	W. B. Moffett	Dept.	1	1	27	43	0	0			6	3	4	9			2	1	3		200	16,000
1300	Leon	do	Sam L. Darrah	Dept.	1	2	46	73	0	0					5	19			2	3	4		200	
1301	Lewis	do	F. H. Beedle	Ind.	1	1	25	27	0	0	0	0	0	0	0	3			0	0	4		200	10,000
1302	Limespring	do	D. L. Geonnis	Dept.	1	1	20	20	0	0	1	3			1	2					4		165	
1303	Lineville	do	S. L. Tipton	Dept.	1	1	31	45	0	0	0	2	0	0	2	1					3		190	7,000
1304	Lisbon	Washington High School.	J. R. Jamison	Ind.	1	1	14	30	0	0					1	2			1	0	3			12,000
1305	Logan	High School	J. M. Rapp	Dept.	1	2	35	45	0	0	0	0	0	0	3	9			0	0	3		300	8,000

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1306	Lohrville	do	J. B. Green	Dept.	1	0	9	3	0	0	3	0	....	....	0	0	....	....	3	....	50	7,000
1307	Lorimor	do	Jno. W. Boyle	Dept.	1	0	15	15	0	0	....	....	....	....	4	2	3	1	3	....	50	4,500
1308	Lowden	do.*	Chas. P. Carl	Ind.	1	2	15	15	45	35	....	....	....	....	....	....	....	....	2	....	86	.....
1309	Lucas	do	E. S. Wells	Dept.	2	0	21	23	0	0	0	0	0	0	0	4	0	0	4	....	50	4,000
1310	Lynnville	do	E. C. Meredith	Dept.	1	0	8	17	32	63	....	....	....	....	2	6	....	....	3	....	.....	.....
1311	Lyons	do	J. R. Bowman	Ind.	2	2	30	80	0	0	8	12	6	2	7	14	7	14	3	....	600	70,000
1312	McGregor	do	Josephene Harrison	Dept.	2	1	13	37	0	0	0	0	3	3	1	2	1	2	4	....	.....	20,385
1313	Madrid	do	R. V. Veneman	Dept.	1	0	31	29	0	0	0	3	1	0	3	5	....	....	4	....	200	14,000
1314	Magnolia	do	J. M. Ireland	Dept.	2	0	4	28	26	7	....	....	1	0	5	4	....	....	3	0	50	8,000
1315	Malcom	do	Otis Randall	Dept.	1	1	17	10	0	0	....	....	....	....	1	0	1	0	3	....	218	3,000
1316	Malvern	do	Wm. E. Kline	Dept.	1	2	28	46	0	0	6	14	0	0	1	6	1	2	4	....	228	18,000
1317	Manchester	do	A. E. Rigby	Ind.	1	3	76	74	0	0	....	....	....	....	5	15	....	....	4	....	300	13,700
1318	Manilla	do	Samuel W. Myers	Ind.	1	1	16	31	0	0	....	....	1	0	5	6	....	....	3	....	105	6,000
1319	Manning	do	W. H. Reever	Dept.	1	1	30	36	0	0	1	3	....	....	1	5	....	....	4	....	384	10,000
1320	Manson	do	D. K. Bond	Dept.	1	2	55	51	0	0	....	....	....	....	6	8	....	....	4	....	195	21,805
1321	Mapleton	do	H. H. Hahn	Dept.	1	1	29	30	0	0	3	1	1	0	4	2	3	1	4	....	200	10,000
1322	Maquoketa	do	C. C. Dudley	Dept.	1	4	57	66	0	0	3	4	4	1	10	22	7	5	4	....	537	47,300
1323	Marble Rock	do	J. M. Davis	Dept.	1	1	23	32	0	0	10	8	....	....	8	12	6	8	3	....	300	15,000
1324	Marcus	do	Robt. H. Minkel	Dept.	1	0	19	12	0	0	1	1	2	0	0	0	0	0	2	....	300	7,700
1325	Marengo	do	C. H. Carson	Dept.	2	3	51	53	0	0	0	1	3	2	5	6	3	3	4	....	1,215	25,000
1326	Marion	do	Lizzie R. Marshall	Dept.	1	4	104	124	0	0	30	57	25	40	17	14	5	4	4	....	431	13,597
1327	Marshalltown	do	C. C. Carstens	Dept.	4	7	94	203	0	0	....	....	....	....	14	31	6	9	4	....	.....	.....
1328	Mason City	do	A. R. Sale	Dept.	3	7	93	112	0	0	10	20	....	....	9	9	4	5	4	35	300	20,000
1329	Maxwell	do.*	H. S. Stewart	Ind.	2	0	25	20	0	0	....	....	25	20	5	3	4	2	2	....	200	.....
1330	Maynard	do	William Beal	Dept.	2	0	19	18	0	0	....	....	....	....	2	1	....	....	3	....	221	5,000
1331	Mechanicsville	do.*	Clarence McCracken	Ind.	1	1	20	32	0	0	....	....	0	3	5	3	1	1	4	....	200	.....
1332	Menlo	do	F. L. Martin	Ind.	0	3	24	26	0	0	....	....	....	....	1	5	....	....	3	....	200	10,000
1333	Miles	do	F. C. Wickes	Ind.	1	0	8	9	52	59	....	....	....	....	5	3	....	....	3	....	350	.....
1334	Milton	do	R. A. Elwood	Dept.	1	1	33	46	0	0	2	3	0	0	3	6	....	....	4	0	200	.....
1335	Missouri Valley	do	Miss Emma C. De Groff	Dept.	1	3	39	66	0	0	....	....	....	....	2	5	....	....	4	....	250	25,000
1336	Mitchell	do	H. E. La Rue	Dept.	1	1	4	9	66	62	....	....	....	....	1	0	....	....	2	....	277	3,700
1337	Mitchellville	do	R. C. McConnell	Ind.	1	1	10	15	78	81	3	2	....	....	....	....	....	....	....	....	.....	10,000
1338	Modale	do	M. L. Dakin	Dept.	1	0	9	18	0	0	1	3	....	....	3	1	3	1	4	....	120	2,500
1339	Monroe	do	J. E. Witmer	Dept.	1	1	24	27	0	0	....	....	....	....	6	6	6	6	4	....	250	2,000
1340	Montezuma	do	Bruce Francis	Dept.	1	2	30	55	0	0	4	8	4	0	6	11	2	5	4	....	500	10,000
1341	Monticello	do	C. R. Scroggie	Dept.	1	2	37	62	0	0	5	4	10	12	6	11	4	3	4	....	1,000	25,000
1342	Montour	do	C. A. De Long	Dept.	0	2	10	24	50	46	0	4	....	....	0	3	....	....	4	....	42	25,000
1343	Montrose	do	J. P. Kenedy	Ind.	1	2	20	17	29	5	....	....	....	....	0	4	....	....	4	0	.....	.....
1344	Morning Sun	do	A. M. M. Dornon	Dept.	1	2	28	53	0	0	....	....	....	....	4	7	....	....	4	....	200	.....
1345	Moulton	do	E. B. Rossiter	Dept.	2	0	30	20	10	26	0	1	....	....	6	4	....	....	3	....	850	20,000
1346	Mountayr	do	C. O. Carter	Dept.	2	2	42	50	0	0	....	....	....	....	14	3	3	1	4	....	500	25,000
1347	Mount Pleasant	do	J. H. Riggs	Dept.	1	2	32	56	0	0	....	....	4	7	7	9	4	7	3	....	.....	.....
1348	Mount Vernon	do	W. H. Bowser	Dept.	1	1	31	45	0	0	3	2	3	0	13	7	7	3	3	....	225	6,000
1349	Murray	do	Ed. R. Collins	Dept.	1	1	15	30	0	0	....	....	....	....	....	....	....	....	4	....	35	3,000
1350	Muscatine	do	E. F. Schall	Dept.	2	4	77	109	0	0	....	....	....	....	4	14	....	....	4	....	150	45,000
1351	Nashua	do	C. J. Trumbauer	Dept.	1	2	36	47	0	0	....	....	....	....	9	9	2	2	4	....	200	10,000
1352	Neola	do	O. J. McManus	Dept.	0	4	80	111	0	0	6	5	8	10	0	0	....	....	4	....	300	20,000
1353	Nevada	do	Mae M. Boynton	Dept.	1	3	41	49	0	0	....	....	9	10	4	11	3	0	4	....	100	22,750
1354	New Hampton	do	D. A. Thornburg	Dept.	2	2	45	78	0	0	2	7	2	5	4	5	3	3	4	....	450	30,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	IOWA—continued.																					
1355	New London	High School	D. H. Barton	Dept.	2	0	11	20	0	0	.....	.....	.....	.....	0	2	.....	.....	3	.....	.....	$8,000
1356	New Sharon	do	Joseph W. Graham	Dept.	2	0	31	39	0	0	.....	.....	.....	.....	0	7	0	4	3	.....	200	10,000
1357	Newton	do	E. J. H. Beard	Dept.	1	2	37	52	0	0	14	29	8	14	8	8	8	8	4	.....	809	.....
1358	Nora Springs	do	Justus H. Stuckrath	Dept.	1	1	22	18	0	0	.....	.....	.....	.....	7	7	.....	.....	2	.....	225	5,000
1359	North English	do	C. E. Fleming	Dept.	1	4	9	40	0	0	.....	.....	.....	.....	0	4	0	2	4	.....	518	10,000
1360	Northwood	do	E. W. G. Vogenitz	Dept.	1	1	17	43	0	0	3	5	3	5	5	6	.....	.....	3	.....	300	15,000
1361	Norway	do	J. E. Johnston	Dept.	1	1	19	30	0	0	.....	.....	.....	.....	2	4	.....	.....	2	.....	150	5,000
1362	Oakland	do	F. M. Allen	Dept.	1	1	36	34	0	0	2	1	0	0	0	0	0	0	4	23	300	7,000
1363	Ocheyedan	do	F. H. Dawson	Ind.	1	0	6	12	0	0	0	0	0	0	0	0	0	0	2	.....	50	5,000
1364	Odebolt	do	Chas. Henry	Dept.	1	1	31	45	0	0	.....	.....	.....	.....	3	7	.....	.....	4	.....	149	7,000
1365	Oelwein	do	L. B. Moffett	Dept.	1	1	24	40	0	0	0	3	2	2	0	0	0	0	4	.....	105	7,500
1366	Ogden	do	Clara E. Thompson	Dept.	0	1	21	29	0	0	.....	.....	.....	.....	3	7	.....	.....	3	.....	150	16,000
1367	Orange City	do	Goodwin R. Shoup	Dept.	2	1	14	26	0	0	0	0	0	0	.....	.....	.....	.....	4	.....	558	.....
1368	Osceola	do	I. N. Beard	Dept.	1	3	60	95	0	0	.....	.....	.....	.....	10	16	10	10	4	.....	400	40,000
1369	Oskaloosa	do	Oliver E. Dixon	Dept.	3	5	88	154	0	0	.....	.....	.....	.....	13	21	4	7	4	.....	1,738	45,000
1370	Ottumwa	do	Miss Gwen Griffiths	Dept.	0	0	96	201	0	0	.....	.....	.....	.....	7	18	2	4	4	.....	.....	.....
1371	Oxford	do	Eugene Henely	Dept.	1	1	23	22	0	0	0	0	3	0	3	4	1	0	3	23	350	6,000
1372	Oxford Junction	do	Daniel R. Perkins	Dept.	1	1	16	14	0	0	.....	.....	.....	.....	5	0	2	2	3	.....	200	6,000
1373	Pacific Junction	do	W. M. Moore	Dept.	1	0	15	20	0	0	.....	.....	.....	.....	0	0	0	0	3	.....	40	.....
1374	Panora	do	L. M. Swindler	Dept.	2	4	100	134	0	0	.....	.....	.....	.....	11	12	.....	.....	4	.....	700	30,000
1375	Parkersburg	do	W. F. Barr	Dept.	2	1	30	35	0	0	.....	.....	5	6	5	6	3	3	4	.....	500	14,000
1376	Pella	do	Carrie Edmand	Dept.	1	2	32	33	0	0	.....	.....	.....	.....	3	10	.....	.....	4	.....	490	.....
1377	Perry	do	H. S. Stein	Dept.	2	3	45	90	0	0	.....	.....	.....	.....	1	12	.....	.....	4	.....	400	36,200
1378	Pleasantville	do	P. B. Woods	Dept.	1	1	12	18	0	0	0	0	0	0	2	4	0	0	3	.....	.....	10,000
1379	Pomeroy	do	J. T. Fackler	Dept.	1	2	35	21	0	0	0	0	0	0	1	2	1	2	3	.....	210	9,000

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1380	Postville	....do.*	Ida Sala	Dept.	0	5	21	38	0	0	0	4	8	5	2	7	1	2	4		86	5,000
1381	Prairie City	....do	J. M. Martindale	Dept.	1	1	30	37	0	0					5	8	3	1	4		240	13,580
1382	Prescott	....do	Grant Riggle	Dept.	1	0	18	23	0	0	3	1			3	1	1	0	3		50	6,000
1383	Preston	....do	G. E. Farley	Ind.	1	2	36	50	0	0					2	5					100	200
1384	Primghar	....do	J. J. Billingsly	Dept.	1	1	20	41	0	0			1	6	2	4			4		500	9,000
1385	Randolph	....do	B. M. Taylor	Ind.	1	0	20	25	63	72					5	1			2		150	6,500
1386	Redfield	....do	H. E. Hammond	Dept.	2	0	9	12	21	28					3	8	0	0	3		50	4,000
1387	Redoak	....do	Ira S. Condit	Dept.	3	3	75	120	0	0					5	18	2	7	4		1,000	25,000
1388	Reinbeck	....do	J. L. Mishler	Dept.	2	1	30	28	0	0	11	22			7	5	7	5	4		200	10,000
1389	Rhodes	....do	E. A. Ford	Dept.	1	0	11	12	0	0					2	4			4			15,000
1390	Riceville	....do	Paul M. Ray	Dept.	1	1	14	31	0	0					1	8			3		50	
1391	Richland	....do	W. S. Rowley	Dept.	1	1	16	19	0	0					10	10	3	3	2		300	4,000
1392	Rippey	....do	S. A. Darland	Dept.	1	0	12	14	8	4			5	4	4	1	4	1	3		125	4,000
1393	Riverside	....do	J. H. Kelley	Dept.	1	0	16	15	0	0					2	4			3		200	8,000
1394	Riverton	....do.*	S. W. Miers	Dept.	1	0	7	6	14	17					2	3	0	0	2		50	4,000
1395	Rockford	....do.*	J. C. Sanders	Dept.	2	1	30	40	0	0					1	10	0	2	4		1,000	18,000
1396	Rock Rapids	....do	W. S. Wilson	Dept.	1	2	37	54	0	0	12	13			4	9	2	3	4		1,500	30,000
1397	Rock Valley	....do	W. E. Collins	Dept.	0	5	20	24	0	0	8	4	3	0	1	5	1	1	3	0	321	
1398	Rockwell City	Calhoun County Normal School.*	P. C. Holdoegel	Dept.	3	0	35	43	0	0					0	2			4	25	300	9,000
1399	Rolfe	High School	A. T. Rutledge	Dept.	2	0	28	35	0	0	5	7	2	1	2	5	1	2	4		125	15,000
1400	Sabula	....do	W. E. Fleming	Dept.	2	0	10	20	0	0	2	3			3	4	1	2	3		1,010	14,000
1401	Sac City	....do	J. N. Hamilton	Dept.	1	1	24	36	0	0	1	3	1	5	2	5	2	3	3		180	36,000
1402	St. Ansgar	....do	C. H. Maxson	Dept.	1	0	16	24	0	0	1	0			0	0			3		300	
1403	St. Charles	....do	J. W. Radebaugh	Dept.	1	0	20	24	0	0	4	2	2	0	3	1	3	1	3		84	1,900
1404	Sanborn	....do	R. B. Daniel	Dept.	1	2	31	45	0	0	1	3	2	1	2	0	2	0	4		578	20,000
1405	Schaller	....do	H. C. Coe	Ind.	1	1	20	25	47	73	0	0	0	0	0	5	0	0	3		120	5,000
1406	Scranton	....do	J. Effus Vertz	Dept.	2	0	37	50	0	0	8	10	3	1	7	14	4	6	3		200	6,000
1407	Seymour	....do	Frank B. Taylor	Dept.	1	1	14	25	19	20					0	2			3		50	12,000
1408	Shannon City	....do	Mark Mullin	Dept.	1	0	7	2	34	37					0	0	0	0	4	0	120	2,500
1409	Shelby	....do	Chas. S. Cobb	Dept.	1	1	38	47	0	0					8	3	4	1	4		074	7,830
1410	Sheldon	....do	Nellie Jones	Dept.	1	4	64	89	0	0	42	80			9	8	9	8	4		1,100	51,000
1411	Shellsburg	....do	Chas. Severance	Dept.	1	0	15	17	0	0					0	5			2		50	9,100
1412	Shenandoah	....do	Lizzie Marley	Dept.	1	3	51	64	0	0					4	5	4	3	4		300	30,000
1413	Shueyville	Jefferson Township High School.	F. V. Brock	Ind.	1	1	33	28	5	5			2	0	4	5	2	0	3		250	1,500
1414	Sibley	High School	B. T. Green	Dept.	1	2	22	42	0	0					1	2	1	1	4		300	8,000
1415	Sigourney	....do	Nellie Johnson	Dept.	1	3	47	57	0	0	3	3	3	4	8	4	6	3	4		400	28,000
1416	Sioux City	....do	W. H. Turnbull	Dept.	5	9	231	266	0	0					7	25			4		500	250,000
1417	Sioux Rapids	....do	T. Burton Morris	Dept.	2	0	36	41	0	0	3	2	0	0	9	5			4		200	
1418	Spencer	....do	F. E. Trigg	Dept.	2	2	41	79	0	0					2	9	1	4	5		572	
1419	Spirit Lake	....do	W. T. Davidson	Dept.	1	1	16	17	0	0					3	1			3		200	10,000
1420	Springdale	....do	S. B. Stonerook, jr.	Ind.	0	3	15	15	44	56	0	0	0	0	1	2	0	0	4		400	8,000
1421	Springville	....do	S. S. Milligan	Ind.	0	4	37	44	0	0			1	0	6	0	1	0	4		500	15,000
1422	Stanton	....do	J. Edwin E. Olander	Dept.	1	0	15	11	0	0	3	1			5	2	3	1	3		50	11,000
1423	State Center	....do	Lucy Curtis	Dept.	0	2	13	20	0	0			2	0	0				3		550	20,000
1424	Storm Lake	....do	A. V. Storm	Dept.	1	3	60	63	0	0	12	15	10	12	5	8			4		1,200	25,000
1425	Story City	....do	A. R. Gardiner	Dept.	1	0	14	16	0	0					1	7					200	8,000
1426	Stratford	....do	L. C. Bryan	Dept.	1	0	7	4	53	64	0	0	1	1	1	1			2		40	3,800
1427	Strawberry Point	....do	F. H. Slagle	Dept.	2	0	39	49	0	0					7	9	3	1	4		235	9,150

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	IOWA—continued.																					
1428	Stuart	High School	G. W. Bryan	Dept.	2	2	51	79	0	0	10	20	5	0	6	14	4	6	4	....	1,200	.....
1429	Sumner	....do	J. W. Dickman	Dept.	1	0	14	28	0	0	....	....	....	....	2	8	2	8	3	....	264	.....
1430	Sutherland	....do	Merton P. Fobes	Dept.	1	2	15	25	0	0	1	2	....	....	1	2	1	2	3	....	450	$4,000
1431	Tabor	....do	F. H. Baldwin	Dept.	1	1	32	30	0	0	2	6	0	0	0	6	0	5	3	....	105	6,000
1432	Tama	....do	Charles E. Locke	Dept.	2	1	23	44	0	0	....	....	2	6	5	12	2	6	3	....	200	.....
1433	Thurman	....do	J. L. Estes	Ind.	0	4	19	19	0	0	5	4	....	....	8	4	3	1	2	....	329	8,000
1434	Tingley	....do	J. H. Richardson	Ind.	1	1	15	15	75	55	5	3	....	....	1	2	0	0	3	....	150	5,000
1435	Tipton	....do	W. L. Etter	Dept.	1	2	40	69	0	0	....	....	....	....	10	14	....	....	4	....	800	.....
1436	Toledo	....do	C. J. Cooper	Dept.	3	2	56	79	0	0	11	17	18	14	15	17	....	....	3	52	905	.....
1437	Traer	....do	O. M. Elliott	Dept.	1	3	46	55	0	0	0	0	6	8	7	10	2	2	4	....	600	25,000
1438	Vail	....do	Z. T. Hawk	Dept.	1	0	9	8	54	54	....	....	....	....	0	0	0	0	3	....	738	5,250
1439	Vanmeter	....do	R. F. Wood	Dept.	1	0	12	8	0	0	....	....	3	2	3	0	2	0	3	....	25	10,000
1440	Victor	....do	W. H. Whitford	Ind.	2	0	23	36	0	0	0	2	3	0	8	8	3	2	4	....	447	6,000
1441	Villisca	....do	D. A. Knapp	Dept.	2	2	86	87	0	0	....	....	10	3	16	9	7	2	4	....	350	22,000
1442	Vinton	....do	Katherine Cunningham.	Dept.	2	3	46	85	0	0	....	....	....	....	4	7	....	....	4	....	600	50,000
1443	Wall Lake	....do	F. F. Grant	Dept.	1	1	21	26	0	0	....	....	....	....	3	7	....	....	4	....	50	6,000
1444	Walnut	....do	M. E. Crosier	Dept.	1	2	27	27	0	0	2	1	3	0	7	4	3	1	4	....	325	15,000
1445	Wapello	....do	J. W. Cradler	Dept.	1	2	19	26	0	0	0	0	0	0	2	4	0	0	3	....	150	17,000
1446	Washington	....do	George H. Mullin	Dept.	2	4	69	111	0	0	....	....	....	....	9	16	....	....	4	....	100	60,000
1447	Washta	....do	William Durant	Ind.	1	0	9	12	0	0	....	....	....	....	4	1	....	....	3	....	100	2,840
1448	Waterloo	East High School	Amy Boggs	Dept.	2	5	59	92	0	0	....	....	25	32	14	16	8	10	4	....	532	47,350
1449	Waucoma	High School	Henry L. Adams	Ind.	1	1	10	47	90	58	....	....	2	5	7	4	3	2	3	....	149	5,000
1450	Waukon	....do	E. L. Coffeen	Dept.	1	2	24	40	0	0	....	....	....	....	3	4	1	2	4	24	1,000	30,000
1451	Waverly	....do	E. E. Blanchard, supt.	Dept.	1	3	39	70	0	0	....	....	....	....	1	10	....	....	4	....	.....	.....

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1452	Webster City	do.*	Laura Seals	Ind...	4	2	89	100	0	0	....	....	....	....	5	11	4	5	4	40	222	45,000
1453	Weldon	do	W. T. Ratcliffe	Ind...	1	0	16	20	49	55	0	0	4	4	1	2	1	2	4	0	207	5,000
1454	West Liberty	do	Miss Mary L. Phelps	Dept..	1	3	54	60	0	0	1	1	4	0	12	10	4	1	4	....	375	10,000
1455	West Union	do	Grant E. Finch	Dept..	1	1	22	34	0	0	3	5	3	3	5	6	3	2	3	....	400	20,500
1456	Whatcheer	do	Miss Mattie Meacham	Dept..	1	2	31	39	0	0	5	8	3	2	2	1	1	0	4	....	300	16,000
1457	Williamsburg	do	A. T. Hukell	Dept..	1	2	70	64	0	0	....	....	....	....	20	9	15	7	4	....	200	10,000
1458	Wilton Junction	do	P. A. McMillen	Dept..	1	2	17	31	0	0	....	....	....	....	1	7	....	....	4	....	200	10,000
1459	Winfield	do	H. W. Baker	Dept..	1	1	26	25	0	0	5	10	3	7	0	0	....	....	4	....	500	12,000
1460	Winterset	do	T. H. Stone	Dept..	1	2	34	60	0	0	1	3	....	....	7	13	1	3	3	30	150	25,000
1461	Wyoming	do	Lincoln Buchanan	Dept..	1	1	15	28	18	18	....	....	....	....	4	7	....	....	4	....	100	1,100
	KANSAS.																						
1462	Abilene	High School*	W. H. Wagner	Dept..	3	1	43	85	0	0	5	8	20	51	4	18	4	12	4	....	1,200	200
1463	Alma	do	H. W. Jones	Dept..	1	0	20	19	0	0	....	....	....	....	3	3	....	....	4	....	150	.....
1464	Altamont	Labette County High School.	T. B. Hanna	Dept..	3	0	49	60	0	0	3	3	0	0	7	19	2	1	3	....	303	27,805
1465	Americus	High School	C. A. Kent	Dept..	0	1	9	9	15	27	2	2	....	....	6	5	2	2	3	....	250	.....
1466	Anthony	do	C. O. Smith	Dept..	2	0	27	26	0	0	2	8	3	3	1	2	1	2	4	....	1,020	.....
1467	Argentine	do	Margaret Rush	Dept..	1	2	16	40	5	7	0	0	0	0	0	2	0	2	4	....	50	50
1468	Arkansas City	do.*	T. W. Conway	Dept..	0	2	36	51	0	0	....	....	....	....	5	7	5	7	4	....	500	30,000
1469	Atchison	do	C. A. Shively	Dept..	1	2	40	80	0	0	3	3	....	....	3	10	....	....	4	....	300	.....
1470	Atwood	do	Eunice J. Norris	Dept..	0	1	10	10	0	0	1	4	....	....	0	0	....	....	3	....	151	500
1471	Augusta	do	W. J. Speer	Dept..	1	5	40	35	0	0	....	....	....	....	11	5	4	2	3	....	300	8,000
1472	Baldwin	do	A. A. Kendall	Dept..	0	2	49	40	0	0	4	3	4	4	6	9	....	....	3	....	500	10,000
1473	Beattie	do.*	George K. Thompson	Dept..	0	4	20	20	0	0	0	0	0	0	0	0	0	0	2	....	200	3,000
1474	Belleville	do	Will McMurray	Dept..	2	0	17	34	0	0	5	8	....	....	1	2	1	1	3	....	500	10,000
1475	Blue Rapids	do	G. B. Bulkatra	Dept..	2	0	38	54	0	0	....	....	....	....	7	7	2	0	4	....	100	14,000
1476	Brookville	do.*	T. J. Rollman	Dept..	1	2	16	14	0	0	12	8	....	....	0	1	0	1	3	....	450	7,000
1477	Bunkerhill	do	J. R. Bickerdyke	Dept..	1	0	4	7	7	13	....	....	4	7	....	....	....	....	2	....	.....	6,000
1478	Burden	do.*	S. S. Coulson	Dept..	2	0	20	27	0	0	10	16	....	....	2	6	2	6	4	....	300	6,000
1479	Burlingame	do	C. S. Fowler	Dept..	2	0	20	47	0	0	3	2	1	0	....	....	....	....	3	....	1,700	20,000
1480	Burrton	do	.....	Dept..	2	0	19	13	0	0	1	0	....	....	3	0	3	0	3	....	500	1,000
1481	Caldwell	do	Ira E. Swain	Dept..	1	1	14	43	0	0	....	....	6	23	1	11	1	3	4	....	600	8,000
1482	Carbondale	do	J. T. Albin	Dept..	1	1	14	32	0	0	5	10	....	....	....	....	....	....	4	....	150	8,000
1483	Cawker City	do	L. J. Hall	Dept..	1	1	32	31	0	0	....	....	....	....	4	6	4	6	3	....	500	.....
1484	Cedarville	do	F. W. Simmonds	Dept..	1	0	13	17	25	29	....	....	....	....	3	2	....	....	2	....	100	3,100
1485	Centralia	do	George C. Baker	Dept..	2	0	12	19	18	23	2	1	3	0	3	4	2	3	4	....	240	10,000
1486	Chanute	do.*	H. C. Ford	Dept..	1	1	30	40	0	0	....	....	....	....	5	5	4	0	3	....	1,150	23,500
1487	Chapman	Dickinson County High School.	S. M. Cook	Ind...	4	3	57	72	0	0	....	....	....	....	10	12	3	5	3	....	1,700	22,000
1488	Cherokee	High School*	W. B. Hall	Dept..	2	0	17	18	0	0	....	....	....	....	0	5	0	5	3	....	60	12,000
1489	Cherryvale	do	W. W. Wood	Dept..	2	0	30	35	0	0	0	0	0	0	8	3	8	3	3	....	50	30,000
1490	Chetopa	do	M. Nellie McGinley	Dept..	0	2	27	23	0	0	5	15	3	10	1	7	1	4	3	....	60	12,000
1491	Circleville	do	George Allen, jr	Dept..	1	0	7	8	0	0	....	....	....	....	1	2	....	....	2	....	200	5,000
1492	Clay Center	do	William S. Heusner	Dept..	2	1	48	64	0	0	2	3	3	0	6	12	2	3	4	....	150	18,000
1493	Clifton	do	C. A. Strong	Dept..	1	2	20	39	0	0	....	....	....	....	0	0	0	0	4	....	300	5,000
1494	Clyde	do.*	Bertha Colvin	Dept..	1	2	30	40	0	0	....	....	4	2	4	4	2	1	3	0	250	.....
1495	Coffeyville	do	Frank McClellan	Dept..	2	2	33	87	0	0	0	1	2	3	3	7	3	4	4	....	125	50,000
1496	Colby	do	Walter G. Riste	Dept..	1	1	38	58	0	0	12	10	18	11	2	6	2	4	4	....	180	500

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	KANSAS—cont'd.																							
1497	Coldwater	High School	Jay T. Botts	Dept.	1	2	12	22	0	0	...	...	2	4	2	0	...	...	3	...	150	$10,000		
1498	Columbus	do	E. L. Enloe	Dept.	2	0	40	60	0	0	9	16	...	...	7	10	6	3	3	...	1,451	30,000		
1499	Concordia	do	Ida R. Wilcox	Dept.	1	2	45	61	0	0	1	0	...	...	8	3	4	2	3	...	1,500	.....		
1500	Cottonwood Falls	do	David F. Shirk	Dept.	2	0	20	44	0	0	15	25	...	...	1	6	1	0	3	...	700	15,000		
1501	Council Grove	do	B. F. Nihart	Dept.	2	4	50	40	0	0	3	3	6	7	1	5	1	5	3	...	500	15,000		
1502	Delphos	do	Theo. H. Scheffer	Dept.	1	1	30	23	0	0	...	...	...	...	4	1	2	0	4	0	100	10,000		
1503	Dodge City	do	H. A. Cord	Dept.	2	0	24	32	0	0	...	...	...	...	2	3	...	...	4	...	400	30,000		
1504	Douglass	do	J. W. Shively	Dept.	1	1	21	24	0	0	4	2	...	...	6	5	2	1	3	...	103	.....		
1505	Downs	do	W. B. Flanders	Dept.	1	1	18	22	0	0	...	...	5	0	4	4	1	3	3	...	150	4,000		
1506	Effingham	Atchison County High School.	John W. Wilson	Dept.	2	3	70	96	0	0	...	...	...	...	8	13	0	2	3	70	1,000	35,000		
1507	Eldorado	High School	W. H. Greider	Dept.	1	2	41	59	0	0	11	4	8	0	5	10	2	3	4	...	250	45,000		
1508	Elk City	do	J. S. O'Connor	Dept.	2	0	27	23	0	0	...	...	...	...	2	5	...	...	3	...	.....	10,000		
1509	Ellinwood	do	Albert Dickens	Dept.	1	0	20	25	0	0	0	0	1	1	5	4	1	1	2	0	.....	15,000		
1510	Ellis	do	J. W. Thompson	Dept.	1	0	18	17	0	0	8	7	...	...	...	...	...	...	3	...	500	10,000		
1511	Ellsworth	do	Miss Della M. Smoke	Dept.	2	1	16	33	23	41	1	0	0	0	2	4	...	...	3	...	350	15,000		
1512	Emporia	do	James D. Barnett	Dept.	3	3	95	105	0	0	...	...	...	...	8	12	...	...	4	...	700	.....		
1513	Erie	do	E. L. Rosebush	Dept.	2	1	20	28	0	0	1	1	1	0	0	0	...	...	4	...	210	.....		
1514	Eureka	do	Geo. A. Bower	Dept.	1	2	19	49	0	0	0	0	0	0	5	9	0	0	3	...	200	20,000		
1515	Everest	do	H. M. Means	Dept.	1	0	6	7	6	13	...	...	...	...	2	2	...	...	3	...	225	.....		
1516	Florence	do	N. F. Daum	Dept.	2	0	12	23	0	0	...	...	...	...	2	3	2	3	4	...	40	.....		
1517	Fort Scott	do	Laura M. Moore	Dept.	1	4	63	110	0	0	...	...	...	...	4	14	...	...	4	...	225	450		
1518	Fredonia	do	J. R. Thierstein	Dept.	3	0	43	63	0	0	...	...	...	...	3	6	...	...	3	...	200	5,000		
1519	Galva	do	R. A. Greeson	Dept.	1	0	13	14	0	0	...	...	...	...	3	2	2	3	1	...	175	4,000		
1520	Garden City	do	Roy S. Liggett	Dept.	2	1	10	20	0	0	...	...	...	...	1	9	...	...	4	...	25	12,000		

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1521	Girard	do	H. C. Ford	Dept.	1	2	39	53	0	0	3	0	....	....	5	8	5	8	4	....	1,500	.....
1522	Glenelder	do	G. D. Carney	Dept.	1	0	2	10	53	61	....	....	....	....	2	3	0	2	2	....	221	3,000
1523	Goodland	do	W. S. Coleman	Dept.	1	0	5	9	0	0	0	0	0	0	1	3	0	0	3	....	200	13,000
1524	Greatbend	do	Ed. T. Barber	Dept.	1	2	36	72	0	0	10	40	....	....	6	11	4	9	4	....	500	50,000
1525	Greeley	do	Sara A. Rokes	Dept.	0	1	14	19	0	0	0	0	0	0	2	2	....	....	2	....	15	6,000
1526	Greenleaf	do	Ernest H. Jackson	Dept.	1	0	26	31	0	0	....	....	....	....	0	5	....	....	3	....	300	3,000
1527	Greensburg	do	J. A. Dunbar	Dept.	1	0	6	13	31	37	1	2	....	....	1	2	....	....	2	....	50	2,500
1528	Grenola	do	John H. Findly	Dept.	1	0	14	20	0	0	....	....	....	....	2	2	....	....	2	....	70	6,000
1529	Gypsum	do.*	S. M. Simmons, A. B	Dept.	1	1	11	17	0	0	....	....	4	4	0	0	0	0	3	....	.....	8,000
1530	Haddam	do	W. V. Wymer	Dept.	1	2	15	17	0	0	0	4	....	....	0	4	0	4	3	....	49	6,000
1531	Halstead	do	H. O. Kruse	Dept.	2	0	20	32	0	0	....	....	....	....	3	3	3	3	4	....	400	7,000
1532	Hamlin	do	H. H. Spangler	Dept.	1	0	15	10	30	35	....	....	....	....	....	....	....	....	3	....	400	2,000
1533	Harper	do	W. E. Beeson	Dept.	2	0	31	44	0	0	....	....	....	....	0	0	....	....	4	....	300	.....
1534	Hartford	do	A. Sweezey	Ind.	1	0	8	19	0	0	0	1	1	0	0	0	....	....	3	....	50	2,000
1535	Hays	do	Oscar A. Kropf	Dept.	1	1	25	13	0	0	1	0	....	....	10	4	1	1	....	....	200	9,500
1536	Herington	do	W. W. Ramey	Dept.	1	1	13	23	7	12	....	....	....	....	0	1	0	1	3	....	300	2,400
1537	Hiawatha	do	William Redmond	Dept.	2	2	34	53	0	0	1	2	4	1	7	8	2	1	4	....	500	25,000
1538	Holton	do.*	E. J. Benton	Dept.	2	1	39	55	0	0	5	8	4	0	0	0	0	0	3	....	3,149	40,000
1539	Horton	do	Henry Fiegenbaum	Dept.	3	2	25	54	0	0	1	3	....	....	1	4	1	3	4	....	430	40,000
1540	Howard	do	Charles William Pratt	Dept.	2	0	29	46	0	0	15	25	....	....	3	7	1	5	3	....	800	.....
1541	Hoxie	do	J. R. Green	Dept.	1	0	0	4	48	60	....	....	....	....	0	4	....	....	1	....	150	2,000
1542	Humboldt	do	A. H. Newton	Dept.	2	1	20	36	0	0	4	8	2	7	4	4	3	4	4	....	300	3,500
1543	Hutchinson	do	Mrs. E. H. Richardson	Dept.	2	3	68	142	0	0	10	15	....	....	3	23	3	15	4	....	800	.....
1544	Independence	do	S. A. M. Young	Dept.	2	1	40	90	0	0	3	1	....	....	6	7	3	1	....	....	300	.....
1545	Iola	do.*	Miss Clifford Mitchell	Dept.	1	2	37	69	0	0	27	48	....	....	2	5	....	....	4	....	95	24,000
1546	Jewell	do	S. H. Sanford	Dept.	1	1	26	36	0	0	....	....	....	....	1	7	....	....	4	....	340	5,000
1547	Kanopolis	do	C. H. Luce	Dept.	1	0	1	9	49	43	....	....	....	....	0	2	....	....	2	....	15	6,000
1548	Kansas City	do	George E. Rose	Dept.	6	5	170	382	0	0	2	5	18	29	13	34	6	5	4	....	371	10,000
1549	Kingman	do	Mayme K. White	Dept.	1	1	22	33	0	0	....	....	....	....	3	5	0	2	4	....	400	.....
1550	Kinsley	do	W. J. Yeoman	Dept.	1	0	2	15	0	0	1	3	0	4	0	0	0	0	3	....	100	35,000
1551	Lacrosse	do	A. F. Watson	Dept.	1	1	19	31	0	0	8	6	4	2	5	11	....	....	3	....	50	9,000
1552	Lacygne	do	W. A. Stacey	Dept.	1	1	15	18	0	0	....	....	3	1	2	4	1	2	3	....	200	12,000
1553	Lakin	do.*	E. W. Kelley	Ind.	2	2	10	30	30	50	....	....	....	....	1	10	1	4	4	....	100	15,000
1554	Larned	do	J. W. Mayberry	Dept.	1	1	28	42	0	0	....	....	....	....	4	7	8	1	3	....	576	20,000
1555	Lawrence	do	F. H. Olney	Dept.	4	6	205	257	0	0	20	50	33	64	3	13	....	....	4	....	425	35,000
1556	Leavenworth	do	W. A. Evans	Dept.	1	6	72	126	0	0	....	....	....	....	10	20	10	20	4	30	1,184	.....
1557	Lenora	do	O. M. Becker	Dept.	1	0	4	10	48	43	1	4	0	1	0	0	0	0	2	....	275	4,000
1558	Leroy	do	S. A. Miller	Dept.	1	0	12	20	0	0	0	0	2	3	1	2	0	0	3	....	257	8,000
1559	Liberal	do.*	A. L. Stickel	Dept.	1	0	6	7	79	59	2	8	1	1	....	....	....	....	*	....	20	5,000
1560	Lincoln	do	Chas. S. Caldwell	Dept.	2	0	13	23	10	12	....	....	....	....	0	0	0	0	3	....	.....	.....
1561	Lindsborg	do	J. M. Archer	Dept.	1	0	5	17	0	0	....	....	....	....	0	5	....	....	2	....	200	5,000
1562	Little River	do	Isaac C. Meyer	Dept.	1	0	14	18	0	0	....	....	3	1	....	....	....	....	2	....	250	2,000
1563	Lyndon	do	L. A. Parke	Dept.	2	0	19	31	0	0	8	12	2	0	2	5	2	4	3	....	50	.....
1564	Lyons	do	Mary Schmalzried	Dept.	1	1	25	37	0	0	3	3	....	....	3	5	3	5	4	....	500	20,000
1565	Madison	do	J. S. O'Connor	Dept.	1	0	3	3	77	89	....	....	....	....	0	3	....	....	2	....	150	.....
1566	Mankato	do.*	C. C. Towner	Dept.	2	0	30	40	0	0	15	20	....	....	7	1	7	1	4	....	700	.....
1567	Marion	do	R. M. Williams	Dept.	2	0	32	23	0	0	....	....	....	....	9	5	9	5	4	....	300	30,000
1568	Marquette	do	H. E. Bruce	Dept.	1	0	7	8	12	17	....	....	....	....	0	4	....	....	2	....	400	6,000
1569	Marysville	do	Geo. F. Gorow	Dept.	2	0	19	28	0	0	....	....	....	....	3	1	3	1	4	....	1,200	.....
1570	Medicine Lodge	do	H. V. Butcher	Dept.	0	4	20	25	0	0	....	....	1	1	1	3	0	1	3	....	350	30,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98.* Continued.

State and post-office.	Name.	Principal.	Department or independent.	Secondary in strict sense.	Students.																				Value of grounds, buildings, and apparatus.
					Secondary in strict sense.		Elementary students.		Preparing for college.		Class studies.		Select studies.		Graduated in 1898.		College preparatory studies graduated in the previous year.		Total.						
				Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
KANSAS—cont'd.																									
1571	Minneapolis	High School	Geo. R. Crissman	Dept.	2	1	20	30	0	0	6	6	0	0	0	0	3	1	4	2	8	8	16	11	$17,000
1572	Moline	do	Richard Allen	Dept.	1	0	10	6	0	0			3	0	0	0	1	0	2	0	1	0	2	0	7,000
1573	Moran	do	E. W. Myler	Dept.	1	1	15	15	0	0					0	0	1	0	2	0	2	0	4	0	50,000
1574	Mound City	Graded School	B. F. Ader	Dept.	0	0	20	17	0	0	10	12			0	0	0	0	0	0	0	0	0	0	
1575	Mound Valley	High School	A. J. Lovett	Dept.	2	0	16	25	0	0	6	11	3	6	0	0	4	0	4	0	4	0	8	0	8,000
1576	Mulvane	do	Prof. T. C. Conklin	Dept.	1	0	8	12	0	0			1	0	0	0	0	0	0	0	0	0	0	0	
1577	Neodesha	do	R. T. Mantlon	Dept.	2	0	10	17	0	0	0	0	1	0	0	0	3	0	6	0	4	0	8	0	6,000
1578	Neosho Falls	do	E. J. Drummond	Dept.	1	0	8	10	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	800
1579	Neosho Rapids	do	H. J. Emerson	Dept.	1	0	1	5	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1,000
1580	Ness City	do.*	Porter Young	Dept.	1	0	11	10	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	20,000
1581	Newton	do	D. R. Krehbiel	Dept.	1	2	29	43	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	25,000
1582	Nickerson	do	J. H. Jackson	Dept.	2	3	28	42	0	0	0	0			0	0	0	0	0	0	0	0	0	0	
1583	Norton	do	H. M. Cutler	Dept.	1	0	15	17	0	0	0	0			0	0	0	0	0	0	0	0	0	0	
1584	Nortonville	do	Geo. N. Wilt	Dept.	2	0	15	21	0	0	0	0			0	0	0	0	0	0	0	0	0	0	6,000
1585	Oakley	do	G. M. Brown	Dept.	1	0	8	5	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	4,000
1586	Olathe	do	H. P. Butcher	Dept.	1	0	47	73	0	0	0	0			0	0	0	0	0	0	0	0	0	0	110,000
1587	Osage City	do.*	N. McDonald	Dept.	4	0	26	42	0	0	0	0			0	0	0	0	0	0	0	0	0	0	22,000
1588	Osawatomie	do	Sadie B. Mann	Dept.	2	2	34	47	0	0	0	0			0	0	0	0	0	0	0	0	0	0	90,000
1589	Osborne	do	J. B. McClure	Dept.	1	1	27	35	0	0	0	0			0	0	0	0	0	0	0	0	0	0	
1590	Oskaloosa	do	D. L. Stanley	Dept.	1	1	14	16	0	0	0	0			0	0	0	0	0	0	0	0	0	0	7,000
1591	Oswego	do	Cora B. Hazlett	Dept.	1	1	22	30	0	0	0	0			0	0	0	0	0	0	0	0	0	0	
1592	Ottawa	do	Walter H. Olin	Dept.	1	4	117	51	0	0	0	0			0	0	0	0	0	0	0	0	0	0	
1593	Oxford	do	L. W. Mayberry	Dept.	1	1	13	29	0	0	0	0			0	0	0	0	0	0	0	0	0	0	600
1594	Paola	do	Frank W. Allin	Dept.	3	2	56	100	0	0	3	0	0	0	15	20	1	0	1	0	1	0	2	0	40,000
1595	Peabody	do	A. H. Bushey	Dept.	1	1	21	24	0	0	0	0			0	0	0	0	0	0	0	0	0	0	

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1596	Phillipsburg	do	Treadwell C. Coffman	Dept.	1	1	30	35	0	0	10	12	3	5					3		200	3,000
1597	Pittsburg	do	W. R. Blair	Dept.	1	2	30	70	0	0					3	11					500	
1598	Plainville	do	R. R. Richmond	Dept.	1	1	20	25	0	0					3	3			2		40	3,000
1599	Pleasanton	do	W. N. Logan	Dept.	2	0	23	24	0	0					2	2	2	2	4		225	24,000
1600	Pratt	do	Grant Van Hoose	Dept.	2	0	20	30	0	0					2	3	2	3	4		300	25,000
1601	Prescott	do	W. Darling	Ind.	1	1	24	27	32	41					0	0			2		60	5,000
1602	Quenemo	do	C. A. Deardorff	Dept.	1	1	19	15	0	0	6	5	3	1	8	5	8	5	3			9,000
1603	Randall	do	W. L. Kiefer	Dept.	1	0	8	26	33	41					5	8			2		50	2,000
1604	Reading	do	E. H. Harding	Dept.	1	0	17	17	0	0			2	4	3	1	2	0	3		175	14,000
1605	Reserve	do.*	T. P. Detamore	Dept.	1	0	5	2	30	38	2	0							3		425	3,000
1606	Russell	do	R. F. Malaby	Dept.	1	1	20	30	0	0			4	7	2	2	2	2	4		100	
1607	Sabetha	do.*	Isaac B. Morgan	Dept.	1	2	10	32	0	0					0	0			4			
1608	St. John	do	U. S. Guyer	Dept.	2	0	14	34	0	0	12	6			2	3	2	1	3		400	25,000
1609	St. Marys	do	A. L. Bell	Dept.	2	0	13	12	0	0	2	3							3			8,000
1610	Salina	do	Mary Ludlum	Dept.	1	2	41	81	0	0					1	2	1	2	3	0	1,000	
1611	Scandia	do.*	E. J. Abell, B. S	Dept.	1	0	10	20	0	0					1	3			2		200	2,500
1612	Scranton	do	A. L. Edwards	Dept.	1	1	15	30	0	0	1	8	1	0	2	6	1	4	4	0	500	10,000
1613	Sedan	do	D. A. Iliff	Dept.	2	0	24	32	0	0	0	1	3	0	4	3	3	1	4		150	10,000
1614	Sedgwick	do	E. L. Hillis	Ind.	1	0	16	22	0	0	3	1			0	8	0	6	4		1,000	10,000
1615	Seneca	do	John A. Cannon	Dept.	2	1	42	52	0	0					9	11	4	2	4		1,100	40,000
1616	Severance	do.*	Charles R. Hewins	Dept.	1	1	24	24	52	48					2	1	0	0	2		73	4,500
1617	Smith Center	do	E. J. Abell	Dept.	1	0	5	14	13	24					1	6	1	6	2		100	
1618	Springhill	do	J. D. Clear	Dept.	1	1	9	21	0	0	0	0			1	9	0	0	3		106	10,360
1619	Sterling	do	A. D. Hoensbell	Dept.	3	0	46	69	0	0	2	4	3	6					4		250	17,500
1620	Stockton	do.*	C. E. Merwin	Dept.	1	0	16	15	0	0					0	4			4		400	3,000
1621	Strong	do	E. A. Wyatt	Dept.	2	1	8	14	0	0	0	0	0	0	2	3			3		435	9,000
1622	Syracuse	do	J. B. Hammond	Dept.	1	0	0	15	45	60									3		100	4,000
1623	Thayer	do	W. A. Cook	Dept.	1	0	11	27	0	0	2	6	2	5	2	1	0	0	3		27	8,000
1624	Tribune	Greeley County High School.	L. H. Bristol	Ind.	1	0	4	8	0	0									4		50	
1625	Valley Falls	High School	J. W. Lakin, supt	Dept.	1	5	25	27	0	0	6	14	2	0	2	4	1	3	4		250	15,000
1626	Wakeeney	do.*	Mrs. Lucy S. Best	Dept.	0	1	3	7	12	15			3	7	1	3			2		700	4,500
1627	Walnut	do	W. S. Pate	Dept.	1	0	16	18	0	0	0	0	0	0	0	0	0	0	3		200	2,000
1628	Wamego	do	Ada Pixley	Dept.	1	2	68	50	0	0	2	2	1	2	6	9	0	0	4		500	
1629	Washington	do	E. L. Enochs	Dept.	2	0	22	41	0	0	1	3	3	1	4	5	3	2	4		250	12,000
1630	Wathena	Union High School	G. W. Kinkead	Dept.	1	3	18	37	0	0			12	14	3	2	3	2	4		75	5,000
1631	Weir	High School*	Edward Munday	Dept.	2	0	16	38	0	0					0	0	0	0	3		150	30,000
1632	Wellington	Sumner County High School.	Thos. W. Butcher	Ind.	4	3	142	215	0	0					6	1	6	1	4		275	800
1633	Wellsville	High School	F. A. Prather	Dept.	1	1	18	27	0	0					1	3			3			3,500
1634	Wichita	do	Frank R. Dyer	Dept.	4	5	147	222	0	0	4	3			16	17	5	3	4		500	30,000
1635	Williamsburg	do	J. M. Morrison	Dept.	1	2	20	30	0	0	2	3							3		150	15,000
1636	Wilson	do	Dallas Grover	Dept.	4	0	16	11	0	0	6	0			3	3	3	0	3		300	15,000
1637	Yates Center	do	A. H. Epperson	Dept.	2	2	30	46	0	0					3	4			4		1,100	4,000
	KENTUCKY.																					
1638	Ashland	High School	George M. Layman	Dept.	2	2	43	52	0	0					0	0			4		1,107	59,000
1639	Augusta	do	E. A. Scott	Dept.	5	3	48	40	0	0	3	2	8	6					4		145	28,000
1640	Barboursville	Graded School	James A. Stephens	Dept.	1	0	4	2	12	10	4	2										1,200

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	KENTUCKY.—cont'd.																					
1641	Benton	Institute	Mrs. C. M. Sperry	Dept.	1	1	12	20	0	0	5	4	7	6	....	....	....	....	3	....	.....	$3,000
1642	Blaine	High School*	G. Milton Elam	Dept.	1	1	10	5	70	76	0	0	0	0	0	0	....	....	....	....	.....	1,000
1643	Boston	Graded School	S. Edward Heizer	Dept.	1	1	8	7	20	15	0	0	0	0	0	0	0	0	....	....	.....	5,000
1644	Carlisle	High School	Wm. F. Ramey, A. M.	Dept.	1	5	41	62	0	0	....	....	....	....	1	8	0	3	3	....	275	20,000
1645	Catlettsburg	....do	J. B. Leech	Dept.	0	5	25	33	0	0	....	....	....	....	4	5	1	3	4	....	500	15,000
1646	Clay City	Graded School	D. A. Thomson	Dept.	1	0	4	3	0	0	....	....	....	....	....	....	....	....	....	....	.....	2,500
1647	Cloverport	High School*	J. H. B. Logan	Dept.	2	2	19	19	0	0	....	....	....	....	....	....	....	....	....	....	.....	3,000
1648	Corydon	....do	C. E. Dudley	Dept.	1	1	22	14	0	0	....	....	....	....	1	7	....	....	3	....	200	6,000
1649	Covington	....do	H. R. Blaisdell	Dept.	2	4	64	131	0	0	....	....	....	....	1	17	....	....	4	....	300	15,000
1650	.....do	Wm. Grant High School (colored).	Samuel R. Singer	Dept.	1	2	6	16	0	0	....	....	....	....	0	3	....	....	3	....	.....	.....
1651	Crittenden	Male and Female Institute.	C. S. Ellis	Dept.	1	2	30	18	25	25	....	....	....	....	....	....	....	....	3	....	65	2,500
1652	Cynthiana	Graded City School	C. A. Leonard, A. M.	Dept.	1	1	36	55	0	0	0	2	0	0	0	5	0	3	4	36	1,905	9,000
1653	Danville	High School	W. C. Grinstead	Dept.	1	1	19	21	0	0	....	....	11	10	4	7	....	....	....	....	.....	17,000
1654	Dayton	.....do	F. S. Alley	Dept.	0	2	16	19	0	0	....	....	....	....	1	7	....	....	3	....	400	35,000
1655	Elizabethtown	.....do	A. R. Thomas	Dept.	1	0	7	16	0	0	1	0	....	....	1	1	1	0	3	....	125	2,500
1656	Farmington	Institute	S. V. Henson	Ind.	2	0	10	17	70	53	2	0	....	....	....	....	....	....	4	....	.....	1,000
1657	Frankfort	High School	J. D. Coleman	Dept.	1	2	42	63	0	0	....	....	....	....	6	12	....	....	3	....	300	50,000
1658	.....do	Clinton Street High School (colored).	Wm. H. Mayo	Dept.	1	2	6	26	0	0	3	14	2	7	0	3	0	3	3	....	152	15,000
1659	Franklin	High School	V. O. Gilbert	Ind.	0	1	7	2	103	88	1	0	5	3	0	0	....	....	4	....	.....	3,000
1660	Fulton	Carr Institute*	C. W. Oldham	Dept.	1	2	35	40	0	0	....	....	....	....	2	2	1	1	....	....	1	10,000
1661	Glasgow	High School	W. C. Turner	Dept.	2	1	30	20	0	0	0	0	4	4	0	0	0	0	4	....	400	6,000

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1662	Greensburg	Academy	C. W. Matthis and J. M. T. Kaags.	Dept.	2	1	40	50	0	0	10	8	5	4	0	0	0	0	3		100	3,500
1663	Hartford	College and Business Institute.	T. J. Morton	Dept.	3	0	30	31	0	0	18	20			0	2			5		150	8,000
1664	Hawesville	High School*	Benj. F. Hemphill	Dept.	1	0	6	14	5	13					0	0			2			
1665	Henderson	do	W. B. Tharp	Dept.	1	4	49	21	0	0					0	5			4		300	9,000
1666	Hopkinsville	do	L. McCartney	Dept.	1	4	28	72	0	0					2	6	1	2	3		1,600	25,000
1667	Hyden	Academy	Rev. James Walton	Dept.	1	0	21	19	0	0									4		150	1,000
1668	Lamasco	do	David F. Brightwell	Dept.	1	0	19	20	0	0	2	3	1	2	0	0			2			100
1669	Lewisburg	High School	James W. Compton	Ind	0	1	0	7	37	46											0	1,000
1670	Lexington	Johnson High School	William K. Shelby	Dept.	1	6	84	121	0	0					7	11	5	10	3		200	41,600
1671	do	Russell High School (colored).	Green P. Russell	Dept.	4	2	55	139	0	0	10	8	25	30	4	6			3		945	15,000
1672	Louisa	High School	P. S. Barnes	Dept.	1	0	9	20	0	0	0	0	0	0	0	2	0	0	3		63	8,000
1673	Louisville	Boys' High School	Reuben P. Halleck	Dept.	11	0	322	0	0	0	10	0	5	0	26	0	14	0	4	300	2,000	100,000
1674	do	Central High School (colored).	F. L. Williams	Dept.	8	0	48	191	0	0	0	0	0	0	3	12			4		300	30,000
1675	do	Girls' High School	W. H. Bartholomew	Dept.	1	17	0	627	0	0									4		1,100	147,000
1676	do	Manual Training High School.	H. G. Brownell	Dept.	13	0	217	0	0	0	1	0	25	0	30	0	10	0	3		644	135,000
1677	Ludlow	High School	Aaron Grady	Dept.	1	2	16	28	0	0			2	1	0	6			4			45,000
1678	Mackville	Washington Institute*	P. E. Cheek	Ind	1	1	17	20	9	16					0	0	0	0	4			2,000
1679	Marion	Graded School	Charles Evans	Dept.	1	1	41	30	0	0	7	6			3	4	3	4	4		450	13,000
1680	Mayfield	High School	Voris Gregory	Dept.	2	0	20	22	0	0	3	2	2	1	6	8						20,000
1681	Maysville	do	Fannie I. Gordon, D. C. Hutchins.	Dept.	1	2	29	45	31	23	3	2			2	6			3		200	14,000
1682	Middlesboro	do	Burke Hill Keeney	Dept.	2	1	18	28	0	0	4	8			2	1	2	1	3		186	3,000
1683	Minerva	Male and Female Academy.*	W. E. Fite	Ind	0	1	10	17	23	77					0	1	0	0	4		93	500
1684	Mount Sterling	High School	Mrs. Nannie K. Hibler	Dept.	0	4	30	55	0	0			4	6	4	6	4	6	3		126	22,500
1685	Newport	Bellevue High School	J. M. N. Downes	Dept.	1	2	12	41	0	0	0	1			2	8			3		1,200	7,000
1686	Newport (Fort Thomas).	Highland High Schools.	C. J. Hall	Dept.	1	1	11	15	0	0					1	3			4		150	12,000
1687	Nicholasville	High School	R. G. Lowrey	Dept.	1	0	13	12	0	0	8	0			0	0	0	0	4			8,000
1688	Owensboro	do*	Prof. W. H. Stuart	Dept.	2	4	60	94	0	0					5	15			4			20,000
1689	do	High School (colored)	C. C. Monroe	Dept.	2	2	6	28	0	0					1	1			4		250	
1690	Paducah	High School	C. A. Norvell	Dept.	1	2	26	96	0	0					8	16			3		500	
1691	Paris	do		Dept.	1	1	42	38	0	0	3	2	12	6	1	0	1	2	4		600	25,000
1692	do	High School (colored)	J. C. Graves	Dept.	1	2	8	23	0	0	1	4	6	8	1	4	1	4	2		700	30,000
1693	Rochester	High School	N. T. Groves	Dept.	1	1	28	24	0	0									4		150	3,500
1694	Shelbyville	do	Geo. L. Sampson	Dept.	1	0	40	7	0	0	18	2			12	3	12	3	4		150	10,000
1695	Somerset	do	Alfred Livingston	Dept.	1	1	21	21	0	0					2	5			3	0	300	35,000
1696	Vanceburg	Public School and Seminary.	T. M. Games	Dept.	1	0	15	15	0	0					0	0			4			6,000
1697	Williamstown	Graded Free School	J. H. Dickey	Dept.	0	5	20	17	0	0					5	3			4		25	11,000
1698	Winchester	High School	R. M. Shipp	Dept.	2	2	30	60	0	0					11	14	4	3	3		800	30,000
	LOUISIANA.																					
1699	Alexandria	High School	S. A. Myers	Dept.	3	0	37	41	0	0	3	2			1	1	1	0	4		100	10,000
1700	Amite	do	S. Decatur Lucas	Dept.	1	1	20	22	5	6					0	0			3		100	3,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	LOUISIANA—cont'd.																					
1701	Bastrop	Moorehouse High School	D. B. Showalter	Ind	1	1	10	16	62	63	....	....	....	....	5	8	1	2	4	....	300	$2,000
1702	Baton Rouge	High School*	W. W. Bynum	Dept.	1	1	8	14	0	0	0	0	0	0	2	3	0	0	2	....	50	.....
1703	Colfax	....do	S. M. Collins	Dept.	1	0	5	2	35	37	....	....	....	....	....	....	....	....	....	....	....	.....
1704	Donaldsonville	Ascension Academy	J. O. Taylor	Dept.	1	1	5	22	0	0	1	7	....	....	1	7	1	3	3	....	400	20,000
1705	Grandcane	High School	A. S. Dale	Dept.	1	3	23	25	55	36	....	....	....	....	4	4	....	....	2	....	200	.....
1706	Jena	Seminary	R. E. Bobbitt	Ind	1	0	12	8	23	22	....	....	....	....	0	0	....	....	4	....	50	.....
1707	Lake Charles	High School	Chas. Grant Shäffer	Dept.	3	2	39	77	0	0	4	6	7	2	8	11	3	4	4	37	200	28,000
1708	Monroe	....do	Wm. C. Garnett	Ind	2	3	30	40	0	0	....	....	....	....	0	0	0	0	4	....	200	5,000
1709	New Iberia	....do	J. E. Keeny	Dept.	2	3	35	43	0	0	....	....	....	....	4	4	....	....	4	....	1,000	25,000
1710	New Orleans	McDonough High School No. 1, Boys.	Frank W. Gregory	Dept.	10	1	265	0	0	0	....	....	....	....	51	0	....	....	3	....	2,000	.....
1711	.....do	McDonough High and Normal School No. 2, Girls.	Mrs. Mary Stamps	Dept.	0	14	0	459	0	0	....	....	....	....	0	96	....	....	3	....	.....	.....
1712	.....do	McDonough High School No. 3, Girls.	Miss H. A. Suter	Dept.	0	12	0	281	0	0	0	0	0	0	0	0	....	....	3	....	.....	.....
1713	.....do	Southern University and Agricultural and Mechanical College (colored).	H. A. Hill	Ind	4	3	20	32	0	0	....	....	....	....	3	7	3	7	3	....	1,396	.....
1714	Opelousas	High School	T. H. Harris	Dept.	3	2	8	43	0	0	....	....	....	....	1	9	....	....	3	....	300	13,000
1715	Patterson	....do	C. A. Ives	Ind	1	0	2	7	74	64	....	....	....	....	....	....	....	....	5	....	150	5,500
1716	Plaquemine	....do	A. G. Singletary	Dept.	1	1	13	26	0	0	....	....	....	....	0	1	....	....	4	....	20	10,000
1717	Shreveport	....do	C. E. Byrd	Dept.	1	1	20	42	0	0	10	18	....	....	2	6	2	4	3	....	300	200
1718	Vidalia	....do	Miss Inez Montgomery	Ind	0	2	8	15	12	18	2	3	2	1	0	0	....	....	4	....	.....	3,500

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	MAINE.																						
719	Addisonpoint	Addison High School	F. G. Marshall	Dept.	1	1	19	34	6	1	0	0	0	0								0	
1720	Alfred	High School	Frank P. Knight	Dept.	1	0	25	29	0	0					5	6			4			150	
1721	Andover	do	Everett Peacock	Dept.	1	0	15	18	0	0									3				
1722	Ashland	do	J. E. Smith	Dept.	1	1	16	24	28	39									4			25	6,000
1723	Augusta	Cony Free High School	C. F. Cook	Dept.	2	4	73	81	0	0	10	5	3	0					4				
1724	Bangor	High School	Henry K. White	Dept.	5	7	160	205	0	0	25	30	10	0	20	30	6	15	4	112		500	50,000
1725	Baring	do	George C. Boyd	Dept.	1	0	2	10	5	2													
1726	Bath	do	H. E. Cole	Dept.	2	3	84	101	0	0	19	10	4	0	8	14	3	3	4			900	20,000
1727	Belfast	do	Hugh D. McLellan	Dept.	1	2	39	69	0	0					6	8	1	5	4				
1728	Berwick	Sullivan High School	Geo. W. Snow, A. M.	Dept.	1	2	16	30	0	0	5	1	0	3	1	9	0	0	4			15	11,000
1729	Biddeford	High School	Harry H. Burnham	Dept.	2	3	58	101	0	0	9	9	2	0	8	28	1	5	4			800	60,000
1730	Bluehill	Academy and Free High School.*	Frank E. Briggs, A. B.	Dept.	1	1	41	26	37	52	6	3			6	6			4				3,000
1731	Boothbay Harbor	High School	Wm. A. Kennedy	Dept.	1	2	15	25	5	8	1	2	1	0	2	6			4			200	4,000
1732	Bowdoinham	do.*	R. F. Springer	Dept.	1	1	30	32	0	0	12	16	0		6	8	5	2	4			50	3,000
1733	Bradford	do	Amelia Dole Herrick	Ind.	0	1	18	7	0	0	1	0			0	0	0	0	4	0		0	450
1734	Bradley	do	A. J. Kingsbury	Dept.	0	1	4	6	20	25													
1735	Brewer	do	Elmer T. Boyd	Dept.	1	1	25	51	0	0	5	4	5	0	2	8	2	0	4	0		92	3,000
1736	Bridgewater Center.	do	Ansil Bridges	Dept.	1	0	7	6	14	22													700
1737	Bridgton	do	Walter L. Gray	Dept.	1	2	35	40	0	0	15	0	7	0	3	5	0	0	4			460	2,500
1738	Bristol	do.*	Albert M. Rollins	Dept.	1	0	20	23	0	0					0	0	0	0					
1739	Brooklin	do	Laura H. Jones	Dept.	2	1	13	11	14	12					0	0	0	0					2,500
1740	Brunswick	do	Charles Fish	Dept.	1	3	45	57	0	0	15	0	6	0	7	8	4	2	4			250	40,000
1741	Bryant Pond	Woodstock Free High School.*	Ada M. Briggs	Dept.	0	1	3	4	19	15					0	0							950
1742	Buxton Center	High School	J. M. Hill	Ind.	1	1	13	16	0	0	2	0	1	0	2	1	0	0	4			75	1,000
1743	Calais	do	V. M. Whitman, A. M.	Dept.	2	2	30	68	0	0	8	23	2	0	4	16	3	8	4				
1744	Camden	Megunticook High School.	Chester B. Allen	Dept.	1	1	23	29	0	0	9	10	4	2	3	6	0	0	4			123	7,000
1745	Canton	High School	Payson Smith	Dept.	1	1	9	16	12	14	2	4	1	0	0	0	0	0	4			100	2,200
1746	Cape Elizabeth	South Portland High School.*	Ralph A. Parker	Dept.	1	2	55	69	0	0	6	2	11	0									10,000
1747	Caribou	High School	William C. Hill	Dept.	1	2	64	51	0	0	7	3	1	0	4	8	2	0	4				20,000
1748	Castine	do	A. F. Shepherd	Dept.	0	1	2	10	0	0					0	3			4				
1749	China	do	Olive A. Gould	Dept.	0	1	4	6	11	19	0	2	1	0									
1750	Columbia Falls	do	H. L. Douglas	Dept.	1	0	28	18	0	0	6	1			5	2	3	0				100	1,200
1751	Cornish	do	H. N. Dunham	Dept.	1	1	17	21	0	0	0	1	1	0	0	3			4				
1752	Cumberland Center.	Greely Institute	E. L. Pennell	Ind.	1	1	23	32	9	6	0	1			4	8	0	1	4			850	
1753	Danforth	High School	J. L. Thompson, jr.	Ind.	2	0	24	22	0	0			0	0	1	0	1	0	4			0	1,600
1754	Deer Isle	do	A. A. Littlefield	Ind.	1	0	8	17	0	0					0	0	0	0	4	0		0	1,000
1755	Denmark	do.*	Charles T. Stone	Ind.	1	1	19	14	0	0	1	0			0	0	0	0	4				2,000
1756	Dennysville	do	Wm. Harthorne	Dept.	1	0	7	10	8	5	0	2			1	1	1	1	3			0	1,200
1757	Dixfield	do	C. A. Record	Dept.	1	1	10	17	0	0					0	0			4			30	3,000
1758	Dover	English High School	W. J. Rideout	Dept.	1	1	24	22	0	0			3	0	1	3			4				15,000
1759	Easton	High School	C. J. Richards	Dept.	1	0	26	24	0	0									4			50	
1760	Eastport	Boynton High School	John B. Warren	Dept.	1	1	25	36	0	0	5	7			2	3			4			200	

*Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MAINE—continued.																					
1761	Eliot	High School*	Clarence E. Baker	Ind	1	0	14	22	7	4	0	1	3	1					4			
1762	Ellsworth	do	H. A. Moore	Dept.	2	2	50	76	0	0	13	20			6	16	4	3	4		50	$2,500
1763	Fairfield	do	Walter Francis Kenrick.	Dept.	1	1	19	31	0	0	0	0	0	0	3	5	0	0	4		165	6,000 12,000
1764	Farmington	do.*	Chas. M. Pennell	Dept.	1	2	60	64	0	0	18	10	2	0	1	4	1	1	4		60	
1765	Forest City	do	W. A. Van Wart	Dept.	1	0	10	11	0	0					0	1			4			1,075
1766	Fort Fairfield	do	William L. Bonney	Dept.	1	2	32	56	5	17	1	3	12	3	4	10	0	2	4		250	12,000
1767	Franklin	do.*	J. A. Marr	Dept.	1	0	8	8	46	16					0	0	0	0	0		0	0
1768	Freeport	do	Will O. Hersey, A. B.	Dept.	1	2	33	41	0	0	6	3	3	0	6	11	2	2	4		540	10,000
1769	Gardiner	do.*	Wm. L. Powers	Dept.	2	2	60	67	0	0	15	18	10	2	5	12	1	1	4		175	30,000
1770	Garland	Free High School	G. B. Butler	Ind	1	0	14	13	0	0					0	0			4			200
1771	Georgetown	High School	O. E. Hanscom, A. B.	Dept.	1	0	18	12	0	0	0	0	0	0	0	0	0	0	0			
1772	Gorham	do	Willard W. Woodman	Dept.	2	2	46	38	0	0	16	15	1	0	12	8	10	2	4			
1773	Greenville	do	C. D. Holley	Dept.	1	1	16	14	8	6	0	0	0	0	0	0	0	0	4			2,000
1774	Guilford	do	Leland A. Ross, A. B.	Dept.	1	1	25	27	0	0	3	4	8	5	5	4	3	4	4		425	15,000
1775	Halldale	do.*	Hiram F. Erskine	Ind	2	0	11	6	11	17					0	0	0	0	4			10
1776	Hallowell	do	G. W. Singer	Dept.	1	2	38	61	0	0	9	15			1	15	1	2	4		162	5,000
1777	Harmony	do	Dr. Wm. McLaughlin, Supt.	Dept.	1	0	10	10	10	10	0	0	0	0	0	0	0	0	2		0	0
1778	Harrington	do	E. L. Palmer	Dept.	1	0	10	15	10	10	0	0	0	0	0	0	0	0	4		100	1,000
1779	Hartland	do	E. P. Dyer	Dept.	1	1	16	14	15	10					0	3			4			5,000
1780	Hermon	do	Warren Page	Dept.	1	0	12	14	0	0											0	
1781	Hollis	do	W. H. Tibbetts	Dept.	1	0	3	10	7	10					0	0	0	0	4		0	500
1782	Island Falls	do	San Lorenzo Merriman.	Dept.	1	0	8	7	5	12	2	0	1	0	0	0	0	0	4			3,000

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1783	Jay	....do	E. P. Goodwin	Dept..	1	0	10	10	13	8	2	0	....	....	0	0	0	0	4	....	50	.....
1784	Jefferson	Free High School	Jennie Meserve	Dept..	2	1	38	23	0	0	0	0	0	0	....	....	....	....	3	....	.....	.....
1785	Jonesboro	High School*	B. N. Allen	Dept..	1	0	3	6	23	17	0	0	0	0	0	0	0	....	....	.....	.....	1,300
1786	Jonesport	....do	H. C. Wilbur	Dept..	1	0	8	20	14	16	0	0	0	0	0	8	0	0	4	....	.....	3,500
1787	Kenduskeag	....do	F. E. Harvey	Dept..	1	1	6	19	6	6	0	0	0	0	0	1	0	0	6	....	.....	2,000
1788	Kennebunk	....do	Frederick A. Murphy	Dept..	1	0	10	25	0	0	2	0	....	....	2	5	0	3	3	....	.....	4,000
1789	Kennebunkport	....do	E. L. Haynes	Dept..	1	1	32	28	0	0	4	3	....	....	2	4	0	0	4	....	0	15,000
1790	Kittery	....do	Charles Wilbur Cary	Dept..	1	1	23	43	0	0	0	0	0	0	2	5	0	0	4	....	40	1,000
1791	Lamoine	....do	Raymond McFarland, A. B.	Dept..	1	0	12	13	3	2	....	....	0	2	0	0	0	0	....	....	50	.....
1792	Lewiston	....do	G. H. Libby	Dept..	2	4	85	130	0	0	40	60	12	0	20	20	2	10	4	....	1,000	10,000
1793	Liberty	....do.*	H. L. Springer	Dept..	1	0	4	3	11	8	0	0	0	0	0	0	0	0	....	....	0	400
1794	Limerick	Academy*	Willis B. Moore	Ind...	1	1	20	18	70	57	....	....	....	....	3	12	3	4	4	....	44	2,500
1795	Limestone	High School	Harry L. Crabtree	Dept..	1	0	8	11	4	9	0	0	0	0	0	0	0	0	....	....	0	4,500
1796	Limington	Academy*	H. L. Whitman, A. M.	Ind...	1	1	28	36	0	0	....	....	....	....	6	5	2	1	4	....	125	2,000
1797	Lisbon	High School*	E. C. Megquier	Ind...	1	1	20	22	0	0	....	....	....	....	....	....	....	....	4	....	20	8,000
1798	Livermore	....do.*	Mary E. Pollard	Dept..	0	1	20	14	10	7	....	....	....	....	....	....	....	....	....	....	35	20
1799	Livermore Falls	....do	James M. Pike	Dept..	1	1	10	15	0	0	6	7	0	4	1	0	1	0	4	....	50	3,000
1800	Lubec	....do	Everett L. Getchell	Dept..	1	0	10	18	0	0	2	7	....	....	1	5	0	0	4	....	212	9,000
1801	Machias	....do	H. L. Palmer, A. B	Dept..	1	2	22	20	30	25	8	5	....	....	1	2	0	0	4	....	75	5,000
1802	Madison	....do	Fred. L. Tapley	Dept..	1	2	20	30	0	0	....	....	6	4	1	2	1	0	4	....	25	16,000
1803	Mechanic Falls	....do	Ralph E. Files	Dept..	1	1	18	21	0	0	4	8	1	0	3	7	1	3	4	....	200	5,375
1804	Millbridge	....do	Myron H. Goodwin	Dept..	2	0	24	30	0	0	1	0	....	....	1	1	0	0	4	....	.....	.....
1805	Milo	....do	Charles E. Perkins	Dept..	1	1	50	30	0	0	8	2	....	....	11	8	11	8	4	....	200	9,000
1806	Monmouth	Academy and High School.	W. S. Masterman	Dept..	1	1	28	30	0	0	4	3	....	....	2	12	0	2	4	....	400	2,500
1807	Monson	Academy	W. S. Knoulton	Dept..	1	1	30	20	0	0	5	3	4	2	0	0	....	....	4	....	200	5,000
1808	Monticello	High School	Charles L. Clement	Dept..	1	0	16	23	15	15	2	2	....	....	0	0	0	0	....	....	10	0
1809	Mount Desert	Somesville High School.	Everett W. Ober	Dept..	1	0	20	22	0	0	0	0	0	0	0	0	0	0	0	....	0	3,500
1810	Newfield	High School	Miss Jennie Wordsworth.	Dept..	0	1	1	5	5	9	....	....	....	....	....	....	....	....	5	....	0	.....
1811	Newport	....do.*	Le Roy R. Folsom	Dept..	1	1	20	13	49	36	6	4	3	0	2	2	2	2	4	....	125	4,080
1812	New Portland	....do	John Carville	Dept..	1	0	10	9	0	0	1	0	0	0	0	0	....	....	4	....	11	1,200
1813	New Vineyard	....do	Charles O. Turner	Ind...	1	0	15	16	0	0	....	....	....	....	....	....	....	....	3	....	0	800
1814	North Berwick	....do	C. E. Bolser	Dept..	1	1	18	20	0	0	1	2	....	....	2	6	....	....	4	....	.....	2,000
1815	North Haven	....do.*	Fremont Beverage	Dept..	1	0	7	3	0	0	0	0	0	0	....	....	....	....	....	....	.....	.....
1816	North Isleboro	....do	Walter P. Clarke	Dept..	1	0	4	5	15	16	....	....	....	....	....	....	....	....	....	....	.....	.....
1817	North New Portland	....do	Chas. B. Kimball	Dept..	1	0	11	7	12	6	1	1	0	0	3	0	0	0	6	....	.....	.....
1818	North Parsonsfield	Parsonsfield Seminary	Isaiah Trufant, A. M.	Ind...	1	2	28	16	0	0	3	5	2	1	4	2	1	0	4	....	200	2,000
1819	Norway	High School	A. G. Wiley, A. B	Dept..	2	1	30	58	0	0	4	5	1	0	1	11	1	0	4	....	207	4,000
1820	Oakland	....do	Lyman K. Lee, A. B	Dept..	1	1	27	13	0	0	2	1	2	0	0	0	0	0	4	....	180	5,000
1821	Orono	....do.*	S. H. Powell	Dept..	1	1	17	30	5	10	0	0	0	0	7	8	4	0	4	....	60	8,000
1822	Orrington	....do	James Brooks	Dept..	1	0	11	7	13	19	0	1	2	3	0	0	0	0	....	....	0	1,000
1823	Oxford	....do	Simon M. Hamlin	Ind...	1	1	10	17	1	6	0	0	0	0	1	3	0	0	4	....	600	3,000
1824	Patten	Academy	H. H. Chapman	Dept..	1	1	20	22	0	0	4	2	2	0	2	5	1	3	4	....	50	10,000
1825	Pemaquid	Bristol High School	Frederick A. Roberts.	Ind...	1	0	11	10	0	0	....	....	....	....	0	0	....	....	....	....	.....	600
1826	Pembroke	High School	Kate H. Pattangall	Dept..	0	2	5	30	20	25	0	2	0	0	0	0	....	....	4	....	200	.....
1827	Phillips	....do	E. E. Morse	Dept..	2	1	24	31	0	0	4	6	1	0	3	8	2	3	4	....	.....	10,000
1828	Portland	....do	Albro E. Chase	Ind...	6	12	283	318	0	0	95	61	3	8	39	67	22	19	4	150	1,500	.....
1829	Presque Isle	....do	Chas. N. Perkins, A. M	Dept..	1	2	46	63	0	0	6	7	....	....	2	15	2	3	4	0	50	21,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MAINE—cont'd.																					
1830	Princeton	High School*	Cora K. Clifford (Mrs.)	Dept.	0	1	10	20	0	0	0	0	0	0	0	0	.....	.....	4	....	0	.....
1831	Richmond	....do	Frederick J. Libby	Dept.	1	1	20	40	0	0	3	3	.....	.....	7	8	1	1	4	....	200	$2,500
1832	Ripley	....do*	E. P. Dyer	Dept.	1	0	6	6	14	9	.....	.....	.....	.....	.....	.....	.....	.....	0	....	0	.....
1833	Rockland	....do	L. E. Moulton	Dept.	3	2	90	68	0	0	7	5	10	0	6	16	2	0	4	....	.....	.....
1834	Rockport	....do	R. N. Millett	Dept.	1	0	6	20	0	0	2	1	0	0	0	0	0	0	3	....	100	12,000
1835	Rumford Falls	....do	Geo. W. Stearns	Dept	1	1	30	38	0	0	10	5	1	0	2	3	2	3	4	....	400	14,000
1836	Sabattus	....do	J. W. Hilton, A. B	Dept.	1	1	12	14	0	0	3	0	.....	.....	1	1	1	1	4	....	.....	7,000
1837	Saint Albans	....do	P. R. Longley	Dept.	0	1	10	14	26	9	2	3	1	4	3	0	1	0	3	....	18	2,000
1838	Sanford	....do	Harry E. Bryant, A. B	Dept.	1	1	23	28	0	0	0	0	1	0	3	2	0	0	4	....	100	.....
1839	Sangerville	....do	Harvey S. Williams	Dept.	1	1	8	18	54	55	.....	.....	.....	.....	0	0	.....	.....	4	....	95	6,500
1840	Scarboro	....do	W. H. Ormsby	Dept.	1	0	14	11	0	0	.....	.....	.....	.....	0	0	.....	.....	4	....	40	.....
1841	Sherman Mills	....do	D. H. Perkins	Dept.	1	1	15	20	17	10	2	1	1	0	.....	.....	.....	.....	.....	....	300	3,500
1842	Skowhegan	Bloomfield Academy and Skowhegan High School.*	F. G. Farrington	Dept.	2	2	62	68	0	0	7	18	25	20	5	6	1	3	4	....	400	14,000
1843	South Norridgewock.	High School	Robert Mahlman	Dept.	1	1	24	33	0	0	5	8	1	0	3	5	1	2	4	....	60	6,000
1844	South Paris	....do	L. P. Gerrish	Dept.	1	1	25	35	10	15	22	0	.....	.....	1	6	0	2	4	....	.....	.....
1845	South Thomaston	....do*	Isabel R. Lattie	Dept.	0	1	15	20	0	0	0	0	0	0	0	0	0	0	3	....	0	800
1846	Southwest Harbor	Tremont Free High School.	Joseph O. Whitcomb	Dept.	1	0	10	10	14	8	0	0	1	0	0	0	0	0	4	....	0	.....
1847	South Windham	Frederick Robie High School.	Fred Benson	Dept.	1	1	24	18	24	24	.....	.....	1	1	3	5	1	0	4	....	.....	3,000
1848	Springvale	High School	Frank G. Davis	Dept.	1	1	24	27	0	0	0	2	4	0	1	7	0	3	4	....	20	5,000
1849	Stark	Free High School	Mrs. W. L. Walker	Ind.	0	2	8	10	17	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	500

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1850	Steuben	High School	E. T. Hanscon	Dept.	1	0	14	18	0	0					0	0							
1851	Strong	do *	Frank E. Bradbury	Ind	1	0	15	21	0	0	2	3	4	3	0	4	0	0	4		40		
1852	Tenants Harbor	St. George High School	Walter H. Mathews	Ind	1	0	25	17	27	46					1	2			4				
1853	The Forks	West Forks High School	Milton P. Dutton	Dept.	1	0	3	6	7	9									3				
1854	Thomaston	High School	Albert S. Cole	Dept.	1	1	26	25	0	0	2	2	0	0	0	3	0	0	4		200	4,000	
1855	Topsham	do	John A. Cone, A. B	Dept.	1	1	31	20	0	0	2	2							4		140	12,000	
1856	Tremont	do	Joseph Whitcomb	Dept.	2	0	24	21	16	14												5,000	
1857	Turner Center	Leavitt Institute	Lauren M. Sanborn, A. B.	Ind	1	3	25	30	8	12	4	0	0	0	0	0	0	0	4		75	14,000	
1858	Union	Free High School	Maurice L. Gray	Dept.	1	0	7	5	6	7					0	2			3			2,000	
1859	Vanceboro	High School	Samuel Ackley	Dept.	1	0	7	20	0	0					1	4			4		180	2,000	
1860	Vinal Haven	do	Edward T. Ridley, A. B	Dept.	1	1	30	25	15	5	2	1			4	7	2	1	4			6,500	
1861	Waldoboro	do	Albert T. Lane, A. B.	Dept.	1	1	27	27	0	0	4	0	1	0	5	8	0	0	4		745		
1862	Warren	do	F. E. Russell	Dept.	1	0	19	31	0	0					2	6	0	0	4		200		
1863	Waterboro Center	do	L. G. Palmer	Dept.	1	0	18	19	0	0	0	0	0	0	0	0	0	0	3	0	0	50	
1864	Waterville	do *	Dennis E. Bowman	Dept.	1	5	68	102	0	0					11	21	2	14	4		500		
1865	Weld	do	N. G. Foster	Dept.	1	0	3	7	22	17	0	0	0	0	1	6	0	0	5		150	2,000	
1866	Westbrook	do	F. W. Freeman	Dept.	2	3	74	74	0	0	9	8	5	0	15	9	3	1	4	0			
1867	West Trenton	High School *	Eben B. Hodgkins, supt.	Dept.	1	0	8	6	28	13	0	0	0	0	0	0	0	0				2,500	
1868	Windham Center	Windham High School	Mary L. Harlow	Dept.	0	2	34	41	0	0					6	7			4		0		
1869	Winter Harbor	High School *	Fred. W. Burrill	Dept.	1	0	10	15	20	7	3	2	0	0	2	6			3			2,000	
1870	Winthrop	do	Charles E. Sawtelle	Dept.	1	1	22	31	0	0					1	0	1	0	4		100	6,000	
1871	Wiscasset	do *	Elden P. Munsey	Dept.	1	1	23	45	0	0					4	16	1	3	4		16	1,000	
1872	Woodfords	Deering High School	J. M. Hill	Dept.	1	4	79	95	0	0	5	4	8	5	7	14	2	0	4				
	MARYLAND.																						
1873	Aberdeen	High School *	John S. Hill	Dept.	1	1	12	12	0	0					1	0			3		250	3,000	
1874	Baltimore	Baltimore City College	Francis A. Soper	Dept.	16	0	750	0	0	0					34	0	15	0	5				
1875	do	Colored High School	Dr. George L. Staley	Dept.	1	6	45	120	0	0	1	0	0	0	4	14	1	0	4		275	15,000	
1876	do	Colored Polytechnic Institute.	William R. Ryan	Dept.	7	0	27	0	98	0					6	0			2				
1877	do	Eastern Female High School.	Wm. F. Wardenburg	Dept.	1	12	0	456	0	0					0	67			4		200	100,000	
1878	do	Western Female High School.	Andrew S. Kerr	Dept.	1	17	0	960	0	0					0	80			4		300	205,000	
1879	Belair	Academy	Albert S. Cook	Dept.	2	0	23	27	0	0	3	1			5	6	2	1	3		300	15,000	
1880	Berlin	Buckingham High School.	Charles E. Dryden, A. B., B. Sc.	Dept.	1	0	5	15	0	0	2	1			1	6	1	1	2		300	6,000	
1881	Boonsboro	High School	W. A. Henneberger	Ind	3	2	34	22	44	57					0	0					75		
1882	Centerville	Academy *	A. Y. Harley, jr	Ind	1	0	40	0	90	0	4	0							4		150	5,000	
1883	Charlotte Hall	High School	George M. Thomas, A. M.	Ind	3	0	32	0	6	0					4	0			4		1,100	18,000	
1884	Chesapeake City	do *	M. S. Harper, M. A.	Ind	0	2	10	5	20	9	4	2										6,000	
1885	Clear Spring	do	Kieffer G. Hoover	Dept.	1	2	20	21	0	0													
1886	Cumberland	Allegany County High School No. 1.	John T. White	Dept.	1	1	10	62	0	0					1	11			3		1,300		
1887	Darlington	High School and Academy.	A. F. Galbreath	Dept.	1	0	20	20	0	0	2	3			1	2	1	0	3		70	6,000	

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Students.														Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
					Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.			
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MARYLAND—cont'd.																					
1888	East Newmarket.	Academy	William P. Beckwith.	Dept.	1	0	8	18	52	48					2	5			4			$3,000
1889	Easton	High and Manual Training School.	Edward Reisler	Dept.	2	1	38	51	0	0					6	5			4		150	18,000
1890	Elkton	Cecil County High School.	George A. Steele, A. M	Ind	1	2	48	55	0	0	4	2			4	7	3	0	4		200	15,000
1891	Ellicott City	High School	Philip T. Harman	Dept.	1	0	9	7	8	4												
1892	Frederick	Boys' High School	Amon Burgee, A. M	Dept.	1	2	32	0	0	0	6	0	3	0	7	0	3	0	3		250	
1893	do	Girls' High School	Margaret M. Robinson	Dept.	0	3	0	35	0	0	0	1	0	0	0	7	0	1	3		350	10,000
1894	Frostburg	Beall High School	Richard K. Wimbrough	Dept.	1	1	14	46	0	0					3	10			4		150	20,000
1895	Galena	Shrewsbury Academy*	Thomas B. Long	Dept.	1	0	4	10	43	45	0	0	0	0	0	0	0	0			50	2,000
1896	Hagerstown	High School (male)	C. Edwin Carl	Dept.	2	0	50	0	0	0	5	0	1	0	13	0	3	0	3		400	
1897	Hancock	High School*	Max Richards	Dept.	1	0	12	12	0	0					3	1			3			
1898	Havre de Grace	do	Charles T. Wright	Dept.	2	4	20	33	0	0					1	5			3		50	25,000
1899	Henderson	Academy*	R. L. Glover	Dept.	1	1	0	9	35	76	0	0	0	0	0	3					105	
1900	Laurel	High School*	Margaret Edmonston	Dept.	0	1	17	16	0	0	1	2	1	0	2	1			3			2,000
1901	Marion Station	Marion High School	B. F. Haynes	Dept.	1	2	14	19	38	40	2	5			1	2	1	1	4			
1902	Middletown	High School	F. G. Wagaman	Ind	1	0	15	13	0	0	3	0	0	0	1	4	0	0	3		90	1,500
1903	Oxford	do	N. Price Turner	Ind	1	1	5	13	31	28	1	0	0	0	0	1	0	0	4		20	5,000
1904	Pocomoke City	do	H. J. Handy	Ind	2	0	12	40	0	0	0	0	0	0	1	4	0	0	4		600	10,000
1905	Preston	Academy	R. W. Allen	Dept.	0	2	17	21	52	34					1	1	1	1			215	2,250
1906	Princess Anne	Washington High School.	Earle B. Polk	Ind	1	0	16	32	76	73	3	2	3	0	0	0	0	0	4		50	
1907	Rockville	High School	Frank Andrews	Dept.	1	0	26	26	0	0					0	0	0	0	3		60	
1908	Saint Michaels	do	Henry E. Adams	Dept.	2	1	30	33	0	0	0	0			3	5	0	0	4		100	12,000
1909	Sharpsburg	do	J. N. Zimmerman	Dept.	2	0	14	11	0	0												10,000

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1910	Smithsburg	do	Eugene A. Spessard	Dept.	1	0	8	12	52	58	....	....	....	....	0	0	0	0	4	....	60	2,500
1911	Sparrows Point	High School (Dist. 15)	Jos. Blair	Dept.	1	2	12	40	0	0	....	....	....	....	....	....	....	....	....	....	....	....
1912	Thurmont	High School	H. D. Beachley	Dept.	1	0	14	20	0	0	....	....	....	....	3	7	1	2	3	....	100	....
1913	Towson	do	R. Brent Crane	Dept.	1	0	10	10	0	0	....	....	....	....	....	....	....	....	4	....	....	15,000
1914	Trappe	do	Addison E. Mulliken	Ind.	1	1	5	11	22	17	....	....	....	....	1	0	....	....	4	....	30	800
1915	Upper Fairmount	Fairmount Academy	W. Roger Revelle, A.M.	Ind.	1	0	16	16	74	64	....	....	....	....	4	3	....	....	4	....	24	6,000
1916	Vienna	Academy*	N. B. Studebaker, A.M.	Dept.	1	0	13	13	0	0	5	0	5	0	0	3	0	0	3	....	100	1,000
1917	Westernport	High School	O. H. Bruce	Dept.	1	1	14	28	0	0	....	....	....	....	1	6	....	....	4	....	1,100	18,000
1918	Williamsport	do	Henry E. Neibert	Dept.	2	0	12	19	0	0	3	2	....	....	....	....	....	....	4	....	150	5,000
	MASSACHUSETTS.																							
1919	Abington	High School	Reuben L. Haley, A.M.	Dept.	1	3	32	53	0	0	3	5	3	0	6	15	1	3	4	....	100	.....
1920	Adams	do	John C. Hull	Dept.	1	5	45	81	0	0	....	....	....	....	2	9	1	4	5	....	300	.....
1921	Amesbury	do	Forrest Brown	Dept.	2	4	60	86	0	0	8	6	2	0	8	12	5	0	4	65	350	15,000
1922	Amherst	do	Charles Falconer	Ind.	2	3	48	90	0	0	5	10	4	7	2	18	2	10	4	....	270	25,000
1923	Arlington	do*	Ira W. Holt, A.M.	Dept.	1	5	51	59	26	33	8	15	11	0	12	14	9	4	4	....	900	95,000
1924	Ashby	do	Mary A. Dartt	Dept.	0	1	5	17	0	0	0	0	0	0	0	0	0	0	4	....	12	.....
1925	Ashfield	Sanderson Academy	Orren Henry Smith, A.M.	Dept.	1	1	26	20	0	0	3	2	2	0	2	5	1	1	4	....	5,000	12,000
1926	Ashland	High School*	J. Henry White	Dept.	1	1	18	22	0	0	10	8	8	0	1	1	1	1	4	....	20	15,000
1927	Assinippi	Norwell High School	Edward F. Blood	Dept.	1	2	19	27	0	0	....	....	7	0	4	6	....	....	4	....	75	.....
1928	Attleboro	High School	Charles P. Barnes	Dept.	2	5	50	52	0	0	13	10	8	12	9	11	7	6	4	....	400	.....
1929	Avon	do	John Carroll	Dept.	1	1	21	25	0	0	1	0	....	....	2	1	1	0	4	....	50	12,000
1930	Ayer	do*	A. C. Cummings	Dept.	1	1	29	30	0	0	1	2	0	0	6	10	0	0	4	....	100	11,000
1931	Baldwinsville	do	N. A. Cutler	Dept.	1	0	13	25	0	0	0	2	0	0	0	4	0	0	4	....	200	10,000
1932	Barre	do	C. L. Randall	Dept.	1	2	20	22	0	0	2	4	2	3	2	5	2	5	4	....	152	.....
1933	Bedford	do	Minnie C. Potter	Dept.	0	1	11	15	0	0	0	0	0	0	3	2	0	0	3	....	20	100
1934	Belchertown	do	Charles A. Guild	Dept.	1	1	12	9	26	23	1	2	....	....	4	4	2	0	4	....	....	.....
1935	Bellingham	do	Frances B. M. Willgoose.	Dept.	0	1	10	9	4	1	....	....	....	....	1	3	....	....	2	....	30	2,500
1936	Bernardston	Powers Institute	John H. Bixby	Ind.	1	2	26	30	0	7	0	0	0	0	10	2	0	0	4	....	15	4,600
1937	Beverly	High School	B. Sumner Hurd	Dept.	2	6	62	133	0	0	20	10	5	3	8	32	2	7	4	....	....	.....
1938	Blackstone	do	Edward W. Barrett	Dept.	1	2	40	45	0	0	4	3	1	0	4	0	1	1	4	....	100	12,000
1939	Bolton	Houghton High School	Miss A. J. Webber	Dept.	0	1	9	11	10	12	....	....	....	....	0	1	....	....	3	....	....	.....
1940	Boston (Back Bay)	Bourne High School*	M. E. Joiner	Dept.	1	1	22	30	0	0	2	1	6	7	3	3	....	....	4	....	....	.....
1941	Boston (Brighton)	Brighton High School	John C. Ryder	Dept.	2	8	88	182	0	0	13	21	0	9	....	....	....	....	4	80	....	.....
1942	Boston (Charlestown).	Charlestown High School.	John O. Norris	Dept.	2	9	80	220	0	0	0	2	0	0	16	53	0	2	4	75	3,400	100,000
1943	Boston (Dorchester).	Dorchester High School	Charles J. Lincoln	Dept.	2	9	106	234	0	0	7	15	4	0	26	51	6	8	4	92	2,500	.....
1944	Boston (East Boston.	East Boston High School	John F. Eliot	Dept.	2	8	82	108	0	0	1	11	4	0	12	24	0	3	3	76	.....	.....
1945	Boston	English High School for Boys.	Robert E. Babson	Dept.	27	0	967	0	0	0	4	0	33	0	177	0	4	0	4	800	1,500	.....
1946	do	Girls' High School	John Tetlow	Dept.	3	28	0	1003	0	0	0	10	0	7	0	228	0	11	4	....	5,000	.....
1947	do	Girls' Latin School	John Tetlow	Dept.	3	9	0	265	0	0	0	265	0	0	0	34	0	34	6	....	1,012	.....
1948	do	Mechanic Arts High School.	Charles W. Parmenter	Dept.	14	1	353	0	0	0	....	....	55	0	37	0	13	0	3	....	200	235,000
1949	do	Public Latin School	Moses Merrill	Dept.	17	0	533	0	0	0	533	0	....	....	49	0	49	0	6	350	5,000	375,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MASSACHUSETTS—continued.																					
1950	Boston (Roxbury)	Roxbury High School	Charles M. Clay	Dept.	5	15	151	481	0	0	14	23	12	7	49	113	6	3	3	126	3,000	$400,000
1951	Boston (Jamaica Plain).	West Roxbury High School.	George C. Mann	Dept.	3	6	57	205	0	0	1	7	.....	.....	11	48	1	3	.....	43	875	.....
1952	Bourne	High School	C. W. Pierce	Dept.	1	1	19	29	0	0	4	6	2	3	2	3	1	3	4	....	200	1,800
1953	Bradford	.....do	Frank P. Morse	Ind	1	3	26	47	0	0	1	4	1	0	2	9	0	6	4	....	500	4,200
1954	Braintree	.....do	Irving W. Horne	Dept.	1	3	36	59	0	0	0	2	1	0	3	12	.....	.....	4	....	350	35,000
1955	Brewster	.....do	Arthur L. Sampson	Dept.	1	1	14	16	6	4	0	0	0	0	2	2	0	0	3	....	25	2,000
1956	Bridgewater	.....do	Melville A. Stone	Dept.	1	4	38	40	0	0	5	2	.....	.....	2	10	0	3	4	.....	.....	.....
1957	Brockton	.....do	Edward Parker	Dept.	7	12	202	226	0	0	16	14	12	0	36	18	7	3	4	.....	.....	.....
1958	Brookfield	.....do.*	Edward B. Hale	Dept.	1	1	22	35	0	0	3	4	.....	.....	3	11	1	1	4	32	150	11,000
1959	Brookline	.....do	Daniel S. Sanford	Dept.	7	10	135	143	0	0	48	14	48	24	15	28	6	15	4	0	1,200	270,178
1960	Cambridge	English High School	Ray Greene Huling	Dept.	4	17	325	388	0	0	.....	.....	51	5	35	56	19	2	4	....	3,100	254,000
1961	.....do	Manual Training School	Charles H. Morse	Dept.	8	3	200	0	0	0	.....	.....	85	0	16	0	.....	.....	4	.....	.....	135,000
1962	Cambridgeport	Cambridge Latin School	William F. Bradbury	Dept.	4	12	157	183	0	0	157	183	0	0	17	27	22	28	5	....	1,000	55,000
1963	Canton	High School	E. H. Brackett	Dept.	1	2	23	30	3	7	0	0	10	0	5	9	3	0	4	....	100	5,000
1964	Chatham	.....do	C. C. Richardson, A. M	Dept.	1	0	13	18	0	0	1	0	.....	.....	1	3	.....	.....	4	....	50	5,000
1965	Chelmsford	Center High School	C. W. Averell	Dept.	1	0	7	14	0	0	1	0	.....	.....	1	6	.....	.....	2	.....	.....	.....
1966	Chelsea	High School	Alton E. Briggs	Dept.	3	14	174	276	0	0	25	40	25	0	22	37	18	17	4	150	600	125,000
1967	Cheshire	.....do	Carrie M. Allen	Dept.	0	1	10	28	0	0	.....	.....	.....	.....	0	8	.....	.....	4	....	50	10,000
1968	Chicopee	Center High School	William C. Whiting	Dept.	3	5	70	89	0	0	13	25	10	0	4	8	2	3	4	....	1,560	40,000
1969	Clinton	High School	Andrew E. Ford	Dept.	4	4	69	132	0	0	10	5	6	0	10	23	3	2	4	....	200	70,000
1970	Cohasset	.....do	C. F. Jacobs	Dept.	1	2	24	47	0	0	3	2	4	0	1	7	0	0	4	....	150	32,000
1971	Concord	.....do	William L. Eaton	Ind	1	6	80	110	0	0	15	15	10	0	8	19	5	2	4	....	.....	40,000
1972	Conway	.....do	Wilbur G. Chaffee	Dept.	1	1	18	19	0	0	2	2	.....	.....	3	1	0	1	4	....	100	1,500

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1973	Dalton	....do	H. W. Allen	Dept..	1	2	31	45	0	0	0	2	0	0	7	6	1	5	4	....	53	25,000
1974	Danvers	Holten High School	E. J. Powers	Dept..	1	6	81	118	0	0	15	8	4	0	15	28	7	6	4	....	350	.....
1975	Dedham	High School	George F. Joyce, jr	Dept..	2	8	88	102	0	0	5	10	2	0	11	24	3	7	4	....	600	35,000
1976	Dennis	North High School	C. E. Corliss	Dept..	1	0	14	6	56	60	0	0	0	0	10	1	0	0	3	....	20	2,000
1977	East Bridgewater	High School	Fred E. Bragdon	Dept..	1	1	20	20	0	0	.....				4	5	.....		4	....	150	.....
1978	East Douglass	Douglass High School	George H. Stoddard	Dept..	1	0	12	18	0	0	1	0	0	0	3	6	1	0	4	....	25	.....
1979	Easthampton	High School*	Alfred B. Morrill	Dept..	2	3	28	50	0	0	0	8	2	8	3	10	0	3	4	....	200	.....
1980	Edgartown	....do	Minnie E. Wheeler	Dept..	0	1	8	16	0	0	.....				0	2	.....		4	....	200	1,800
1981	Essex	....do	Wesley S. Goodwin	Dept..	1	1	14	28	9	0	1	0	1	0	1	6	.....		4	....	200	6,000
1982	Everett	....do	Wilbur J. Rockwood	Dept..	4	7	122	176	0	0	8	13	8	1	.....		.....		4	....	800	80,000
1983	Fairhaven	....do.*	Eloise A. Hafford	Dept..	0	3	12	34	0	0	0	0	0	0	0	2	0	0	4	....	25	8,000
1984	Fall River	B. M. C. Durfee High School.	Charles C. Ramsay	Dept..	11	10	292	412	0	0	55	8	15	72	29	75	13	12	4	250	1,500	255,000
1985	Falmouth	Lawrence High School	Leland B. Lane	Dept..	1	2	31	40	0	0	0	2	1	0	4	7	0	0	4	....	50	3,500
1986	Fitchburg	High School	George P. Hitchcock	Dept..	9	16	240	300	0	0	15	8	34	1	44	41	14	4	4	....	647	250,000
1987	Foxboro	....do	W. Edgar Horton	Ind...	1	2	29	23	0	0	4	5	9	0	0	3	0	0	4	....	60	8,000
1988	Framingham	Academy and High School.	John H. Parsons	Dept..	2	5	118	142	0	0	.....				15	16	6	4	5	.....	.....	.....
1989	Franklin	Horace Mann High School.	E. D. Daniels, A. M	Dept..	1	3	26	54	0	0	3	5	3	0	5	4	2	0	4	....	350	40,000
1990	Gardner	High School	William Marvin	Dept..	2	4	75	85	0	0	15	10	.....		13	18	4	5	4	....	350	25,000
1991	Georgetown	....do	James G. Morrell	Ind...	1	1	12	24	6	9	0	0	0	0	3	7	0	0	3	.....	.....	5,000
1992	Gloucester	....do	Albert W. Bacheler	Dept..	3	11	146	240	0	0	27	22	28	33	20	36	8	2	4	146	3,000	100,000
1993	Granby	....do	Bessie M. Hooker, A.B	Dept..	0	2	9	13	0	0	0	0	0	0	0	0	0	0	4	....	50	.....
1994	Great Barrington	....do	Sanford L. Cutler	Dept..	1	1	32	42	0	0	1	1	1	3	8	13	1	1	4	....	100	80,000
1995	Greenfield	....do	W. H. Whiting	Dept..	2	4	50	115	0	0	5	8	2	0	4	19	1	2	4	....	200	50,000
1996	Groton	....do	John H. Manning	Dept..	1	1	30	36	0	0	1	0	0	0	7	6	1	0	4	.....	.....	.....
1997	Hardwick	....do	Frank W. Kimball	Dept..	1	1	8	14	0	0	.....				0	3	.....		4	....	100	6,000
1998	Harwich	....do	George M. Bemis	Dept..	1	0	10	19	0	0	.....				1	8	.....		4	....	150	.....
1999	Haverhill	....do	Clarence E. Kelley	Dept..	4	9	153	219	0	0	31	22	10	0	24	38	4	3	4	.....	.....	.....
2000	Hingham Center	Hingham High School.	Jacob O. Sanborn	Dept..	1	3	43	56	0	0	5	9	3	0	6	8	1	2	4	....	100	21,000
2001	Hinsdale	High School	George J. Walsh	Ind...	1	0	8	9	11	2	.....				0	0	0	0	.....	.....	40	.....
2002	Holbrook	Sumner High School	E. O. Hopkins	Dept..	1	2	32	52	0	0	1	7	.....		3	5	1	1	4	.....	.....	14,000
2003	Holden	High School	Alonzo K. Learned	Dept..	1	1	21	23	0	0	3	0	5	7	3	5	1	3	4	....	5,120	25,000
2004	Holliston	....do	Maurice B. Smith	Dept..	1	2	24	30	0	0	5	0	.....		4	8	1	0	4	....	500	10,000
2005	Holyoke	....do	Charles H. Keyes	Dept..	9	10	232	263	0	0	.....				27	38	14	19	4	....	700	475,000
2006	Housatonic	....do	Miss L. M. Turner	Dept..	0	1	10	16	0	0	.....				2	4	0	0	3	....	108	.....
2007	Hubbardston	....do	Maude Howe	Dept..	0	1	4	8	0	2	.....				0	1	.....		3	.....	12	8,000
2008	Hudson	....do	Chas. A. Williams	Dept..	1	3	42	65	0	0	6	4	1	0	2	8	2	0	4	0	100	18,000
2009	Hyannis	Barnstable High School.	Louis M. Boody	Dept..	1	3	29	32	0	0	0	0	1	0	7	10	1	0	4	....	30	.....
2010	Hyde Park	High School	W. H. Angleton	Dept..	5	3	88	112	0	0	.....				10	17	.....		4	88	200	.....
2011	Ipswich	Manning High School	John P. Marston, A.B.	Dept..	1	3	22	34	0	0	5	0	1	0	4	8	2	0	4	....	400	.....
2012	Kingston	High School	Ansel S. Richards	Dept..	1	1	29	29	0	0	1	3	2	0	5	7	3	2	4	....	500	20,000
2013	Lancaster	....do	William E. Sargent	Dept..	1	2	42	48	0	0	4	3	.....		1	4	0	0	5	....	200	5,000
2014	Lawrence	....do.*	James D. Horne	Dept..	6	11	157	243	0	0	24	10	30	17	13	38	6	9	4	.....	.....	74,500
2015	Lee	....do	John D. Seacord	Dept..	1	2	34	47	0	0	3	6	.....		1	12	0	0	4	....	50	30,000
2016	Lenox	....do	L. M. Rowland	Dept..	1	2	15	30	0	0	0	7	.....		0	0	.....		4	.....	200	.....
2017	Leominster	Field High School	Wallace E. Mason	Dept..	5	7	105	80	0	0	10	5	5	0	14	12	5	0	4	95	.....	.....
2018	Lexington	High School	J. I. Buck	Dept..	1	3	20	35	0	0	1	4	5	1	5	3	4	1	4	10	200	.....
2019	Lincoln	....do.*	Ernest W. Small	Dept..	1	0	7	10	0	0	1	1	.....		1	5	1	1	8	.....	.....	.....

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
					Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MASSACHUSETTS—continued.																					
2020	Littleton	High School	William E. Cate, A. B.	Dept.	1	1	18	21	0	0	4	4	0	0	2	4	1	1	4	0	.....	$3,000
2021	Lowell	....do	Cyrus W. Irish	Dept.	7	17	344	435	0	0	52	25	40	1	68	84	25	8	5	275	1,000	225,000
2022	Ludlow	....do	Frederic F. Smith	Dept.	1	1	5	13	0	0	0	1	.....	.....	0	0	.....	.....	4	.....	.....	275
2023	Lynn	Classical High School	Eugene D. Russell	Dept.	5	9	116	227	0	0	50	60	41	0	24	41	20	15	4	116	400	.....
2024	....do	English High School	Charles S. Jackson	Dept.	8	10	237	255	0	0	.....	.....	10	1	41	39	5	0	4	230	300	.....
2025	Malden	High School	John W. Hutchins	Dept.	6	12	177	236	0	0	36	53	37	0	16	33	3	9	4	.....	1,600	180,000
2026	Manchester	Story High School	W. S. C. Russell	Dept.	1	2	18	22	0	0	4	7	2	0	4	6	3	2	4	.....	.....	30,000
2027	Mansfield	High School	George W. Stone	Dept.	1	1	21	31	0	0	4	0	.....	.....	4	7	.....	.....	3	.....	25	30,000
2028	Marlboro	....do	William F. O'Connor	Dept.	1	7	105	141	0	0	12	10	17	0	10	14	4	3	4	.....	800	75,000
2029	Marshfield	....do	Charles R. Copeland	Ind.	1	1	15	25	0	0	0	0	0	0	2	4	.....	.....	4	.....	150	12,000
2030	Mattapoisett	Barstow High School	A. S. Briggs	Dept.	1	0	5	12	0	0	0	1	1	0	0	4	0	1	4	.....	.....	.....
2031	Maynard	High School	J. Henry White	Dept.	1	2	9	27	0	0	2	7	3	4	1	2	1	1	4	.....	100	30,000
2032	Medfield	....do	Walter L. Van Kleeck	Dept.	1	0	14	18	0	0	0	0	0	0	4	4	.....	.....	3	.....	35	12,000
2033	Medford	....do	Lorin L. Dame	Dept.	7	13	193	206	0	0	16	45	32	0	16	48	9	6	5	130	800	200,000
2034	Medway	....do.*	Willard J. Fisher	Dept.	1	1	23	34	0	0	3	2	0	0	2	10	1	1	4	.....	70	.....
2035	Melrose	....do	Frank H. Beede	Dept.	5	5	112	130	0	0	15	24	10	0	15	26	1	5	4	.....	100	.....
2036	Mendon	....do	Frank A. Rugg, A. B.	Dept.	1	0	15	19	0	0	.....	.....	.....	.....	3	4	0	4	4	.....	.....	50
2037	Merrimac	....do	C. C. Ferguson	Dept.	1	2	29	39	0	0	3	7	6	0	3	13	0	0	4	.....	100	.....
2038	Middleboro	....do	Walter Sampson, A. M.	Dept.	1	3	55	67	0	0	8	3	5	0	14	7	3	0	4	.....	200	30,000
2039	Milford	....do	A. E. Tuttle	Dept.	1	4	60	90	0	0	9	11	12	0	6	20	2	4	4	58	150	10,000
2040	Millbury	....do	John F. Roache	Ind.	1	2	47	46	0	0	3	2	5	3	6	5	1	3	4	.....	100	.....
2041	Milton	....do	Emory L. Mead	Dept.	3	11	76	88	0	0	.....	.....	.....	.....	11	11	4	4	4	.....	1,000	100,000
2042	Montague	Center High School	Eva L. Tower	Dept.	0	3	20	19	44	44	1	1	.....	.....	1	4	0	0	4	.....	100	.....
2043	Nahant	High School	O. A. Tuttle	Dept.	1	1	13	12	0	0	5	1	1	0	1	2	0	1	4	.....	.....	.....

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2044	Natick	....do	Horace W. Rice, M. A.	Dept..	2	9	109	156	0	0	10	15	15	10	10	31	3	2	4	....	100	.....
2045	Needham	Kimball High School	William H. Godfrey	Dept..	1	2	38	06	0	0	12	14	2	0	2	5	1	4	4	....	350	.....
2046	New Bedford	High School	Charles S. Moore	Dept..	7	9	148	252	0	0	66	87	3	0	11	29	5	3	4	80	12,652	137,200
2047	Newburyport	High and Putnam Schools.	Geo. A. Dickey	Dept..	2	7	125	150	5	6	16	6	36	0	20	21	4	0	4	....	600	30,000
2048	New Salem	High School	E. L. Adams	Dept..	1	1	15	23	1	1	0	1	3	0	1	3	0	1	4	....	100	5,000
2049	Newtonville	Newton High School	Enoch C. Adams	Dept..	6	15	284	342	0	0	111	151	50	0	40	50	26	14	5	275	900	293,500
2050	Norfolk	High School	Franklin C. Jones	Dept..	1	0	6	6	14	13	.....	.....	.....	.....	0	0	0	0	2	....	15	.....
2051	North Adams	Drury High School	Herbert H. Gadsby	Dept..	4	3	86	130	0	0	27	5	.....	.....	12	28	10	12	4	....	.....	60,000
2052	Northampton	High School*	Clarence B. Roote	Dept..	3	7	85	100	0	0	17	22	.....	.....	10	13	6	9	4	....	175	80,000
2053	North Andover	Johnson High School	Chas. Talbot Woodbury.	Dept..	2	4	34	51	0	0	1	0	1	0	3	6	1	0	4	....	100	21,500
2054	North Attleboro	High School	James W. Brehaut	Dept..	1	5	42	49	0	0	2	1	3	1	3	10	0	2	4	....	700	18,000
2055	Northboro	....do	Wm. F. Sims	Dept..	1	0	15	16	0	0	4	2	.....	.....	2	5	0	0	3	0	0	.....
2056	North Brookfield	....do	Edgar H. Grout	Dept..	1	3	39	31	0	0	5	5	3	0	5	5	2	3	4	....	200	25,000
2057	North Dartmouth	....do	Everett Skillings	Dept..	1	0	6	9	43	27	0	0	0	0	0	0	0	0	2	....	.....	6,600
2058	North Easton	Oliver Ames High School	Maitland C. Lamprey	Dept..	3	3	32	63	0	0	0	0	1	1	9	7	1	1	4	....	300	75,000
2059	North Reading	High School	Clara B. Holden	Dept..	0	1	13	17	0	0	.....	.....	1	0	3	4	.....	.....	3	....	60	.....
2060	Norwood	....do	Albin C. Russell	Dept..	1	3	40	61	0	0	8	9	.....	.....	4	12	2	4	4	....	200	30,000
2061	Orange	....do	Charles L. Simmons	Dept..	1	3	61	69	0	0	4	8	7	0	8	13	6	9	4	....	300	20,000
2062	Orleans	....do.*	Frank E. Sanborn	Dept..	1	1	12	23	10	8	.....	.....	.....	.....	.....	.....	.....	.....	3	....	1,354	8,500
2063	Oxford	....do	Clarence L. Judkins	Dept..	1	1	12	17	12	9	4	3	4	2	4	4	2	2	4	....	200	7,000
2064	Palmer	....do	A. C. Thompson	Dept..	1	5	35	52	0	0	2	8	7	16	1	8	0	4	4	0	500	25,000
2065	Peabody	....do	John M. Nichols	Dept..	1	6	65	86	0	0	.....	.....	.....	.....	4	15	1	9	4	.....	.....	.....
2066	Pembroke	....do	Sumner A. Chapman	Dept..	1	0	5	9	10	7	.....	.....	.....	.....	0	0	0	0	4	.....	.....	.....
2067	Pepperell	....do	Alfred O. Tower, A. M	Dept..	1	2	34	30	0	0	0	2	1	0	2	3	.....	.....	4	....	0	10,000
2068	Pittsfield	....do	Charles A. Byram	Dept..	5	3	121	180	0	0	16	18	7	0	17	28	8	2	4	....	500	205,000
2069	Plainville	....do	G. Fay Hilton	Dept..	1	0	9	23	3	2	0	0	0	0	0	2	0	0	4	....	50	.....
2070	Plymouth	....do	Agnes W. Lindsey	Dept..	0	6	65	83	0	0	2	10	3	1	7	17	.....	.....	4	....	400	40,000
2071	Princeton	....do.*	Anna C. Mason	Dept..	0	2	6	7	36	25	0	0	0	0	0	3	0	0	3	....	75	10,000
2072	Provincetown	....do	Ira A. Jenkins, A. M.	Dept..	1	2	22	43	0	0	0	0	0	0	4	7	0	0	4	....	150	10,000
2073	Quincy	....do	Frederic A. Tupper	Dept..	3	11	196	238	0	0	8	23	8	0	11	23	3	5	4	0	150	75,000
2074	Reading	....do	F. E. Whittemore	Dept..	2	4	54	70	0	0	3	3	4	0	6	9	2	2	4	....	256	15,000
2075	Rockland	....do.*	Theodore P. Farr	Dept..	2	4	50	67	0	0	11	1	1	0	2	5	2	4	4	....	50	18,000
2076	Rockport	....do	W. A. Woodward	Dept..	1	1	27	26	0	0	0	0	2	0	5	4	0	0	4	....	300	7,000
2077	Rutland	....do.*	Wilbur G. Chaffee	Dept..	2	0	4	5	12	26	.....	.....	.....	.....	4	3	1	0	4	.....	.....	2,000
2078	Salem	Classical and High School.	Frank M. Collester	Dept..	8	8	203	231	0	0	48	53	23	0	27	51	11	14	4	0	1,800	40,000
2079	Sandwich	High School	F. S. Stebbins	Dept..	1	1	14	16	0	0	0	0	0	0	0	3	.....	.....	4	....	40	.....
2080	Saugus	....do	Norris E. Adams	Dept..	1	2	36	55	0	0	6	12	2	0	2	4	0	2	4	....	350	40,000
2081	Scituate	....do	Julius N. Mallory	Dept..	1	1	35	45	0	0	2	2	.....	.....	7	7	1	0	4	0	100	8,000
2082	Sharon	....do	H. S. Freeman, A. B.	Dept..	1	0	9	16	0	0	1	1	1	0	1	5	1	1	4	....	40	2,000
2083	Sheffield	....do	William Ellis	Dept..	1	0	18	16	0	0	0	2	.....	.....	0	1	0	1	3	....	100	2,000
2084	Shrewsbury	....do	Chester T. Porter	Dept..	1	1	12	12	4	8	.....	.....	.....	.....	1	5	0	0	3	....	325	10,000
2085	Somerville	English High School	C. T. C. Whitcomb	Dept..	8	14	229	426	0	0	.....	.....	5	6	20	55	4	9	4	....	766	200,000
2086	....do	Latin High School	George L. Baxter	Dept..	3	6	123	159	0	0	123	159	.....	.....	16	39	36	39	4	.....	.....	60,000
2087	Southampton	High Grammar School	M. H. Bridgman	Dept..	0	1	12	14	3	5	.....	.....	.....	.....	1	5	.....	.....	1	.....	.....	.....
2088	Southboro	Peters High School*	F. A. Luce	Dept..	2	0	10	20	0	0	0	0	2	1	1	6	1	1	4	....	150	.....
2089	Southbridge	High School	F. E. Corbin	Dept..	2	1	40	70	0	0	3	2	2	0	8	16	.....	.....	4	....	50	.....
2090	South Dartmouth	....do	Meredith D. Morris	Dept..	1	0	6	8	14	17	0	1	0	0	2	5	0	1	2	0	250	4 000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MASSACHUSETTS—continued.																					
2091	South Hadley Falls	High School	Walter H. Young	Dept.	1	1	25	21	0	0	4	1	5	3	4	1	4	1	4	....	200	.....
2092	South Weymouth	South High School	Wm. D. Mackintosh	Ind.	1	2	46	54	0	0	.....	.....	1	0	5	6	0	0	4	....	150	$10,000
2093	Spencer	David Prouty High School.	Edwin S. Tirrell	Dept.	2	2	43	58	0	0	4	13	2	0	9	10	2	0	4	....	125	57,000
2094	Springfield	High School	Fred. W. Atkinson	Ind.	6	17	253	316	0	0	53	45	42	0	26	56	26	18	4	....	500	127,539
2095	Sterling	....do	Ella C. Abbot	Dept.	0	2	3	10	11	14	0	0	0	0	0	0	.....	.....	3	....	75	5,000
2096	Stockbridge	....do	Alfred W. Rogers, A.M	Dept.	1	1	22	24	0	0	2	0	0	0	3	2	0	0	4	.....	.....	6,000
2097	Stoneham	....do	Charles J. Emerson	Dept.	1	3	58	64	11	13	2	3	3	0	6	8	2	3	4	51	293	74,000
2098	Stoughton	....do	Arthur D. Arnold	Dept.	1	2	29	42	0	0	7	11	2	0	1	8	1	0	4	....	270	16,000
2099	Stow	Hale High School	George F. Murdock	Ind.	1	0	5	17	0	0	0	0	0	0	0	3	0	0	4	....	25	3,000
2100	Sudbury	High School	Frank O. Jones	Dept.	1	1	10	16	0	0	0	0	0	0	2	5	0	0	4	0	.....	.....
2101	Sutton	....do	Sarah E. Wedge	Dept.	0	2	11	18	0	0	0	0	0	0	2	0	1	0	4	....	17	.....
2102	Swampscott	Phillips High School	Gardner P. Balch	Dept.	1	2	25	36	0	0	2	5	3	0	3	5	2	0	4	....	200	.....
2103	Taunton	High School	John P. Swinerton, A. M.	Dept.	6	4	158	215	0	0	14	9	2	0	25	24	4	4	4	50	150	70,000
2104	Templeton	....do	Grace E. Blodgett	Dept.	0	2	15	16	0	0	.....	.....	.....	.....	2	6	0	1	4	....	30	.....
2105	Tewksbury	....do	Ida C. Gleason	Dept.	0	2	25	21	0	0	0	2	1	0	4	4	1	2	4	....	150	13,500
2106	Topsfield	....do	Roy E. Moosar	Dept.	1	1	17	18	0	0	1	0	.....	.....	1	5	1	0	3	....	75	5,100
2107	Townsend	....do	Amy S. Lane	Dept.	0	4	17	22	0	0	4	0	.....	.....	1	1	1	0	4	....	50	5,000
2108	Turners Falls	....do	Lucas Lee Baker	Dept.	1	2	15	41	0	0	2	3	2	1	4	4	.....	.....	4	....	300	.....
2109	Upton	....do	Elmer L. Fargo	Dept.	1	2	34	36	0	0	2	1	2	2	8	9	1	2	4	....	60	23,000
2110	Uxbridge	....do	Charles H. Bates	Dept.	1	2	45	36	0	0	3	2	1	0	7	4	0	1	4	....	200	32,000
2111	Vineyard Haven	Tisbury High School	Mary Wyatt Cross	Dept.	0	2	13	18	0	0	.....	.....	.....	.....	1	4	0	4	4	....	100	4,500
2112	Wakefield	High School	Charles H. Howe	Ind.	1	5	70	100	0	0	13	15	5	0	13	7	5	2	4	60	325	.....

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2113	Walpole	do	Allen Latham	Dept.	2	1	33	61	0	0	3	3	3	0	3	9	2	4	4		200	30,000
2114	Waltham	do	Wilson R. Butler	Dept.	3	9	129	156	0	0	13	17	19	0	11	17	10	10	4		1,200	28,439
2115	Ware	do	S. W. Hallett	Dept.	2	3	32	48	14	19	10	13	6	6	7	7	6	3	4		241	
2116	Warren	do	A. J. Matthews	Dept.	1	2	28	37	0	0	2	3			3	9	0	2	4		50	25,000
2117	Watertown	Phillips High School	Frank W. Whitney	Dept.	2	3	37	50	0	0	9	3	6	0	2	8	1	2	4		250	25,000
2118	Wayland	High School	Leila S. Taylor	Dept.	0	3	15	23	0	0	3	3			0	0	0	0	4		30	30,000
2119	Webster	do	A. H. Morse	Dept.	3	2	38	38	0	0	3	3	10	0	10	7	2	1	4		500	20,000
2120	Wellesley Hills	do	Seldon L. Brown	Dept.	2	5	35	46	0	0	13	10	5	0	0	10	0	2	4		100	45,000
2121	Wellfleet	do	John Rankin	Dept.	1	0	10	15	0	0					2	4			3			2,100
2122	Westboro	do	H. C. Waldron	Dept.	1	4	38	60	0	0	6	5			4	7			4		25	25,000
2123	West Boylston	do	W. D. Gilpatric	Dept.	1	2	21	32	0	0	1	3	3	0	3	5	2	0	4		657	5,000
2124	West Brookfield	do	Cora A. Durgin	Dept.	0	1	7	9	0	0			1	0	1	1	1	0	3		25	10,000
2125	West Dennis	South High School *	Wellington Hodgkins, A. M.	Dept.	1	0	25	16	0	0					1	3			3		60	4,000
2126	Westfield	High School	Herbert W. Kittredge	Dept.	4	6	81	135	0	0	6	11	5	3	14	15	8	5	4		775	87,000
2127	West Hanover	Hanover High School	Herman N. Knox	Dept.	1	1	11	15	4	10	2	2			3	5	0	0	3		50	
2128	Westminster	High School	Jessie L. Shepard	Dept.	0	1	23	20	0	0					0	0	0	0	3		12	
2129	West Newbury	do	Fred W. Dudley	Dept.	1	0	18	15	0	0	0	0	0	0	1	1	0	0	4	0	300	
2130	Weston	do	Charles M. Eaton	Dept.	1	2	26	24	0	0	1	6	3	0	5	4	0	1	4		100	22,000
2131	Westport	do.*	H. A. Morse	Dept.	1	0	10	11	6	3	0	0	0	0	4	2	0	0	2	0	0	500
2132	West Springfield	do	John C. Worcester	Dept.	1	4	64	81	0	0	5	8	1	2					4		650	15,000
2133	West Stockbridge	do	Frederick D. Hayward	Dept.	1	0	11	9	0	0	0	1	1	0	3	3	1	1	3		100	
2134	Weymouth	North High School	E. J. Bugbee	Dept.	2	2	60	110	0	0	7	10	3	0	2	13	2	3	4		250	
2135	Whitinsville	Northbridge High School	S. A. Melcher	Dept.	1	3	46	42	0	0	12	8	7	4	5	6	1	2	4		350	55,000
2136	Whitman	High School	F. H. Nickerson	Dept.	2	4	69	86	0	0	3	2	4	0	9	12	4	1	4		100	
2137	Williamstown	do	H. A. Strong	Dept.	3	2	25	40	0	0	10	6	0	0	1	6	1	1	4		50	2,000
2138	Wilmington	do	William L. Jones	Dept.	1	1	11	24	0	0	0	0	0	0	1	5	0	0	3		100	20,000
2139	Winchester	do	Edwin N. Lovering	Dept.	4	6	100	129	0	0	8	17							5		200	30,000
2140	Winthrop	do	E. D. Osborne	Dept.	1	2	32	47	0	0	3	2	6	3	4	9	0	2	4			30,000
2141	Woburn	do	L. Herbert Owen	Dept.	2	8	98	153	0	0	19	56	5	0	2	9	2	9	4	78	260	20,000
2142	Worcester	Classical High School	Edward R. Goodwin	Dept.	11	23	326	365	0	0					32	47	19	40	5		2,190	161,510
2143	do	English High School	Homer P. Lewis	Dept.	14	25	442	542	0	0	6	1	16	1	50	78	6	1	4	0	3,000	260,000
2144	Wrentham	High School	Fred. Stewart	Dept.	1	1	18	27	0	0	0	2	0	0	3	5	0	0	4		25	25,000
2145	Yarmouth Port	Yarmouth High School	Edward Foster Peirce	Dept.	1	1	5	14	4	5	1	1			2	6	0	1	4			3,000
	MICHIGAN.																					
2146	Addison	High School	C. A. Jewell, jr.	Dept.	1	2	30	20	0	0	1	0			6	1	1	0	3		125	1,500
2147	Adrian	do	Stratton D. Brooks	Dept.	3	4	103	125	0	0			10	15	9	13	3	2	4		14,289	
2148	Albion	do	Warren C. Hull	Dept.	1	5	73	128	0	0					12	19	12	19	4		2,000	
2149	Algonac	do	A. G. Gates	Dept.	1	2	25	35	0	0					3	7	3	7	1		206	5,000
2150	Allegan	do	H. W. McIntosh	Dept.	1	3	65	70	0	0			4	4	8	10	8	10	4		750	40,000
2151	Allen	do	D. L. Clark	Ind.	1	0	14	17	39	29	1	2			5	5	1	2	4		182	8,000
2152	Alma	do	Kendall P. Brooks	Dept.	3	1	75	75	0	0	10	10	5	5	1	4	0	0	4		1,507	30,000
2153	Almont	Union High School	Judd B. Nicholson	Dept.	1	1	24	26	0	0	3	1	1	3	1	4	1	3	4		350	12,000
2154	Ann Arbor	High School	J. G. Pattengill	Dept.	9	11	357	284	0	0					33	28			4		6,000	
2155	Athens	do	J. C. Seemann	Dept.	1	0	19	21	0	0					6	5			3		150	5,000
2156	Augusta	do	L. G. Avery	Dept.	1	1	16	14	0	0					3	0			3		50	5,000
2157	Ausable	do.*	Leah I. Fowler	Dept.	1	1	14	50	0	0			5	4	1	11			4		200	5,000
2158	Badaxe	do	A. F. Doyle	Dept.	1	2	37	42	0	0			12	8	1	9	1	3	4		150	15,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.							
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MICHIGAN—cont'd.																					
2159	Bancroft	High School	H. A. Haynes	Dept.	1	1	20	25	0	0	1	0	0	0	2	2	1	0	3	....	294	$6,150
2160	Bangor	....do	F. C. Penoyar	Dept.	1	1	56	62	0	0	....	....	....	....	9	5	4	0	4	....	800	8,000
2161	Baraga	....do	M. J. McKanna	Dept.	1	0	20	12	0	0	....	....	....	....	1	1	....	....	3	....	300	8,000
2162	Bath	....do	Geo. J. Smith	Ind.	1	1	12	15	28	35	....	....	....	....	0	4	....	....	2	....	60	4,000
2163	Battlecreek	....do	Warren D. Baker	Dept.	2	8	113	242	0	0	....	....	4	7	15	29	4	7	4	....	15,000	40,000
2164	Bay City	....do	James H. Harris	Dept.	5	9	139	252	0	0	....	....	....	....	21	28	4	6	4	....	1,000	.....
2165	Beacon	Champion High School.	Miss Belle Chalmers	Dept.	1	1	8	14	0	0	0	0	0	0	0	3	0	3	4	0	1,000	.....
2166	Belleville	High School	W. L. McDiarmid	Dept.	1	1	30	27	0	0	2	0	....	....	2	0	2	0	4	....	100	10,000
2167	Bellevue	....do	Clifford G. Wade	Dept.	1	1	16	30	0	0	0	0	4	6	0	2	....	....	3	....	450	5,000
2168	Benton Harbor	Broadway High School.	Lizzie Schermerhorn	Dept.	2	4	42	104	0	0	3	5	2	3	4	11	4	11	....	....	250	40,000
2169	Berrien Springs	High School	J. D. Carmody	Dept.	1	1	36	22	0	0	....	....	....	....	11	5	....	....	4	....	326	8,000
2170	Bessemer	....do	T. B. Hartley	Dept.	1	2	22	29	0	0	0	0	0	1	0	0	0	0	4	....	480	29,000
2171	Big Rapids	....do	Lesta E. Bookwalter	Dept.	1	4	63	85	0	0	0	0	10	8	8	15	....	....	4	....	800	.....
2172	Birmingham	....do	E. F. Waldo	Dept.	1	2	56	62	0	0	....	....	2	3	5	9	5	9	4	....	500	12,000
2173	Blissfield	East Blissfield High School.	L. H. Richards	Dept.	1	1	16	27	0	0	0	1	2	2	0	7	0	1	4	....	404	4,500
2174	....do	West Side High School.	John C. Howell	Dept.	1	1	22	18	0	0	....	....	....	....	2	5	1	1	4	....	194	2,500
2175	Bloomingdale	High School	M. J. Newell	Dept.	1	1	20	30	0	0	....	....	....	....	3	5	....	....	3	....	.....	5,000
2176	Boyne	....do	H. Harman Clement	Dept.	1	0	9	15	0	0	....	....	....	....	0	0	0	0	3	....	150	2,500
2177	Brighton	....do	Wm. McNamarra	Dept.	1	1	35	40	0	0	....	....	3	0	2	5	....	....	3	....	250	17,000
2178	Bronson	....do	A. L. Phillips	Dept.	2	0	26	34	0	0	5	7	....	....	0	1	0	0	4	....	50	6,000
2179	Brooklyn	Union School	E. E. Overholt	Dept.	2	0	9	14	20	56	....	....	....	....	1	7	1	4	4	....	286	6,000
2180	Buchanan	High School	J. W. Cupples	Dept.	1	3	48	69	0	0	2	3	8	2	13	2	2	3	4	....	360	.....
2181	Burnips Corners	....do	F. M. Cosner	Dept.	1	0	10	8	37	37	....	....	....	....	0	0	....	....	2	....	40	2,500
2182	Burroak	....do	L. B. Austin	Dept.	1	2	25	36	0	0	1	3	3	0	3	9	2	3	4	....	150	40,000

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2183	Cadillac	do	C. E. Maxwell	Dept.	1	4	57	101	0	0	4	10	4	12	1	9	1	6	4		1,450	60,000
2184	Caledonia	do.*	W. J. Hoover	Dept.	1	1	10	13	60	82					4	1	1	0	4		100	1,000
2185	Calumet	do	Florence Sanborn	Dept.	6	3	75	125	0	0					8	18	3	10	4		6,500	40,000
2186	Camden	do	J. S. Robertson	Dept.	1	0	4	3	31	32	0	0	0	0	0	0	0	0	2	0	51	
2187	Carleton	do	P. L. Sisson	Dept.	1	1	3	8	37	82									3		250	1,500
2188	Caro	do	R. L. Holloway	Dept.	1	3	52	68	0	0	0	2	5	0	5	19	1	3	4		1,116	30,000
2189	Carrollton	do	J. B. Griffin	Dept.	1	0	15	20	0	0	1	0							4		60	10,000
2190	Carson City	do	R. W. Coddington	Dept.	1	2	44	52	0	0	0	0	4	8	4	9	4	8	4		250	15,000
2191	Casnovia	do	A. T. Hagerman	Ind	1	1	21	32	31	36			2	4	3	4	1	0			75	5,000
2192	Cass City	do	Gerrit Masselink	Dept.	1	3	35	40	0	0	1	3	2	1	4	5	3	3	4		225	16,000
2193	Cassopolis	do	J. Biscomb	Dept.	1	2	50	60	0	0	2	3	10	4	8	6	3	1	4	0	1,000	25,000
2194	Cedar Springs	do	Geo. Downs	Dept.	1	1	27	31	0	0					5	5			4		1,094	18,000
2195	Charlevoix	do	Minnie A. Goss	Dept.	0	3	45	45	0	0					1	6	1	0	4	0	200	25,000
2196	Charlotte	do	C. S. Andrus	Dept	2	4	67	97	0	0	1	2	0	0	7	13	2	8	4		1,300	40,000
2197	Cheboygan	do	Elizabeth C. Hamilton	Dept.	2	2	35	49	0	0			5	15	5	9	4	2	4		100	50,000
2198	Chelsea	do	W. W. Gifford, supt	Dept.	2	2	50	54	0	0					4	6			4		300	12,000
2199	Chesaning	do	Alice M. De Boer	Dept.	1	2	28	48	0	0	0	0	2	1	3	4	2	1	4		265	10,200
2200	Clare	do	Supt. Hutchison	Dept.	1	1	15	25	0	0	0	0	4	2	3	3			4		100	20,000
2201	Clarkston	do	Clarence Vliet	Dept.	1	0	8	35	47	40					6	6			4			4,000
2202	Clayton	do	John Gahagan	Dept.	0	2	23	32	28	32									4		346	4,000
2203	Climax	do	W. L. Mercer	Dept.	1	0	12	12	53	63			1	1	0	1	0	0	3		200	4,000
2204	Clinton	do	Felix E. Wilcox	Dept.	1	1	32	28	0	0	2	4			1	0	1	0	4		300	5,000
2205	Coldwater	do	Edson P. Bradley	Dept.	3	3	73	107	0	0	2	3	0	0	11	12	4	4	4			55,000
2206	Colona	do	Ellsworth D. Foster	Dept.	1	3	30	35	0	0	5	5	4	0	2	3	1	1	3		110	5,500
2207	Colon	do	G. E. Garbutt	Ind	2	2	26	30	0	0			3	7	1	3	1	3	4		250	2,500
2208	Concord	do	F. E. Schall	Dept.	2	0	18	22	42	48					3	5			4		200	7,000
2209	Constantine	do	Georgia Fox	Dept.	1	3	47	51	0	0	1	0	13	8	9	6	3	2	4		600	11,000
2210	Corunna	do	C. I. Collins	Dept.	1	2	35	45	0	0	0	0	10	14	2	4	2	4	4		500	25,000
2211	Croswell	do	Wm. W. Weir	Dept.	1	1	17	24	0	0					1	5	0	0	3	0	100	
2212	Crystal Falls	Central High School	Nellie Wright	Dept.	1	3	20	28	0	0	0	0	1	0	2	3	0	0	4		900	20,000
2213	Dansville	High School	T. C. North	Dept.	1	0	15	14	60	50	0	0	0	0	2	3	0	0	3		75	3,000
2214	Decatur	do	W. V. Sage	Dept.	1	3	49	72	0	0	1	3	2	0	5	15	2	3	4		250	18,000
2215	Deerfield	do	W. W. Armstrong	Dept.	1	0	15	17	0	0					0	0			3		250	8,000
2216	Detroit	Central High School	Frederick L. Bliss	Dept.	18	38	893	1172	0	0	103	60	210	154	50	111	21	17	4		5,720	576,287
2217	Dexter	High School	A. D. De Witt	Dept.	1	2	43	46	0	0	3	4	1	3	6	7			4		204	20,000
2218	Douglas	Union School	O. S. Flanegan	Ind	1	0	16	15	82	54	0	0	0	0	2	3	0	0	2		500	
2219	Dowagiac	High School	Geo. W. Green	Dept.	2	3	58	84	0	0	3	4			6	22			4		609	50,000
2220	Dryden	do	R. W. Taylor	Dept.	1	0	10	15	0	0					0	5	0	1	3		300	3,000
2221	Dundee	do	G. A. Dennison	Dept.	1	1	20	32	0	0			4	6	2	3	1	0	4		150	
2222	Durand	Union School	F. W. Wheaton	Dept.	2	0	20	30	0	0					3	5			3		225	10,000
2223	East Jordan	High School	E. J. Warren	Dept.	1	1	21	89	0	0					3	1			4		480	7,000
2224	East Tawas	do	Mrs. W. A. Campbell	Dept.	3	1	30	50	0	0			0	2	0	7	0	1	4		540	
2225	Eaton Rapids	do	R. B. Way	Dept.	2	3	60	95	0	0	0	0			9	12			4		250	
2226	Eau Claire	do	Byron J. Benson	Ind	1	0	3	7	28	32	0	0			1	6	0	0	5		60	3,000
2227	Edmore	do	Jas. Northon	Dept.	1	1	18	30	0	0	1	0	1	0	2	3	0	2	3		237	5,000
2228	Edwardsburg	do	L. L. Coates	Ind	1	1	21	19	49	49					2	3	0	0	4		135	
2229	Elk Rapids	do	Henry C. Lott	Dept.	1	2	22	28	0	0			8	8	4	9	2	4	4		600	21,430
2230	Elsie	do	E. G. Van Deventer	Ind	1	0	28	32	0	0	0	0	0	0	1	2	0	0	4	0	100	4,000
2231	Escanaba	do	H. G. Paul	Dept.	3	1	22	26	12	14			4	6	3	6	1	3	4		1,300	
2232	Evart	do	Lettie Augustine	Dept.	1	2	24	56	0	0					3	3			4		900	

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MICHIGAN—cont'd.																					
2233	Ewen	High School*	J. D. Huston	Dept.	1	0	3	2	75	67	...	...	...	...	...	...	...	...	2	...	60	.....
2234	Farwell	...do	C. B. Chaffee	Dept.	1	0	7	13	0	0	...	...	...	...	2	1	...	...	2	...	25	$2,500
2235	Fennville	...do	A. B. Johnson	Dept.	1	1	20	35	0	0	...	...	4	0	0	0	0	0	4	...	50	5,000
2236	Fenton	...do	Lew D. Remington	Dept.	2	1	53	51	0	0	12	5	1	0	5	5	3	0	4	...	965	15,000
2237	Flatrock	Union School	E. W. Yost	Dept.	1	0	15	18	0	0	...	...	...	...	3	3	...	...	3	...	400	12,550
2238	Flint	High School*	Geo. W. Peavy	Dept.	4	6	151	185	0	0	...	...	...	...	21	27	...	...	4	...	8,000	.....
2239	Flushing	...do	Wm. H. Maybee	Dept.	1	1	30	35	0	0	4	5	2	3	2	5	1	2	4	...	200	8,000
2240	Fowlerville	...do	Nicholas Knooihuizen	Dept.	1	2	20	48	0	0	...	...	...	...	2	3	1	2	4	...	600	.....
2241	Frankfort	...do	D. F. Wilson	Dept.	1	3	30	45	0	0	...	...	...	...	0	7	...	...	4	...	50	2,500
2242	Fremont	Union School	William E. Gould	Dept.	1	1	30	50	0	0	3	2	...	...	7	8	3	2	4	...	150	4,000
2243	Gaines Station	High School	Walter N. Isbell	Dept.	1	0	29	20	41	44	...	...	...	...	4	2	0	0	2	...	190	5,000
2244	Galesburg	...do	Albert W. Bolt	Ind.	2	0	38	37	54	46	...	...	2	2	7	11	...	...	4	...	450	5,000
2245	Galien	...do	Byron J. Benson	Ind.	2	0	25	10	33	47	0	0	0	0	0	0	0	0	4	...	146	4,500
2246	Gaylord	...do.*	J. F. Walker	Dept.	2	0	30	30	0	0	...	...	2	4	1	5	1	2	4	...	100	10,000
2247	Gladstone	Central High School	Florence Kellogg	Dept.	1	2	12	28	0	0	0	0	4	1	0	7	0	3	4	...	300	18,000
2248	Gobleville	High School	A. Le Grand Shaw	Dept.	1	1	27	31	0	0	3	2	1	0	2	7	1	1	4	...	170	4,000
2249	Grand Haven	...do	Milton E. Osborn	Dept.	3	3	70	80	0	0	...	...	12	15	8	12	2	6	4	...	4,000	4,000
2250	Grandledge	...do	E. J. Quackenbush	Dept.	1	2	39	59	0	0	0	3	...	...	2	13	0	2	4	...	723	14,000
2251	Grand Rapids	Central High School	A. J. Volland	Dept.	9	21	532	739	0	0	1	1	0	1	34	84	5	7	4	...	1,486	140,000
2252	Grasslake	High School	John P. Everett	Dept.	1	2	20	23	0	0	3	4	...	...	0	0	...	...	4	...	600	6,200
2253	Grayling	...do	W. F. Benkelman	Dept.	1	2	26	34	0	0	...	...	10	12	2	2	0	0	4	...	.....	12,000
2254	Greenville	...do	Mary E. Fish	Dept.	1	3	40	63	0	0	0	1	12	11	5	5	2	2	4	...	2,000	30,000
2255	Hadley	...do	H. L. Holmes	Ind.	1	1	20	25	25	31	...	...	...	...	1	2	1	0	2	...	600	5,000
2256	Hancock	...do	Chas. J. Barr	Dept.	2	2	40	61	0	0	...	...	2	1	7	6	3	2	4	...	1,400	5,000
2257	Hanover	Union School	F. J. Harrington	Dept.	1	0	18	17	0	0	...	...	1	1	2	4	1	1	3	...	350	.....

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2258	Harbor Springs	do	Miss E. C. Vyn	Dept.	1	2	30	45	0	0	....	....	0	2	6	7	0	2	4	....	375	45,000
2259	Harrison	High School	F. S. Kebler	Dept.	1	1	16	18	0	0	....	....	1	1	0	1	0	1	4	....	140	3,500
2260	Hart	do	W. T. Bishop	Dept.	1	1	37	34	0	0	....	....	12	8	1	5	1	2	4	....	0	14,000
2261	Hartford	do.*	Wells G. Brown	Dept.	0	5	37	47	0	0	....	....	4	0	4	6	....	....	4	....	225	4,500
2262	Hastings	do	J. E. Mealley	Dept.	4	0	49	75	0	0	....	....	....	....	6	11	....	....	4	....	1,750	50,000
2263	Hersey	do.*	P. N. Sawyer	Dept.	1	0	20	28	40	37	....	....	....	....	0	3	....	....	4	....	85	.....
2264	Hesperia	do	G. H. Willman	Ind.	2	0	11	28	16	19	0	1	....	....	1	4	0	1	4	....	40	5,000
2265	Hillsdale	do	S. J. Gier	Dept.	2	3	98	112	0	0	3	7	12	11	14	10	3	7	4	....	786	50,000
2266	Holland	do	F. D. Haddock	Dept.	1	4	66	88	0	0	....	....	....	....	6	12	....	....	4	....	400	.....
2267	Holly	do	S. O. Wood	Dept.	1	2	57	49	0	0	....	....	....	....	2	1	2	0	4	....	345	15,000
2268	Homer	do	R. A. Culver	Dept.	1	2	30	35	0	0	....	....	....	....	3	14	0	2	4	....	312	15,000
2269	Houghton	do	W. A. Remington	Dept.	2	1	28	47	0	0	0	2	3	6	0	8	0	7	4	....	1,500	30,000
2270	Howard	do	John C. Nafe	Dept.	1	2	31	47	0	0	1	0	2	0	7	7	3	0	4	....	200	5,500
2271	Howell	do	R. D. Briggs	Dept.	2	3	61	101	0	0	8	12	9	27	13	14	8	7	4	....	1,200	35,000
2272	Hubbardston	do	A. A. Ellsworth	Dept.	1	0	13	13	43	46	....	....	2	0	2	0	2	0	4	....	200	5,000
2273	Hudson	do	Miss Myra B. True	Dept.	1	3	23	38	0	0	0	0	0	0	2	7	1	1	4	....	900	500
2274	Imlay City	Union School	J. B. Gilbert	Dept.	1	1	30	35	0	0	....	....	1	3	2	7	1	3	4	....	460	15,000
2275	Ionia	High School	C. L. Bemis	Dept.	1	6	64	99	0	0	....	....	....	....	11	13	....	....	4	....	600	62,000
2276	Iron Mountain	N. P. Hulst High School	Clarence W. Greene	Dept.	2	2	50	59	0	0	5	22	15	2	2	10	....	....	4	....	1,200	.....
2277	Iron River	High School	Arthur E. Farmer	Dept.	1	1	10	15	0	0	....	....	0	1	0	1	....	....	4	....	100	6,000
2278	Ironwood	Central High School*	L. L. Wright	Dept.	1	3	34	45	0	0	....	....	8	6	2	6	1	3	4	34	2,016	.....
2279	Ishpeming	High School	Miss A. F. Olcott	Dept.	4	6	129	117	0	0	0	0	20	30	11	15	11	15	4	....	1,000	30,000
2280	Ithaca	do	Alice Iseman	Dept.	1	3	35	55	6	13	1	1	1	0	7	3	3	1	4	....	1,600	25,000
2281	Jackson	High School (dist. No. 1)	J. W. Welch	Dept.	5	8	181	267	0	0	....	....	....	....	23	22	....	....	4	....	.....	.....
2282	do	High School (dist. No. 17).	Chas. D. Livingston	Dept.	2	3	52	72	0	0	1	0	6	3	8	6	0	0	4	....	200	20,000
2283	Jonesville	High School	W. D. Hill	Dept.	1	2	21	45	0	0	3	2	5	6	2	5	1	3	4	....	400	25,000
2284	Kalamazoo	do	S. O. Hartwell	Dept.	3	10	177	232	0	0	6	9	20	26	19	28	10	12	4	....	300	55,000
2285	Kalkaska	do	E. L. Luther	Dept.	1	1	29	31	0	0	....	....	2	0	4	3	2	0	4	....	126	9,000
2286	Kingston	do	Clyde Wilbur	Dept.	1	1	26	24	35	32	....	....	....	....	2	2	....	....	5	....	50	.....
2287	Laingsburg	do	A. N. Cody	Dept.	1	0	20	30	0	0	....	....	2	3	2	6	1	0	4	....	100	6,000
2288	Lake Linden	do	Mrs. C. G. White	Dept.	1	4	70	81	0	0	....	....	16	34	9	16	6	14	4	....	1,500	46,000
2289	Lakeview	Union High School	Chester Straight, Supt.	Ind.	1	2	25	45	0	0	5	2	1	0	0	0	....	....	4	....	301	25,000
2290	Lansing	High School*	W. H. Smith	Dept.	4	8	173	284	0	0	....	....	....	....	....	....	....	....	4	....	8,400	165,000
2291	Lapeer	do	Allen J. Easton	Dept.	3	3	60	105	0	0	....	....	....	....	....	....	....	....	4	0	650	.....
2292	Lawton	do	William A. Lewis	Dept.	1	1	11	24	0	0	....	....	3	3	5	4	4	3	4	....	200	6,500
2293	Leroy	do	N. A. McDonald	Dept.	1	1	11	12	0	0	2	3	....	....	0	0	0	0	4	....	76	5,000
2294	Leslie	do	A. Knechtel	Ind.	1	1	51	49	0	0	....	....	....	....	2	3	0	1	4	....	200	10,000
2295	Lexington	do.*	C. H. Naylor	Dept.	1	1	29	27	0	0	....	....	....	....	1	4	....	....	4	....	297	12,000
2296	Litchfield	do	Chas. E. Smith	Dept.	2	3	25	88	35	56	....	....	1	2	2	7	2	7	4	....	200	12,000
2297	Lowell	do	W. A. Ludwig	Dept.	1	2	33	48	0	0	....	....	....	....	3	4	....	....	4	....	3,000	15,000
2298	Ludington	do.*	Gerard T. Smith	Dept.	3	3	55	100	0	0	2	1	6	3	7	9	2	3	4	....	200	30,000
2299	Luther	do	Geo. F. Manning	Dept.	1	0	8	13	6	18	....	....	....	....	2	3	....	....	3	....	275	5,000
2300	McBride	do	J. E. Bradley	Dept.	1	2	15	20	45	60	....	....	....	....	2	2	1	1	3	....	.....	2,000
2301	Mancelona	do	H. M. Coldren	Dept.	1	1	20	23	0	0	0	0	0	0	3	3	0	0	4	0	60	8,000
2302	Manchester	do	Evan Essery	Dept.	1	2	42	44	0	0	....	....	....	....	7	5	4	1	4	....	240	20,000
2303	Manistique	do	O. S. Groner	Dept.	2	2	14	28	0	0	....	....	1	6	0	2	....	....	4	....	1,500	15,000
2304	Manton	Union School	A. J. Chappell	Dept.	1	1	25	50	0	0	....	....	....	....	2	2	....	....	4	....	170	10,000
2305	Maple Rapids	High School	M. G. Skinner	Dept.	2	0	23	25	0	0	....	....	....	....	5	2	....	....	4	....	357	2,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MICHIGAN—cont'd.																					
2306	Marcellus	High School	Will L. Tayloe	Dept.	1	1	25	35	0	0	3	3	2	1	0	3	0	1	4	....	400	$10,000
2307	Marine City	do	Amanda J. Hamilton	Dept.	1	3	15	35	0	0	....	....	....	....	1	5	1	5	4	....	700	30,000
2308	Marlette	do	E. M. Hartman	Dept.	1	1	30	32	0	0	....	....	1	2	2	8	1	2	4	....	95	.....
2309	Marquette	do	Chas. H. Taylor	Dept.	2	4	62	92	0	0	2	0	4	8	4	16	1	6	4	....	1,000	.....
2310	Marshall	do	Ralph S. Garwood	Dept.	3	2	49	98	0	0	6	4	2	0	5	9	4	5	4	....	1,800	.....
2311	Martin	do	Ira G. Thorpe	Ind.	1	0	11	21	58	41	....	....	....	....	2	3	1	1	4	....	30	6,000
2312	Mason	do	Carrie A. Barber	Dept.	1	4	45	87	0	0	....	....	....	....	4	19	2	5	4	....	613	15,000
2313	Mayville	do	R. C. Stewart	Dept.	3	0	20	24	0	0	....	....	....	....	3	4	3	4	4	....	125	9,000
2314	Mendon	do	L. H. Merriman	Dept.	2	1	35	45	0	0	....	....	....	....	1	9	0	4	5	....	150	2,000
2315	Menominee	do	A. B. Dunlap	Dept.	3	3	46	90	0	0	....	....	....	....	5	16	....	....	4	....	1,700	.....
2316	Metamora	do	W. Frank Laughlin	Ind.	1	0	25	13	35	29	4	3	....	....	1	0	....	....	4	....	300	3,500
2317	Michigamme	do	A. E. Sterne	Dept.	1	1	7	13	0	0	....	....	....	....	0	0	0	0	4	....	200	5,000
2318	Middleville	do	George D. Cooley	Dept.	2	1	32	24	0	0	....	....	....	....	6	4	1	0	4	....	130	10,000
2319	Midland	Central High School	Louella Creed	Dept.	1	2	41	50	0	0	0	1	1	0	4	6	....	....	4	....	.....	40,000
2320	Milan	High School	C. H. Carrick	Dept.	1	1	34	52	0	0	....	....	....	....	3	5	2	0	4	....	800	10,000
2321	Milford	do	W. J. Morrison	Dept.	2	0	38	45	0	0	....	....	1	1	4	1	1	0	4	....	75	10,000
2322	Millington	do	H. Z. Wilber	Dept.	1	1	24	20	0	0	0	5	1	0	4	4	2	2	4	....	165	8,000
2323	Monroe	do	J. F. Rieman	Dept.	3	3	66	67	0	0	6	9	7	5	2	10	2	6	4	....	4,500	50,000
2324	Montague	do	J. W. Chapman	Dept.	1	1	14	27	12	16	....	....	....	....	3	7	0	0	3	....	100	3,000
2325	Morenci	do	A. F. Probst	Dept.	1	2	23	33	0	0	....	....	....	....	1	3	....	....	4	....	700	6,000
2326	Morrice	do	W. L. Wright	Ind.	1	0	15	15	56	65	....	....	5	8	3	4	....	....	3	....	150	4,000
2327	Mount Clemens	do	Florence Barnard	Dept.	2	4	45	85	0	0	0	0	2	0	....	....	....	....	4	....	3,109	.....
2328	Mount Morris	do	Ernest F. Koyl	Ind.	1	0	18	14	44	36	....	....	....	....	....	....	....	....	2	....	250	6,000
2329	Muir	do	L. G. Holbrook	Dept.	1	0	18	17	53	62	....	....	....	....	4	6	1	2	3	....	200	.....
2330	Muskegon	do	J. H. Heil	Dept.	5	11	170	230	0	0	....	....	....	....	15	32	15	22	4	....	400	150,000
2331	Muskegon Heights	do	L. G. Palmer	Ind.	1	0	6	5	117	100	0	0	0	0	2	1	....	....	2	....	.....	.....

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2332	Napoleon	Union School	G. H. Lake	Dept.	1	1	15	22	22	42	1	5	1	5	1	5	1	5	4	....	250	5,000
2333	Nashville	High School	M. R. Parmelee, B. L., B. Pd.	Dept.	3	1	50	65	0	0	0	0	5	6	10	8	1	3	4	....	350	15,000
2334	Negaunee	....do	F. D. Davis	Dept.	2	3	45	66	0	0	0	0	3	3	5	7	2	0	4	....	500	50,000
2335	Newaygo	....do	Benjamin Gregor	Ind.	1	1	20	33	0	0	.....	.....	1	0	3	3	1	0	4	....	225	5,000
2336	New Buffalo	....do	Irving Cross	Dept.	1	0	15	18	0	0	.....	.....	.....	.....	1	4	.....	.....	3	....	100	.....
2337	New Haven	....do	E. R. Wilcox	Dept.	1	0	4	6	15	14	.....	.....	.....	.....	.....	.....	.....	.....	4	4	175	2,000
2338	New Troy	....do	W. C. Stebbins	Dept.	1	0	21	15	0	0	2	0	0	0	2	4	.....	.....	3	....	500	4,000
2339	Niles	....do	C. S. Jewell	Dept.	1	3	48	84	0	0	3	1	.....	.....	6	17	4	4	4	....	2,380	50,000
2340	North Adams	....do	H. T. McDonald	Dept.	1	1	30	30	30	40	1	0	.....	.....	3	1	1	0	4	....	135	8,000
2341	North Branch	....do	R. D. Calkins	Dept.	1	1	20	30	0	0	.....	.....	.....	.....	6	8	0	0	4	....	211	12,000
2342	North Muskegon	Central High School*	Ward Tower	Dept.	1	0	1	7	60	64	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	10,000
2343	Northville	High School	D. C. Bliss	Dept.	1	1	28	34	0	0	.....	.....	2	4	8	8	2	1	4	....	1,600	12,000
2344	Norway	....do.*	Amy A. Newcomb	Dept.	1	2	30	35	0	0	5	5	10	12	2	2	2	2	4	....	1,000	28,000
2345	Okemos	....do	G. W. Harvey	Ind.	0	2	26	34	34	46	1	4	.....	.....	0	4	0	2	4	....	36	2,500
2346	Olivet	....do	Ira J. Houston	Ind.	1	1	12	35	0	0	2	4	2	3	5	20	.....	.....	2	....	299	6,200
2347	Ontonagon	....do	Ella A. Chamberlin	Dept.	0	2	8	17	0	0	.....	.....	.....	.....	1	3	1	2	4	.....	.....	7,000
2348	Oscoda	....do	E. L. Russell	Dept.	1	1	7	16	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	1,000	20,000
2349	Otisville	....do	Paul L. Laing	Dept.	1	1	28	28	0	0	.....	.....	3	0	4	6	.....	.....	4	.....	.....	4,000
2350	Otsego	....do	Carrie Hall	Dept.	1	2	50	65	0	0	.....	.....	6	9	1	8	1	6	4	....	500	23,500
2351	Ovid	....do	Miss C. A. Copeland	Dept.	1	1	37	41	0	0	.....	.....	.....	.....	3	7	2	0	4	.....	.....	.....
2352	Owosso	....do	D. F. Mertz	Dept.	1	5	71	139	0	0	.....	.....	.....	.....	8	21	.....	.....	4	.....	.....	.....
2353	Oxford	....do	H. S. Elliott	Dept.	1	2	35	40	0	0	.....	.....	2	6	1	7	1	6	4	....	325	14,000
2354	Palmyra	....do	Mildred B. Moore	Dept.	0	1	13	6	35	40	.....	.....	.....	.....	6	1	.....	.....	2	....	25	5,000
2355	Parma	Union School	J. B. Field	Dept.	1	0	17	28	0	0	.....	.....	.....	.....	3	4	.....	.....	3	....	300	10,000
2356	Paw Paw	High School	J. A. O'Learey	Dept.	1	4	50	60	0	0	2	1	6	4	5	9	4	6	4	....	940	40,000
2357	Pentwater	Union High School	Mary L. Travis	Dept.	1	3	24	46	0	0	0	5	4	2	3	6	0	2	4	....	500	12,000
2358	Petersburg	Union School*	Wm. G. Bauer	Dept.	1	1	19	22	0	0	3	7	6	5	1	4	1	3	4	....	223	5,000
2359	Petoskey	High School	Bertha A. Houtz	Dept.	1	3	36	64	0	0	4	6	.....	.....	4	6	4	4	4	....	1,360	30,000
2360	Pinckney	....do	Stephen Durfee	Dept.	2	0	25	22	0	0	.....	.....	.....	.....	4	8	.....	.....	4	.....	25	6,000
2361	Pinconning	....do	George Bryan	Dept.	2	0	15	25	0	0	.....	.....	1	0	3	7	1	0	3	....	300	3,000
2362	Pittsford	....do	F. E. Knapp	Ind.	0	2	23	27	57	43	2	0	.....	.....	0	4	.....	.....	3	....	120	8,500
2363	Plainwell	....do	Charles H. Norton	Dept.	1	3	58	61	0	0	4	6	3	1	4	6	3	4	4	.....	.....	.....
2364	Plymouth	Union School	E. H. Ryder	Dept.	1	2	31	32	0	0	1	1	.....	.....	2	0	1	0	4	....	1,200	15,000
2365	Pontiac	High School	W. H. Smith	Dept.	3	4	90	111	0	0	6	4	10	4	12	13	4	4	4	....	2,000	40,000
2366	Port Austin	....do	Wm. M. Warner	Dept.	1	0	12	11	60	64	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	.....	3,000
2367	Port Hope	....do	C. P. Ward	Dept.	1	0	10	29	0	0	3	1	.....	.....	0	4	.....	.....	3	....	115	1,200
2368	Port Huron	....do	F. B. Whipple	Dept.	3	7	127	195	0	0	2	10	3	8	9	35	1	5	4	....	0	40,000
2369	Portland	....do	Mrs. E. Keeler	Dept.	2	2	64	76	0	0	0	0	16	12	4	16	1	9	1	....	533	16,000
2370	Quincy	....do	F. J. S. Looze, supt	Dept.	1	2	27	48	0	0	.....	.....	.....	.....	5	7	.....	.....	4	....	300	14,000
2371	Reading	....do	W. G. Cowell	Dept.	1	1	30	40	0	0	0	0	0	0	2	5	.....	.....	4	....	180	8,000
2372	Reed City	....do	Katharine Law	Dept.	1	2	39	60	0	0	.....	.....	.....	.....	1	1	1	1	4	....	150	.....
2373	Reese	....do	S. S. McGeachy	Dept.	1	0	15	10	67	50	0	0	0	0	0	0	0	0	4	....	100	2,000
2374	Republic	....do	John Northmore	Dept.	1	1	10	20	0	0	.....	.....	.....	.....	0	4	.....	.....	4	....	300	8,000
2375	Richland	....do	Wm. McMillan	Dept.	1	1	4	4	46	54	0	0	0	0	4	4	1	0	2	....	140	3,500
2376	Richmond	....do	J. M. Tice	Dept.	1	0	17	35	0	0	0	16	5	0	4	7	4	7	4	....	467	9,000
2377	Rochester	....do	T. C. Severance, jr	Dept.	1	1	18	27	0	0	0	0	0	0	2	0	0	0	4	....	553	12,000
2378	Rockland	....do	A. C. Adair	Dept.	1	0	13	20	25	35	0	2	2	0	3	2	1	0	4	....	614	5,500
2379	Romeo	....do	O. D. Thompson	Dept.	1	3	49	58	0	0	6	2	3	5	7	11	3	5	4	....	1,960	28,400
2380	Saginaw	East Side High School	E. C. Warriner	Dept.	5	13	246	349	0	0	.....	.....	.....	.....	16	53	5	5	4	....	1,000	68,573

*Statistics of 1896-7.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MICHIGAN—cont'd.																					
2381	Saginaw	West Side High School	F. L. Sage	Dept.	1	9	113	167	0	0	.....	.....	.....	.....	6	25	2	9	4	.....	.....	.....
2382	St. Ignace	La Salle High School	E. J. Lachance, supt	Dept.	1	2	39	38	0	0	0	0	3	6	5	3	3	2	3	.....	500	$20,000
2383	St. Johns	High School	L. M. Parrott	Dept.	2	3	75	98	0	0	.....	.....	.....	.....	4	8	.....	.....	4	.....	593	40,000
2384	St. Joseph	....do	Miss Sadie M. Alley	Dept.	0	5	67	82	0	0	.....	.....	.....	.....	7	10	5	3	4	.....	2,822	55,000
2385	St. Louis	....do	Alice I. Heron	Dept.	1	3	33	60	0	0	.....	.....	.....	.....	1	5	0	0	4	.....	1,000	30,000
2386	Saline	Union School	R. O. Austin	Dept.	1	1	22	30	0	0	0	2	1	0	2	7	1	2	1	.....	890	26,000
2387	Sandbeach	High School	E. C. Hambleton	Dept.	1	1	20	24	0	0	.....	.....	.....	.....	1	4	.....	.....	4	.....	300	.....
2388	Sandlake	....do	M. T. Skinner	Dept.	1	1	20	20	45	50	0	0	2	0	2	0	2	0	3	.....	200	2,500
2389	Saugatuck	....do	P. A. Latta	Dept.	1	1	19	20	0	0	0	0	8	2	0	0	0	0	3	0	112	12,000
2390	Sault Sainte Marie.	....do	Mrs. Frances Harris	Dept.	2	4	48	91	0	0	2	7	2	8	5	9	3	5	4	0	2,000	75,000
2391	Schoolcraft	....do	A. H. Covert	Dept.	1	2	20	30	0	0	0	1	1	0	3	7	1	3	4	.....	750	25,000
2392	Shelby	Union School	J. E. Clark	Dept.	1	1	30	41	0	0	.....	.....	10	15	4	3	4	3	4	.....	500	6,000
2393	Sheridan	High School	W. K. Palmer	Dept.	1	2	26	25	0	0	.....	.....	2	0	2	1	.....	.....	4	.....	120	3,500
2394	South Frankfort	....do	Walter L. Gillette	Dept.	0	2	5	20	0	0	.....	.....	.....	.....	0	3	0	0	4	.....	45	2,500
2395	South Haven	....do	A. D. Prentice	Dept.	1	3	66	87	0	0	.....	.....	.....	.....	4	10	2	5	4	.....	400	20,000
2396	South Lyon	....do	Guy O. Doxtader	Dept.	1	1	15	25	37	65	.....	.....	.....	.....	2	2	.....	.....	3	.....	107	8,000
2397	Sparta	....do	Almon L. Marvin	Dept.	1	1	12	16	0	0	0	2	2	0	3	2	2	2	4	.....	406	9,000
2398	Springlake	....do	Edward P. Cummings	Dept.	1	1	10	10	0	0	.....	.....	.....	.....	2	2	.....	.....	2	.....	250	.....
2399	Springport	....do	W. H. Pearce	Dept.	2	1	26	50	0	0	.....	.....	.....	.....	3	5	0	2	4	.....	346	20,000
2400	Stephenson	....do	E. O. Gillespie	Dept.	1	2	7	17	0	0	.....	.....	0	0	0	4	.....	.....	2	.....	148	3,000
2401	Stevensville	....do	W. R. Stephens	Dept.	1	0	15	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	100	2,500
2402	Stockbridge	....do	J. Cook	Dept.	2	0	22	15	0	0	0	0	0	0	3	2	0	0	4	0	80	6,000
2403	Sturgis	....do	L. W. Leiseming	Dept.	1	2	39	47	0	0	.....	.....	5	3	5	4	2	3	4	.....	100	50,000
2404	Tawas City	....do	F. F. Stephenson	Dept.	0	4	50	58	0	0	.....	.....	1	0	1	3	1	0	4	.....	375	5,000

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2405	Tecumseh	....do	Flora H. Hartbeck	Dept.	1	4	62	79	0	0	....	....	8	21	6	9	1	2	4	....	2,400	26,000
2406	Tekonsha	....do.*	H. C. Daley	Ind.	1	1	27	26	66	60	....	....	....	....	2	8	....	....	3	....	300	6,000
2407	Threeoaks	....do	Warren M. Milham	Dept.	1	1	16	18	0	0	0	2	1	0	0	0	0	0	4	....	125	6,000
2408	Three Rivers	....do	Clarence A. Sharp	Dept.	4	2	56	83	0	0	6	16	3	4	6	12	2	3	4	....	320	20,000
2409	Traverse City	....do	C. H. Horn	Dept.	3	6	112	188	0	0	....	....	....	....	10	19	....	....	4	....	1,000	100,000
2410	Tustin	....do	Ernest L. Chapman	Dept.	0	2	5	9	45	56	....	....	....	....	1	3	0	0	3	....	.....	3,500
2411	Union City	....do	Ora Travis	Dept.	2	2	42	48	0	0	4	1	6	3	8	10	2	6	4	....	300	2,500
2412	Unionville	....do	William H. Lewis	Dept.	1	0	22	18	0	0	0	0	0	0	0	3	0	0	4	....	236	2,500
2413	Vandalia	....do	C. L. Pemberton	Ind.	1	1	8	22	27	83	0	0	0	0	0	2	0	0	4	....	300	5,000
2414	Vassar	....do	Ira L. Forbes	Dept.	1	2	41	64	0	0	....	....	4	5	3	10	2	3	4	....	871	20,000
2415	Vernon	....do	W. B. Sheehan	Dept.	1	1	15	20	0	0	....	....	....	....	3	9	0	2	3	....	300	3,000
2416	Vicksburg	....do	F. W. Wells	Dept.	1	2	40	50	0	0	4	8	3	2	4	6	0	3	4	0	250	8,000
2417	Watervliet	....do	O. M. Miles	Dept.	1	0	7	18	0	0	1	3	1	2	1	4	1	2	3	....	200	10,000
2418	Wayland	....do	E. M. Vroman	Dept.	1	1	32	52	0	0	0	0	0	3	5	0	0	3	....	34	10,000	
2419	Wayne	....do	G. R. Brandt	Dept.	0	5	24	28	0	0	2	1	3	4	0	1	0	1	4	0	320	10,000
2420	West Bay City	....do	Ira A. Beddow	Dept.	1	5	55	80	0	0	3	0	1	0	5	7	3	0	4	....	.....	10,000
2421	Westbranch	....do	B. Bennett	Dept.	1	1	25	30	0	0	....	....	....	....	3	5	....	....	2	....	100	8,000
2422	Whitecloud	....do	Isabella M. Becker	Dept.	0	1	10	16	0	0	....	....	....	....	0	5	....	....	3	....	80	5,500
2423	Whitehall	....do	F. J. Hendershot	Dept.	1	1	27	33	0	0	....	....	1	0	1	7	....	....	4	....	1,000	30,000
2424	White Pigeon	....do	Willard A. Phillips	Dept.	1	2	9	20	17	25	....	....	2	3	2	7	1	4	4	....	218	1,500
2425	Williamston	....do	P. J. Willson	Dept.	1	1	45	55	0	0	0	0	0	0	2	8	2	3	4	....	100	15,000
2426	Wyandotte	....do	Louise Kilbourne	Dept.	0	3	15	39	0	0	....	....	....	....	3	8	1	6	4	....	5,000	40,000
2427	Yale	....do	J. Q. Roode	Dept.	1	1	17	28	0	0	....	....	4	3	0	4	0	0	3	....	121	12,000
	MINNESOTA.																					
2428	Adrian	High School	C. H. Schellbach	Dept.	1	1	10	16	9	21	0	0	3	0	0	0	0	0	4	....	400	2,650
2429	Aitkin	....do	G. W. Walker	Dept.	0	2	6	4	0	0	....	....	....	....	....	....	....	....	4	....	240	12,399
2430	Albert Lea	....do.*	Mary E. Higgins	Dept.	1	2	37	56	0	0	....	....	....	....	6	5	5	1	4	....	800	65,000
2431	Alexandria	....do	F. S. Greathead	Dept.	1	5	43	48	0	0	....	....	....	....	3	5	3	2	4	....	700	35,000
2432	Anoka	....do	F. P. Phipps	Dept.	2	2	34	69	0	0	1	5	4	4	4	8	3	6	4	....	800	.....
2433	Appleton	....do	R. B. MacLean	Dept.	1	2	20	15	0	0	....	....	2	4	0	0	0	0	4	....	342	13,000
2434	Austin	State High School	K. C. Davis	Dept.	2	3	44	117	0	0	0	0	10	12	7	13	7	13	4	....	650	.....
2435	Barnesville	High School	R. S. Dewar	Ind.	1	1	20	33	0	0	1	1	....	....	....	....	....	....	4	....	215	12,000
2436	Benson	....do	Andrew Nelson	Dept.	1	1	21	25	0	0	0	0	1	0	3	2	1	0	4	....	900	17,000
2437	Blue Earth City	....do	V. R. Wasson	Dept.	2	1	36	40	0	0	....	....	8	6	0	5	0	3	4	....	1,350	37,000
2438	Brainerd	....do	Edmund M. Bigg	Dept.	1	2*	47	78	0	0	0	1	3	5	1	4	....	....	4	....	670	.....
2439	Brown Valley	State High School	S. F. Beede	Dept.	1	1	4	10	0	0	0	0	0	0	0	0	0	0	4	0	200	5,500
2440	Buffalo	High School	Arthur M. Dunton	Dept.	1	1	12	14	0	0	....	....	4	2	1	0	1	0	4	....	200	7,000
2441	Caledonia	....do	C. A. Patchin	Ind.	1	1	4	12	120	128	....	....	....	....	1	7	0	0	3	....	260	7,000
2442	Canby	....do	O. S. Vail	Dept.	1	1	15	20	0	0	0	0	2	4	0	0	....	....	4	....	300	.....
2443	Cannon Falls	....do	A. M. Locker	Dept.	1	1	30	35	0	0	0	0	4	3	4	6	4	6	4	....	1,100	17,000
2444	Chatfield	....do	E. J. Donaldson	Dept.	1	3	22	33	0	0	....	....	4	4	3	1	3	1	4	....	600	20,000
2445	Cloquet	State High School	J. A. Marr	Ind.	1	2	10	12	0	0	....	....	....	....	1	4	1	4	4	....	300	25,000
2446	Crookston	High School	John Moore	Dept.	2	2	28	57	0	0	....	....	....	....	3	9	2	7	4	....	2,500	65,000
2447	Dawson	....do	Eugene M. Phillips	Dept.	1	2	20	23	0	0	0	0	5	3	5	4	4	3	4	....	850	18,000
2448	Delano	State High School	C. S. Hawker	Dept.	1	1	14	22	0	0	....	....	0	1	0	1	0	1	4	....	400	10,000
2449	Detroit	....do	S. A. Challman	Dept.	1	2	10	25	0	0	....	....	....	....	0	4	0	4	4	....	1,243	26,000
2450	Dodge Center	High School*	J. C. Marshall	Ind.	2	0	15	22	120	126	....	....	....	....	4	2	3	1	4	....	500	10,000
2451	Duluth	Central High School	John Loman	Dept.	11	8	233	328	0	0	2	5	1	0	14	30	14	30	4	....	1,762	526,500

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MINNESOTA—cont'd.																					
2452	Dundas	High School	O. M. Washburn	Dept.	1	0	10	20	0	0	0	0	0	0	0	3	0	0	2			
2453	Elgin	do	F. J. Sperry	Dept.	1	1	9	15	0	0			3	3	0	5	0	3	4		300	$1,000
2454	Elk River	do	J. A. Cranston	Ind.	2	1	22	37	68	158			7	15	2	5	2	5	4		450	6,500
2455	Excelsior	do	H. I. Harter	Ind.	1	5	25	30	142	62					2	10			2		624	12,000
2456	Fairmont	do	P. P. Kennedy	Dept.	1	2	28	39	0	0	3	0	7	5	4	1	4	1	4			9,000
2457	Faribault	do	D. C. Brown	Ind.	3	4	42	80	0	0	4	0			5	8			4	24	684	20,000
2458	Farmington	do	W. B. Walter	Dept.	1	1	22	13	0	0					2	2			4		1,300	25,000
2459	Fergus Falls	do	Miss Grace L. Terry	Dept.	2	4	47	88	0	0	0	1	5	8	6	17	3	4	4			40,000
2460	Gaylord	do	Edwin Johnson	Dept.	1	0	6	4	0	0					2	0	2	0	4		1,200	7,000
2461	Glencoe	Stevens Seminary	E. E. McIntire	Ind.	1	2	50	43	4	6			12	8	0	7	9	7	4		300	
2462	Glenwood	High School	Squire F. Brown	Dept.	1	1	8	25	0	0	0	2	3	10	0	1	0	1	4		4,500	8,000
2463	Granite Falls	do	C. E. Adams	Ind.	1	2	26	30	0	0	0	0	2	2	3	4	1	0	4		450	25,000
2464	Hastings	do	J. H. Lewis	Dept.	2	3	40	60	0	0			0	2	4	7	0	2	4		400	12,000
2465	Henderson	do	Charles E. Young	Dept.	1	1	28	35	0	0			15	10	4	6			4			35,000
2466	Herman	do	Charles H. Schellbach	Dept.	1	0	6	7	0	0	0	0	6	5	2	2	2	0	4		680	20,000
2467	Howard Lake	do	E. L. Sampson	Dept.	1	1	10	20	13	12	2	0			0	0			4		96	
2468	Hutchinson	do	H. L. Merrill	Dept.	3	0	45	60	0	0			24	30	7	9	4	9	4		168	
2469	Jackson	do	Aaron F. Schmitt	Dept.	2	1	31	44	0	0	9	13			6	4	2	2	4		1,200	30,000
2470	Janesville	do	F. L. Searing	Dept.	1	1	8	37	0	0	0	0	0	0	1	3	0	0	4		800	35,000
2471	Jordon	do	J. P. Lahr	Dept.	1	0	3	7	0	0	0	0	0	0	0	0	0	0	3	0	455	40,000
2472	Kasson	do	McD. Williams	Dept.	1	1	16	24	0	0	0	0	0	0	2	1	0	1	4		315	18,000
2473	Kenyon	do	W. H. Hollands	Dept.	1	1	4	19	0	0					0	1			4		1,000	12,000
2474	Lake City	do	L. P. Cravens	Dept.	2	2	48	63	0	0	0	0			3	12	3	12	4		275	25,000
2475	Lanesboro	do	Robt. D. Taylor	Dept.	2	1	20	27	0	0	2	2	1	0	5	7	2	1	4		800	55,650
2476	Leroy	do	R. L. H. Lord	Dept.	1	1	11	21	0	0	0	0	4	10	0	0	0	0	4		250	18,900
																					500	4,000

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2477	Lesueur	do	Mary Plant	Dept.	2	1	12	17	0	0	5	2	....	....	4	5	4	0	4	....	500	.....
2478	Litchfield	do	R. C. Dewey	Dept.	1	2	32	50	0	0	.....	.....	6	10	8	7	8	5	4	....	357	26,500
2479	Little Falls	do	Miss Georgia Johnston	Dept.	1	3	27	58	0	0	2	3	7	12	3	3	1	2	4	....	280	55,000
2480	Luverne	do	C. E. Guthrie	Dept.	1	3	51	66	0	0	0	0	18	30	0	12	6	12	4	....	800	26,000
2481	Madelia	do	A. F. Ewers	Dept.	1	3	20	30	0	0	.....	.....	4	0	0	5	0	5	....	....	650	38,270
2482	Madison	do	P. C. Tonning	Dept.	1	1	17	14	0	0	.....	.....	0	1	1	0	.....	.....	4	....	490	12,000
2483	Mankato	do	H. B. Leyenberger	Dept.	2	4	70	81	0	0	.....	.....	4	6	10	16	5	5	4	....	1,300	60,000
2484	Mantorville	do	James T. Fuller	Dept.	1	2	22	21	9	9	0	0	0	1	0	0	0	0	4	0	316	10,000
2485	Mapleton	do	Elizabeth Fisher	Dept.	1	1	30	40	0	0	.....	.....	3	5	3	4	0	0	4	....	1,089	.....
2486	Marshall	do	Julia E. Booth	Ind.	1	3	50	50	0	0	1	1	.....	.....	9	6	.....	.....	4	....	613	.....
2487	Minneapolis	Central High School	John N. Greer	Dept.	7	35	542	753	0	0	20	22	229	440	56	107	41	62	4	....	2,500	250,000
2488	do	Holmes High School (east side).	W. F. Webster	Dept.	5	18	206	338	0	0	3	5	65	92	19	46	21	26	4	....	500	.....
2489	do	North Side High School.	W. W. Hobbs	Dept.	2	18	140	321	0	0	0	4	25	100	14	28	8	14	4	....	600	90,000
2490	do	South Side High School.	C. L. Sawyer, A. M.	Dept.	4	22	263	337	0	0	10	15	60	80	28	35	18	25	4	....	200	100,000
2491	Montevideo	High School	Isabelle Welles	Ind.	1	2	28	43	0	0	0	1	5	1	3	6	2	1	4	....	389	22,500
2492	Monticello	State High School (dist. No. 7)	Freeman E. Lurton, M. S., Ph. D.	Dept.	1	2	14	44	0	0	.....	.....	2	5	0	6	0	3	4	....	500	1,500
2493	Moorhead	High School	John F. Giles	Dept.	1	2	30	36	0	0	5	3	5	3	0	2	0	1	4	0	3,500	50,000
2494	Morris	do	Pete W. Ross	Dept.	2	1	16	24	0	0	.....	.....	.....	.....	1	1	.....	.....	4	....	475	35,000
2495	New Paynesville	do	Geo. J. Keenan	Dept.	1	1	9	4	0	0	3	4	.....	.....	0	4	0	2	4	....	500	8,000
2496	New Ulm	do	E. T. Critchett	Dept.	2	1	43	24	0	0	1	2	8	15	5	6	2	2	4	16	1,028	35,800
2497	Northfield	do	Alma B. Stanford	Dept.	2	4	62	100	0	0	.....	.....	.....	.....	3	10	2	8	4	....	1,600	25,000
2498	Ortonville	State High School	Joel N. Childs	Dept.	1	1	20	19	0	0	.....	.....	7	3	2	1	2	1	4	....	406	16,200
2499	Owatonna	High School	Lyman H. Ford	Dept.	1	4	46	70	0	0	.....	.....	.....	.....	2	16	0	4	4	....	1,800	50,000
2500	Pine Island	State High School	Wm. A. Westerson	Dept.	2	0	22	16	0	0	.....	.....	6	8	1	4	1	4	4	....	600	10,000
2501	Pipestone	High School	G. W. Young	Dept.	1	2	54	70	0	0	0	0	20	25	6	7	4	4	4	....	350	40,000
2502	Plainview	do	J. C. Miller	Dept.	1	1	8	20	0	0	0	0	3	5	1	5	1	2	4	....	500	24,000
2503	Preston	do	E. E. Lockerby	Dept.	1	2	25	26	0	0	.....	.....	6	5	1	1	1	1	4	....	500	20,000
2504	Princeton	do	Arthur P. Thomes	Dept.	1	2	18	21	0	0	.....	.....	.....	.....	4	2	.....	.....	4	....	400	1,600
2505	Red Wing	do	W. W. Kilgore	Dept.	1	4	55	97	0	0	6	4	20	20	4	5	4	5	4	0	1,316	80,000
2506	Redwood Falls	do.*	J. L. Torreus	Dept.	1	2	16	26	0	0	.....	.....	10	6	5	2	4	1	4	....	1,000	30,500
2507	Rochester	do	L. A. Overholt	Dept.	2	2	48	103	0	0	.....	.....	.....	.....	9	14	0	14	4	....	.....	.....
2508	Rockford	do	Lee Galloway	Dept.	1	0	3	4	7	21	.....	.....	.....	.....	1	2	.....	.....	2	....	150	2,000
2509	Rushford	do	C. B. Miller	Dept.	2	2	30	32	0	0	0	0	12	8	3	5	3	3	4	....	1,500	15,000
2510	St. Charles	do	A. C. Tibbetts	Dept.	1	2	34	35	0	0	.....	.....	12	15	0	3	0	3	4	34	1,000	28,750
2511	St. Cloud	do	Rebecca Ashley	Dept.	1	4	61	65	1	0	0	0	7	4	5	8	1	1	4	....	1,100	17,000
2512	St. James	do	A. M. Murfin	Dept.	2	1	20	18	0	0	.....	.....	5	8	2	7	2	5	4	....	2,000	20,000
2513	St. Louis Park	Lincoln High School	L. M. Abbott, A. M	Dept.	1	2	12	21	0	0	3	4	2	2	0	0	.....	.....	4	....	650	15,000
2514	St. Paul	Central High School	Prof. A. J. Smith	Dept.	8	17	325	629	0	0	.....	.....	.....	.....	48	93	.....	.....	4	....	2,600	.....
2515	do	Cleveland High and Manual Training School.	S. A. Farnsworth	Dept.	1	6	49	121	0	0	6	8	.....	....	7	13	4	4	4	0	800	45,000
2516	do	Humboldt High School	Julian C. Bryant, B. A.	Dept.	2	5	77	145	0	0	2	2	0	9	4	14	2	12	4	....	2,663	75,000
2517	do	Mechanic Arts High School.	George Weitbrecht	Dept.	6	7	239	70	0	0	.....	.....	.....	.....	14	1	.....	.....	4	....	799	.....
2518	St. Peter	High School	Bertha Bradford	Dept.	2	1	30	59	0	0	0	0	0	0	6	7	6	7	4	....	675	2,500
2519	Sauk Center	do	Nellie E. McConnell	Dept.	1	3	34	56	0	0	.....	.....	.....	.....	5	6	1	4	4	....	486	22,000
2520	Slayton	do	W. P. Dyer	Dept.	1	1	13	12	0	0	.....	.....	3	2	2	2	1	0	4	....	443	21,000
2521	Sleepyeye	do	Lottie M. Dennison	Dept.	1	2	35	40	0	0	.....	.....	12	17	4	5	1	4	4	....	322	45,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MINNESOTA—cont'd.																					
2522	Springfield	High School	W. W. Barnum	Dept.	1	1	7	14	0	0	.....	.....	1	0	.....	.....	.....	.....	4	.....	670	$20,000
2523	Spring Valley	do	E. E. Campbell	Dept.	2	3	30	20	0	0	0	6	15	30	4	12	0	1	4	.....	680	35,000
2524	Stillwater	do	Ada E. Smith	Dept.	1	8	74	141	0	0	.....	.....	3	0	5	23	5	0	4	.....	.....	.....
2525	Tower	do	R. G. McLeod	Dept.	1	1	7	6	0	0	0	0	0	0	0	0	.....	.....	4	.....	310	16,000
2526	Tracy	do.*	Mary Neff	Dept.	2	2	24	30	0	0	.....	.....	.....	.....	3	5	3	5	4	.....	629	6,000
2527	Verndale	do	F. J. Yerke	Dept.	1	0	16	14	0	0	.....	.....	.....	.....	3	1	2	1	3	.....	500	5,000
2528	Wadena	do.*	William Angus	Dept.	1	2	15	30	0	0	1	2	4	7	1	0	1	0	4	.....	549	18,000
2529	Warren	State High School	H. E. White	Dept.	1	1	22	19	0	0	.....	.....	5	3	0	1	0	1	4	.....	500	13,000
2530	Waseca	do	Lafayette Bliss	Dept.	1	3	60	50	0	0	5	6	15	20	4	6	4	6	4	20	1,000	50,000
2531	Waterville	High School *	O. F. Morgan	Dept.	1	1	15	25	0	0	0	0	0	0	0	1	0	0	4	0	384	15,000
2532	Wells	do	Louis Magin	Dept.	2	1	20	38	0	0	.....	.....	.....	.....	7	3	2	2	4	.....	1,000	16,000
2533	Whitebear Lake	do	F. F. Farrar	Dept.	1	1	4	10	0	0	0	0	0	0	0	0	0	0	4	.....	382	40,000
2534	Willmar	do	Estelle Fenno	Dept.	0	3	23	36	0	0	.....	.....	.....	.....	3	5	3	5	4	0	1,315	26,265
2535	Windom	do	Thyrza McClure	Dept.	1	2	24	26	0	0	1	0	2	1	2	1	1	1	4	0	500	27,000
2536	Winnebago City	do	J. E. Gilman	Dept.	2	0	28	35	0	0	.....	.....	.....	.....	4	7	4	7	4	.....	464	23,500
2537	Winona	do	William A. Bartlett	Dept.	3	6	104	172	0	0	.....	.....	.....	.....	23	20	.....	.....	4	.....	1,000	60,000
2538	Worthington	do	M. Maud Case	Dept.	1	4	26	46	0	0	.....	.....	7	8	4	5	4	3	4	0	1,352	44,692
2539	Zumbrota	do	F. J. Bomberger	Dept.	1	2	23	30	0	0	0	0	3	4	3	11	3	11	4	.....	212	35,000
	MISSISSIPPI.																					
2540	Aberdeen	High School	M. Rose	Dept.	1	2	20	30	0	0	1	4	.....	.....	1	4	1	0	3	.....	1,200	35,000
2541	Ackerman	do.*	Wm. A. Barrett	Ind.	1	0	14	22	64	66	.....	.....	.....	.....	0	0	0	0	2	.....	100	2,000
2542	Amory	do	E. E. Cowley	Dept.	1	1	17	21	0	0	3	5	1	0	.....	.....	.....	.....	4	.....	200	2,000
2543	Artesia	do	Joe Cook	Dept.	1	0	7	1	19	22	.....	.....	3	1	.....	.....	.....	.....	3	.....	.....	1,000

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2544	Auburn	Graded School*	P. L. Blackwell	Dept.	1	1	14	10	16	40					0	0			4		0	1,000
2545	Baldwyn	High School	W. R. Brooks	Dept.	1	2	20	1.	40	25	4	2	8	7							100	
2546	Berwick	Toler High School*	Enoch M. Toler	Ind.	1	1	5	3	25	22					0	0						500
2547	Big Creek	High School*	M. Fox	Dept.	1	0	4	12	31	33												1,000
2548	Bogue Chitto	Academy*	Prof. T. O. Sturdivant	Ind.	1	0	24	21	57	36									3			3,000
2549	Bolton	High School	C. F. Capps	Ind.	1	2	12	12	28	30	6	8			2	0	2	0	3		200	3,000
2550	Brandon	do	G. W. Sisler	Ind.	1	0	8	17	42	78					4	6	2	4	2			8,000
2551	Brooksville	do	J. T. Wallace	Ind.	2	0	10	10	30	22	0	0	0	0	0	0	0	0	4	0	0	2,000
2552	Charleston	do*	J. S. Thornton	Dept.	1	1	10	20	0	0	10	12	0	0	0	0	0	0	3	0	15	
2553	Cockrum	do*	Miss Maggie Howze	Dept.	0	1	5	10	40	35												612
2554	Coldwater	do	Prof. T. H. Johnston	Dept.	0	1	14	18	26	17	3	4	1	2						14		2,500
2555	Columbus	Franklin Academy	J. M. Barrow	Dept.	1	2	36	38	0	0	5	20			1	4	1	2	3			30,000
2556	Como Depot	High School	D. D. McBryde	Ind.	1	0	8	9	18	15	8	0			0	0	0	0			0	3,500
2557	Conehatta	Institute*	Miss Lee H. Smythe	Ind.	0	2	10	10	35	30			2	1								750
2558	Courtland	High School*	A. M. Whipple	Ind.	1	0	10	11	24	18	2	1							3			300
2559	Crystal Springs	Graded High School	Thomas L. Trawick	Dept.	1	5	78	96	0	0	17	23	13	29					4		2,000	9,000
2560	Delay	High School*	J. S. W. Hodge	Dept.	1	0	3	2	51	50					0	0						400
2561	Edinburg	High School	M. C. Hembroff	Dept.	1	0	20	20	0	0					0	0			3			
2562	Enterprise	do	O. Hunt	Ind.	1	1	14	16	59	62	0	0	1	4	0	1			3		300	2,000
2563	Eucutta	Normal College	J. E. Woodward	Ind.	1	1	30	40	40	40	15	12	13	16	0	1			3		36	1,000
2564	Fernwood	High School*	G. W. Lighty	Dept.	2	2	20	22	25	22	6	4	3	2	0	0				0	0	1,400
2565	Forest	do*	Claude Clayton, B. S.	Dept.	1	1	15	20	22	32	0	0	8	10	0	0	0	0	4			1,200
2566	Geeville	High School	C. E. Billingsley	Ind.	1	1	15	14	35	26					0	0	0	0	2	0		750
2567	Gloster	do	C. M. Shaw	Dept.	1	2	40	37	0	0	5	10			1	4	1	3	4		100	8,000
2568	Greenville	do	E. E. Bass	Dept.	2	4	40	85	0	0			20	35	3	13	3	8	3		1,000	12,500
2569	Hamlet	Jasper County High School.	T. H. Oden	Ind.	1	1	18	17	20	23			3	2	0	0			4		200	1,000
2570	Harrison Station	High School	A. M. Beauchamp	Dept.	1	0	13	16	24	27												500
2571	Hattiesburg	do	F. F. Phillips	Dept.	1	1	15	21	0	0					2	1	2	1	3		562	16,000
2572	Hickory	do	J. L. Taylor, B. S	Ind.	1	1	35	38	85	80	3	2	5	3	0	0	0	0	3			2,500
2573	Houlka	do*	L. R. Powell	Ind.	1	0	8	10	43	44	4	7	3	4					3			600
2574	Iuka	Collegiate Institute	John Neuhardt, A. M.	Dept.	1	0	8	3	0	0	2	0	4	1	0	0	0	0	3			3,000
2575	Jackson	High School	J. C. Hardy	Dept.	2	1	35	85	0	0	15	50			1	18	1	10	3		500	30,000
2576	Jefferson	do	T. F. Abernethy	Dept.	0	1	24	18	29	32					0	0	0	0	5	0		1,500
2577	Kilmichael	do	Vernon D. Rowe	Ind.	1	1	15	20	34	41	8	12			0	1						1,000
2578	Kosciusko	do	G. F. Boyd	Dept.	2	4	50	60	0	0					2	8	1	5			700	20,000
2579	Lafayette Springs	Collegiate Institute	E. J. Gilmer	Ind.	2	2	30	30	60	45									3		500	3,000
2580	Laurel	Normal High School	J. W. Copeland	Dept.	1	1	10	10	0	0	2	5	2	2					3			2,000
2581	Lena	Harmony Baptist Institute.	Cadenhead and Hendrick.	Dept.	2	1	17	17	30	26	1	0	9	5					3		400	1,250
2582	Longtown	High School	P. Watt Lanier	Dept.	1	0	5	5	50	37			5	5					2		100	1,000
2583	Lumberton	do	M. M. Jayne	Dept.	1	0	8	6	32	43					0	0	0	0	3		40	
2584	Magnolia	Graded and High School*	W. N. Hardee	Dept.	1	1	17	18	0	0	0	0	0	0	0	1	0	0	3		250	5,000
2585	Marietta	Normal Institute	W. A. Simmons	Ind.	1	0	10	10	65	65					0	0	0	0	3		0	1,000
2586	Masengale	Fellowship Institute	J. T. Hosey	Ind.	1	0	2	3	34	36	0	0	0	0	0-	0	0	0	4			500
2587	Meridian	Central High School	W. P. Dobbins	Dept.	1	3	26	83	0	0			3	0	4	12			3			35,000
2588	Miller	Training School	C. N. Craig	Dept.	1	1	8	12	20	11									3			
2589	Monticello	Academy	S. J. Wallace	Ind.	1	0	8	3	42	40	2	2	1	0	0	0			3			1,500
2590	Mount Pleasant	High School	W. N. Craig, B. S.	Ind.	2	0	20	25	50	50	0	0	0	0	2	3	0	0	2		75	1,000
2591	Mudcreek	Spring Hill High School*	John A. Donaldson	Ind.	1	2	8	4	50	60	0	0	0	0	0	0	0	0	3		26	

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MISSISSIPPI—cont'd.																					
2592	Myrtle	Academy	E. Blizzard	Dept.	1	1	25	25	30	40	...	...	...	...	...	...	...	...	...	...	100	$1,000
2593	Nolen	Sylvarena High School*	M. McKibben	Dept.	1	0	6	8	34	7	...	...	...	...	0	0	...	...	1	...	.....	8,000
2594	Oakland	Graded School	H. W. Sanderson	Dept.	1	1	5	12	13	25	0	1	...	...	...	...	...	...	...	...	.....	2,500
2595	Ocean Springs	High School	Q. D. Sauls	Ind.	1	0	18	3	105	84	2	1	2	3	0	0	0	0	3	...	100	1,200
2596	Olivebranch	....do	Harper Johnson and Clyde Johnson.	Ind.	2	0	9	3	10	16	5	2	0	2	...	...	...	...	...	...	.....	1,500
2597	Oxford	Graded School	R. H. Hester	Dept.	1	2	39	52	0	0	...	...	7	11	9	11	5	4	3	...	173	20,000
2598	Pleasanthill	Masonic Male and Female Institute.*	Miss Julia Sage	Dept.	2	2	25	35	10	15	2	1	0	0	0	0	0	0	...	...	25	1,000
2599	Poplarville	High School	W. I. Thames	Dept.	1	2	37	43	0	0	2	2	1	0	1	8	1	4	3	...	500	8,500
2600	Port Gibson	Graded School No. 2	J. H. Martin, A. B., Ph. D.	Dept.	1	1	8	24	54	49	...	...	...	...	0	0	0	0	3	...	200	2,500
2601	Potts Camp	Reid's Institute*	A. R. Collins	Ind.	1	1	30	25	30	32	...	...	...	...	...	...	...	...	...	...	80	800
2602	Purvis	High School	Willard Bond	Dept.	1	1	11	9	59	71	0	0	0	0	...	...	...	...	3	...	.....	800
2603	Raymond	....do.*	C. B. G. Ross	Dept.	1	1	6	10	40	40	3	4	0	0	0	0	0	0	4	...	500	1,200
2604	Sardis	Panola High School	W. R. Mabry	Ind.	1	1	22	29	48	53	1	6	...	...	...	...	...	...	3	...	100	4,000
2605	Senatobia	High School for Boys	C. B. Sisler	Ind.	1	1	18	0	62	0	10	0	2	0	...	...	...	...	4	...	0	2,000
2606	Silvercreek	Lawrence County High School.	H. L. McLaurin	Dept.	0	3	12	14	48	56	...	...	...	...	...	...	...	...	3	...	200	1,500
2607	Starkville	High School	J. H. Woodard	Dept.	2	4	21	60	0	0	...	...	...	...	0	0	...	...	3	...	300	3,000
2608	Steencreek	....do	Henry L. Whitfield	Ind.	2	1	60	45	40	30	6	4	...	...	2	4	...	...	4	...	500	1,000
2609	Strayhorn	Academy*	S. T. Clayton	Ind.	1	1	19	15	9	11	0	0	4	4	0	0	0	0	...	...	.....	1,000
2610	Sturgis	High School	S. W. Smith	Ind.	1	0	8	12	47	44	0	1	1	0	0	2	...	...	2	...	.....	1,000
2611	Summit	Graded High School	P. L. Marsalis	Dept.	1	1	9	9	0	0	...	...	5	2	...	...	...	...	3	...	.....	3,500
2612	Terry	High School*	W. H. Pevey	Dept.	1	0	3	5	44	41	2	3	...	...	0	0	0	0	3	...	0	2,000

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2613	Troy	do	Robert L. Crosthwait	Ind	1	1	15	18	70	47			3	1	0	0	0	0	3		100	2,500
2614	Tupelo	do	D. A. Hill	Dept.	1	1	10	20	0	0	2	0			2	3	1	0	3		15	10,000
2615	Tyro	do	Ira G. Allen	Ind	1	0	6	9	23	25	2	0	0	8	1	0	1	0	4		0	500
2616	Vaiden	Institute	J. B. T. Moss	Ind	1	1	15	15	40	35	6	8										3,000
2617	Vernon	Blue Ridge Academy	S. T. Gavin	Ind	1	0	4	4	47	55	3	1			1	2	0	0	4			600
2618	Vicksburg	Boys' High School*	J. P. Carr	Dept.	1	1	33	0	0	0					9	0			3			
2619	do	Cherry Street College (colored).	B. F. Shannon	Dept.	2	4	80	125	0	0			30	40	10	28			3		50	3,500
2620	Wallhill	High School	Mary House	Dept.	0	1	3	7	14	15												
2621	Watson	do*	B. H. Malone	Ind	1	0	4	6	30	31	1	2	0	0	0	1	0	1	3	0	0	1,000
2622	Wesson	do	John T. Walker	Dept.	2	1	22	25	0	0	5	8	1	0	2	6	2	1	3		150	20,000
2623	Winona	do.*	W. T. Foster	Ind	0	4	20	30	80	80	0	30							3		700	1,200
2624	Yazoo City	Graded High School*	Robert Torrey	Dept.	2	1	50	50	0	0	20	20	0	0	0	0	0	0	4		200	50,000
	MISSOURI.																					
2625	Adrian	High School	M. A. Cleveland	Dept.	1	0	12	12	0	0					4	1			2		150	6,000
2626	Albany	do	J. H. Markley	Dept.	3	0	25	25	12	19	0	0	3	3	1	2	1	0	3		924	20,000
2627	Alma	do.*	S. I. Arthur	Dept.	1	0	7	7	40	30									1		100	
2628	Appleton City	do	M. F. Butler	Dept.	1	0	17	17	0	0					1	1	1	1	3		130	12,100
2629	Ashgrove	do	Alfred Page	Dept.	1	4	24	32	0	0					1	9			3		217	5,000
2630	Aurora	do.*	J. H. Solden	Dept.	2	0	40	60	0	0	0	0	0	0	1	5	0	0	4		60	1,500
2631	Barnard	do	M. D. Thudium	Ind	1	0	14	11	79	84	0	2	0	1	1	6	0	3	4		375	4,000
2632	Belton	do	A. A. Wirt	Dept.	1	1	20	40	0	0	2	1	0	10	4	2	2	1	3		100	8,000
2633	Bethany	do	J. R. Hale	Dept.	1	3	35	48	0	0			2	4	2	5	2	3	4		1,250	21,000
2634	Bevier	do	C. H. Hitchborn	Dept.	1	0	13	14	0	0					0	2	0	1	3		350	5,000
2635	Bonneterre	do	J. H. Malugen	Dept.	1	1	30	40	0	0					5	5			4		200	
2636	Boonville	do	D. T. Gentry	Dept.	2	1	38	43	0	0	1	1			2	2	2	1	4		600	40,000
2637	do	Sumner High School (colored).	C. G. Williams	Dept.	1	1	18	21	0	0	2	6	1	3	2	4	2	4	4		385	4,000
2638	Bowling Green	High School	W. J. Rowley	Dept.	1	2	40	35	0	0					1	1			3		250	12,000
2639	Braymer	do	A. T. Weatherby	Dept.	1	0	15	16	0	0					0	0	0	0	4		125	5,000
2640	Breckenridge	do	E. C. Orr	Dept.	1	0	18	27	0	0	2	1	0	0	4	1	2	1	3		350	30,000
2641	Brookfield	do	B. A. Jones	Dept.	2	2	40	41	0	0					1	5			4		0	
2642	Brunswick	Elliott High School (colored).	J. H. Smith	Dept.	1	1	18	11	57	63					2	3			3		11	50
2643	do	High School	C. L. Buckmaster	Dept.	1	5	25	30	0	0	2	4	2	4	1	6	1	2	2		300	10,000
2644	Buffalo	do	R. E. Barnard	Dept.	2	0	30	50	0	0	0	3	0	0	0	0	0	0	3		50	11,500
2645	Bunceton	Central High School	John Kirkpatrick	Dept.	1	0	12	11	0	0	1	0			4	3			2		100	2,000
2646	Butler	High School	J. F. Starr	Dept.	2	2	44	66	0	0	5	0	10	16	9	17	2	2	4		765	35,000
2647	Cabool	do	J. A. Woodford	Dept.	1	0	13	22	0	0					2	5	1	6	4		400	4,000
2648	Cainsville	do	George R. Sullivan	Dept.	1	1	20	21	0	0	3	2	3	3	6	7	1	0	3		96	8,000
2649	Calhoun	do	Walter L. Finks	Dept.	1	1	15	20	0	0	0	0	0	3	0	3	0	2	2		50	7,560
2650	California	Aurora High School	F. B. Owen	Dept.	2	1	11	24	0	0	3	8			0	0	0	0	4		392	20,000
2651	Cameron	High School	B. Riggs	Dept.	1	2	44	45	0	0					5	6			4		500	
2652	Canton	do	D. J. Elsea	Dept.	2	1	30	25	0	0					5	0	5	0	3		500	25,000
2653	Carrollton	do	L. W. Rader	Dept.	2	2	56	104	0	0	10	21	9	18	5	12	1	4	4		1,600	
2654	Carterville	do	A. A. Antles	Dept.	2	0	10	35	0	0	0	4	1	0	0	4	0	4	3		197	22,500
2655	Carthage	do	W. W. Walters	Dept.	5	5	128	190	0	0					2	22	0	4	4		4,000	25,000
2656	Cassville	do	L. W. Wingo	Dept.	2	0	40	37	0	0					0	0			3		75	12,500

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MISSOURI—cont'd.																					
2657	Centralia	High School	W. A. Muir	Dept.	2	1	45	53	0	0	.....	.....	.....	.....	2	6	0	0	4	.....	800	$12,000
2658	Charleston	....do	A. R. Boone	Dept.	2	0	8	16	0	0	2	2	0	0	3	4	1	2	2	.....	250	0
2659	Chillicothe	Central High School	J. M. Barton	Dept.	1	4	63	111	0	0	2	1	3	7	6	12	2	3	4	.....	7,000	50,000
2660	....do	Garrison High School (colored).	Joe E. Herriford	Dept.	1	1	6	4	64	70	.....	.....	3	2	1	1	1	1	2	.....	400	6,000
2661	Clinton	High School*	F. B. Owen	Dept.	3	1	60	110	0	0	20	30	10	12	0	11	.....	.....	4	.....	1,200	.....
2662	....do	Lincoln High School (colored).	A. W. Freeman	Dept.	1	0	4	12	0	0	0	0	0	0	1	6	0	0	4	.....	72	5,000
2663	Coffeyburg	Salem High School	W. J. Dougherty	Dept.	1	0	4	6	47	54	.....	.....	2	0	0	6	0	2	3	.....	80	2,000
2664	Columbia	High School	R. H. Emberson	Dept.	4	1	82	63	0	0	18	2	21	16	10	11	.....	.....	4	.....	500	40,000
2665	Corder	....do	H. H. Cassell	Dept.	1	0	14	12	0	0	.....	.....	.....	.....	2	5	.....	.....	3	.....	26	3,000
2666	Crystal City	....do	G. O. Nations	Dept.	1	1	4	11	0	0	0	0	0	0	0	0	.....	.....	1	.....	10	5,000
2667	Deepwater	....do	A. H. Smith	Dept.	1	0	3	8	14	17	.....	.....	.....	.....	3	8	.....	.....	2	.....	200	2,000
2668	Desoto	....do	Daniel B. Veazey	Dept.	2	1	24	41	7	14	0	0	2	2	7	9	2	2	3	.....	600	18,000
2669	Doniphan	....do.*	J. R. Johnson	Dept.	1	1	16	18	0	0	0	0	1	2	0	0	0	0	.....	.....	18	6,000
2670	Edina	....do	Charles S. Davis	Dept.	1	1	20	22	0	0	3	3	.....	.....	0	0	0	0	3	.....	100	.....
2671	Eldorado Springs	....do	J. A. Burke	Dept.	1	1	23	42	0	0	2	0	1	0	2	7	1	2	3	.....	.....	.....
2672	Elsberry	....do	James W. Graves	Dept.	1	1	13	20	7	4	4	8	1	0	1	5	1	4	2	.....	300	6,000
2673	Excelsior Springs	....do.*	T. Jennie Green	Dept.	1	1	20	30	0	0	0	0	1	1	2	3	0	0	4	.....	1,542	2,000
2674	Fairfax	....do	J. H. Gaffney	Dept.	1	0	20	15	0	0	.....	.....	.....	.....	2	6	0	0	2	.....	120	7,000
2675	Farley	....do	J. W. Farley	Dept.	1	1	12	24	25	28	4	9	8	15	3	4	.....	.....	3	.....	.....	.....
2676	Farmington	....do.*	A. H. Akers	Dept.	1	1	16	15	0	0	.....	.....	.....	.....	1	0	1	0	3	.....	600	9,000
2677	Fayette	....do	N. F. Frazier	Dept.	1	2	35	39	0	0	.....	.....	.....	.....	6	7	6	7	2	.....	500	25,000
2678	Ferguson	....do	J. A. Miller	Dept.	1	0	7	17	0	0	0	0	0	0	2	7	0	0	2	.....	75	15,000
2679	Forest City	....do	Minnie Norris	Ind.	1	1	10	9	75	56	0	0	0	0	0	7	0	0	.....	.....	240	1,000

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2680	Fulton	....do	J. S. Morrison	Dept.	1	1	26	33	0	0	2	3	1	2	4	15	4	6	2	....	250	8,000
2681	Glasgow	....do	A. F. Willis	Dept.	1	1	4	14	0	0	2	5	.....	.....	0	2	0	2	3	....	227	6,000
2682	Golden City	....do	Will R. Crowther	Dept.	2	0	18	32	0	0	.....	.....	.....	.....	0	5	.....	.....	3	....	284	10,000
2683	Granby	....do	Stephen L. Slane, B. S. D.	Dept.	2	2	25	30	0	0	3	5	8	7	1	9	.....	.....	3	....	100	20
2684	Grant City	....do.*	J. W. S. Dillon	Dept.	1	1	5	17	20	18	0	0	5	15	0	5	.....	.....	2	....	500	10,000
2685	Greenfield	....do.*	I. N. Evrard	Dept.	2	0	25	55	0	0	0	0	5	10	1	4	1	4	3	....	400	12,000
2686	Hamilton	....do	C. W. Good	Dept.	3	0	40	55	0	0	.....	.....	.....	.....	2	14	.....	.....	3	....	600	20,000
2687	Hannibal	Douglass High School (colored).	J. H. Pelham	Dept.	1	2	15	26	0	0	1	2	6	5	.....	.....	.....	.....	.....	.....	500	14,000
2688	....do	High School	Gertrude Ashmore.	Dept.	2	4	43	98	0	0	.....	.....	.....	.....	2	9	.....	.....	4	....	1,150	20,000
2689	Hardin	....do.*	J. L. Coffman	Dept.	1	0	14	22	0	0	.....	.....	.....	.....	1	2	.....	.....	2	....	.....	6,500
2690	Harris	....do	G. F. Davis	Dept.	1	0	6	5	69	66	4	3	0	0	2	1	.....	.....	.....	.....	200	3,500
2691	Harrisonville	....do	Amos T. Fisher	Dept.	2	2	39	75	0	0	.....	.....	.....	.....	1	9	1	9	4	....	1,500	35,000
2692	Hartville	....do	W. A. Newton	Dept.	1	0	18	18	30	34	0	0	0	0	1	1	.....	.....	4	....	12	.....
2693	Hermann	....do	C. C. Thudium	Dept.	3	1	25	26	0	0	8	14	.....	.....	.....	.....	.....	.....	4	....	1,400	8,000
2694	Higbee	....do	J. V. Adams	Dept.	2	0	16	18	0	0	0	0	0	0	3	2	0	0	3	....	200	2,500
2695	Higginsville	....do	Mrs. J. H. Campbell	Dept.	1	2	63	58	0	0	0	3	2	0	9	7	0	3	4	....	500	30,000
2696	....do	High School (colored)	George F. Perry	Dept.	1	0	10	26	0	0	0	0	0	0	3	3	0	0	1	....	0	1,500
2697	Holden	High School	F. P. Sever	Dept.	1	1	15	25	0	0	0	0	0	0	0	8	0	0	2	....	500	20,000
2698	Hopkins	....do	Beniah Dimmitt	Dept.	2	0	22	18	0	0	0	0	1	0	2	5	2	3	4	....	422	13,000
2699	Humansville	....do	W. W. Chandler	Dept.	2	0	6	29	0	0	.....	.....	.....	.....	3	14	.....	.....	4	....	50	7,500
2700	Hume	....do	W. P. Noel	Dept.	0	3	18	36	0	0	0	1	3	0	3	6	3	1	3	....	100	5,000
2701	Huntsville	....do	W. O. Doyle	Dept.	2	0	25	33	0	0	.....	.....	.....	.....	0	0	0	0	3	....	300	16,000
2702	Independence	....do	William L. C. Palmer	Dept.	1	3	47	75	0	0	0	0	10	18	5	7	3	5	3	....	1,636	10,000
2703	Jackson	....do	B. F. Lusk	Dept.	1	0	20	19	0	0	0	0	0	0	0	1	0	0	3	....	280	11,000
2704	Jameson	....do	Miss M. W. Sampson	Dept.	0	1	13	13	0	0	2	5	0	0	1	0	0	0	3	....	120	.....
2705	Jasper	....do.*	S. W. Brandom	Dept.	1	1	17	23	0	0	.....	.....	.....	.....	1	3	.....	.....	2	....	300	4,000
2706	Jefferson City	....do	J. L. Bankson	Dept.	2	1	20	70	0	0	.....	.....	.....	.....	2	8	.....	.....	4	....	500	.....
2707	Jerico	....do	J. A. Lowe	Dept.	1	0	5	7	0	0	2	0	.....	.....	1	7	.....	.....	2	....	.....	3,000
2708	Joplin	....do	J. M. Gwinn	Dept.	2	4	57	132	24	27	.....	.....	.....	.....	2	8	1	1	4	....	490	33,000
2709	Kahoka	....do.*	H. A. Higgins	Dept.	2	0	14	16	0	0	2	2	.....	.....	2	4	2	2	3	....	300	10,000
2710	Kansas City	Central High School	E. C. White	Dept.	20	23	626	1141	0	0	.....	.....	.....	.....	79	176	16	11	4	60	200	350,000
2711	....do	Lincoln High School (colored).	G. N. Grisham	Dept.	4	1	73	116	0	0	0	0	0	0	2	10	0	0	4	.....	.....	.....
2712	....do	Westport High School	S. A. Underwood	Dept.	3	5	62	96	0	0	12	15	.....	.....	3	6	.....	.....	4	....	1,581	.....
2713	Keytesville	High School	Joseph F. Jones	Dept.	1	0	12	17	0	0	0	0	5	9	3	5	.....	.....	3	....	325	15,000
2714	King City	....do.*	Miss Jennie Hoar	Dept.	0	2	3	6	13	15	0	0	0	0	3	5	.....	.....	2	....	300	3,000
2715	Kingston	....do	J. E. Herriott	Dept.	1	0	9	14	0	0	1	1	2	2	1	1	1	1	3	....	120	10,500
2716	Kirksville	....do	C. S. Brother	Dept.	3	1	38	96	0	0	.....	.....	.....	.....	3	6	.....	.....	3	....	300	.....
2717	Kirkwood	....do	W. S. Dearmont	Dept.	1	4	39	39	0	0	7	0	8	12	3	4	3	3	4	....	700	35,000
2718	Knobnoster	....do	C. D. Thompson	Dept.	2	0	23	35	0	0	5	5	5	0	5	3	1	1	3	....	600	12,000
2719	Laddonia	....do	J. F. Spannhurst	Dept.	1	0	4	14	0	0	.....	.....	.....	.....	0	4	0	0	2	....	.....	5,000
2720	Lagrange	....do	D. B. Jeter	Dept.	2	0	29	28	0	0	18	10	11	14	6	3	5	3	3	....	657	10,000
2721	Lamar	....do	D. L. Newkirk	Dept.	3	1	52	73	0	0	3	0	0	0	13	11	4	6	4	....	1,500	53,000
2722	Lamonte	Central High School	N. N. Hoover	Dept.	1	2	31	24	0	0	1	2	2	2	0	0	0	0	3	....	312	4,800
2723	Lancaster	High School*	W. C. Thompson	Dept.	1	1	26	14	0	0	.....	.....	0	0	2	3	0	1	4	....	300	10,000
2724	Laplata	....do	Roberto Armstrong	Dept.	1	3	37	40	0	0	2	1	3	0	0	4	0	3	4	....	300	15,000
2725	Lathrop	....do	H. C. Richmond	Dept.	2	1	15	12	0	0	.....	.....	.....	.....	1	2	.....	.....	3	....	107	10,000
2726	Lebanon	....do	F. W. Ploger	Dept.	1	1	20	23	0	0	.....	.....	3	5	3	5	3	5	3	....	200	.....

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MICHIGAN—cont'd.																					
2381	Saginaw	West Side High School	F. L. Sage	Dept.	1	9	113	167	0	0	.....	.....	.....	.....	6	25	2	9	4	.....	.....	.....
2382	St. Ignace	La Salle High School	E. J. Lachance, supt	Dept.	1	2	39	38	0	0	0	0	3	6	5	3	3	2	3	.....	500	$20,000
2383	St. Johns	High School	L. M. Parrott	Dept.	2	3	75	98	0	0	.....	.....	.....	.....	4	8	.....	.....	4	.....	593	40,000
2384	St. Joseph	do	Miss Sadie M. Alley	Dept.	0	5	67	82	0	0	.....	.....	.....	.....	7	10	5	3	4	.....	2,822	55,000
2385	St. Louis	do	Alice I. Heron	Dept.	1	3	33	60	0	0	.....	.....	.....	.....	1	5	0	0	4	.....	1,000	30,000
2386	Saline	Union School	R. O. Austin	Dept.	1	1	22	30	0	0	0	2	1	0	2	7	1	2	1	.....	890	26,000
2387	Sandbeach	High School	E. C. Hambleton	Dept.	1	1	20	24	0	0	.....	.....	.....	.....	1	4	.....	.....	4	.....	300	.....
2388	Sandlake	do	M. T. Skinner	Dept.	1	1	20	20	45	50	0	0	2	0	2	0	2	0	3	.....	200	2,500
2389	Saugatuck	do	P. A. Latta	Dept.	1	1	19	20	0	0	0	0	8	2	0	0	0	0	3	0	112	12,000
2390	Sault Sainte Marie.	do	Mrs. Frances Harris	Dept.	2	4	48	91	0	0	2	7	2	8	5	9	3	5	4	0	2,000	75,000
2391	Schoolcraft	do	A. H. Covert	Dept.	1	2	20	30	0	0	0	1	1	0	3	7	1	3	4	.....	750	25,000
2392	Shelby	Union School	J. E. Clark	Dept.	1	1	30	41	0	0	.....	.....	10	15	4	3	4	3	4	.....	500	6,000
2393	Sheridan	High School	W. K. Palmer	Dept.	1	2	26	25	0	0	.....	.....	2	0	2	1	.....	.....	4	.....	120	3,500
2394	South Frankfort	do	Walter L. Gillette	Dept.	0	2	5	20	0	0	.....	.....	.....	.....	0	3	0	0	4	.....	45	2,500
2395	South Haven	do	A. D. Prentice	Dept.	1	3	66	87	0	0	.....	.....	.....	.....	4	10	2	5	4	.....	400	20,000
2396	South Lyon	do	Guy O. Doxtader	Dept.	1	1	15	25	37	65	.....	.....	.....	.....	2	2	.....	.....	3	.....	107	8,000
2397	Sparta	do	Almon L. Marvin	Dept.	1	1	12	16	0	0	0	2	2	0	3	2	2	2	4	.....	406	9,000
2398	Springlake	do	Edward P. Cummings	Dept.	1	1	10	10	0	0	.....	.....	.....	.....	2	2	.....	.....	2	.....	250	.....
2399	Springport	do	W. H. Pearce	Dept.	2	1	26	50	0	0	.....	.....	.....	.....	3	5	0	2	4	.....	346	20,000
2400	Stephenson	do	E. O. Gillespie	Dept.	1	2	7	17	0	0	.....	.....	0	0	0	4	.....	.....	2	.....	148	3,000
2401	Stevensville	do	W. R. Stephens	Dept.	1	0	15	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	100	2,500
2402	Stockbridge	do	J. Cook	Dept.	2	0	22	15	0	0	0	0	0	0	3	2	0	0	4	0	60	6,000
2403	Sturgis	do	L. W. Leiseming	Dept.	1	2	39	47	0	0	.....	.....	5	3	5	4	2	3	4	.....	100	50,000
2404	Tawas City	do	F. F. Stephenson	Dept.	0	4	50	58	0	0	.....	.....	1	0	1	3	1	0	4	.....	375	5,000

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2405	Tecumseh	....do	Flora H. Hartbeck	Dept..	1	4	62	79	0	0	....	....	8	21	6	9	1	2	4	....	2,400	26,000
2406	Tekonsha	....do.*	H. C. Daley	Ind...	1	1	27	26	66	60	....	....	....	....	2	8	....	....	3	....	300	6,000
2407	Threeoaks	....do	Warren M. Milliam	Dept..	1	1	16	18	0	0	0	2	1	0	0	0	0	0	4	....	125	6,000
2408	Three Rivers	....do	Clarence A. Sharp	Dept..	4	2	56	83	0	0	6	16	3	4	6	12	2	3	4	....	320	20,000
2409	Traverse City	....do	C. H. Horn	Dept..	3	6	112	188	0	0	....	....	....	....	10	19	....	....	4	....	1,000	100,000
2410	Tustin	....do	Ernest L. Chapman	Dept..	0	2	5	9	45	56	....	....	....	....	1	3	0	0	3	....	.....	3,500
2411	Union City	....do	Ora Travis	Dept..	2	2	42	48	0	0	4	1	6	3	8	10	2	6	4	....	300	2,500
2412	Unionville	....do	William H. Lewis	Dept..	1	0	22	18	0	0	0	0	0	0	0	3	0	0	4	....	236	2,500
2413	Vandalia	....do	C. L. Pemberton	Ind...	1	1	8	22	27	83	0	0	0	0	0	2	0	0	4	....	300	5,000
2414	Vassar	....do	Ira L. Forbes	Dept..	1	2	41	61	0	0	....	....	4	5	3	10	2	3	4	....	871	20,000
2415	Vernon	....do	W. B. Sheehan	Dept..	1	1	15	20	0	0	....	....	....	....	3	9	0	2	3	....	300	3,000
2416	Vicksburg	....do	F. W. Wells	Dept..	1	2	40	50	0	0	4	8	3	2	4	6	0	3	4	0	250	8,000
2417	Watervliet	....do	O. M. Miles	Dept..	1	0	7	18	0	0	1	3	1	2	1	4	1	2	3	....	200	10,000
2418	Wayland	....do	E. M. Vroman	Dept..	1	1	32	52	0	0	0	0	0	0	3	5	0	0	3	....	34	10,000
2419	Wayne	....do	G. R. Brandt	Dept..	0	5	24	28	0	0	2	1	3	4	0	1	0	1	4	0	320	10,000
2420	West Bay City	....do	Ira A. Beddow	Dept..	1	5	55	80	0	0	3	0	1	0	5	7	3	0	4	....	.....	10,000
2421	Westbranch	....do	B. Bennett	Dept..	1	1	25	30	0	0	....	....	....	....	3	5	....	....	2	....	100	8,000
2422	Whitecloud	....do	Isabella M. Becker	Dept..	0	1	10	16	0	0	....	....	....	....	0	5	....	....	3	....	80	5,500
2423	Whitehall	....do	F. J. Hendershot	Dept..	1	1	27	33	0	0	....	....	1	0	1	7	....	....	4	....	1,000	30,000
2424	White Pigeon	....do	Willard A. Phillips	Dept..	1	2	9	20	17	25	....	....	2	3	2	7	1	4	4	....	218	1,500
2425	Williamston	....do	P. J. Willson	Dept..	1	1	45	55	0	0	0	0	0	0	2	8	2	3	4	....	100	15,000
2426	Wyandotte	....do	Louise Kilbourne	Dept..	0	3	15	30	0	0	....	....	....	....	3	8	1	6	4	....	5,000	40,000
2427	Yale	....do	J. Q. Roode	Dept..	1	1	17	28	0	0	....	....	4	3	0	4	0	0	3	....	121	12,000
	MINNESOTA.																					
2428	Adrian	High School	C. H. Schellbach	Dept..	1	1	10	16	9	21	0	0	3	0	0	0	0	0	4	....	400	2,650
2429	Aitkin	....do	G. W. Walker	Dept..	0	2	6	4	0	0	....	....	....	....	....	....	....	....	4	....	240	12,399
2430	Albert Lea	....do.*	Mary E. Higgins	Dept..	1	2	37	56	0	0	....	....	....	....	6	5	5	1	4	....	800	65,000
2431	Alexandria	....do	F. S. Greathead	Dept..	1	5	43	48	0	0	....	....	....	....	3	5	3	2	4	....	700	35,000
2432	Anoka	....do	F. P. Phipps	Dept..	2	2	34	69	0	0	1	5	4	4	4	8	3	6	4	....	800	.....
2433	Appleton	....do	R. B. MacLean	Dept..	1	2	20	15	0	0	....	....	2	4	0	0	0	0	4	....	342	13,000
2434	Austin	State High School	K. C. Davis	Dept..	2	3	44	117	0	0	0	0	10	12	7	13	7	13	4	....	650	.....
2435	Barnesville	High School	R. S. Dewar	Ind...	1	1	20	33	0	0	1	1	....	....	....	....	....	....	4	....	215	12,000
2436	Benson	....do	Andrew Nelson	Dept..	1	1	21	25	0	0	0	0	1	0	3	2	1	0	4	....	900	17,000
2437	Blue Earth City	....do	V. R. Wasson	Dept..	2	1	36	40	0	0	....	....	8	6	0	5	0	3	4	....	1,350	37,000
2438	Brainerd	....do	Edmund M. Bigg	Dept..	1	2*	47	78	0	0	0	1	3	5	1	4	....	....	4	....	670	.....
2439	Brown Valley	State High School	S. F. Beede	Dept..	1	1	4	10	0	0	0	0	0	0	0	0	0	0	4	0	200	5,500
2440	Buffalo	High School	Arthur M. Dunton	Dept..	1	1	12	14	0	0	....	....	4	2	1	0	1	0	4	....	200	7,000
2441	Caledonia	....do	C. A. Patchin	Ind...	1	1	4	12	120	128	....	....	....	....	1	7	0	0	3	....	260	7,000
2442	Canby	....do	O. S. Vail	Dept..	1	1	15	20	0	0	0	0	2	4	0	0	....	....	4	....	300	.....
2443	Cannon Falls	....do	A. M. Locker	Dept..	1	1	30	35	0	0	0	0	4	3	4	6	4	6	4	....	1,100	17,000
2444	Chatfield	....do	E. J. Donaldson	Dept..	1	3	22	33	0	0	....	....	4	4	3	1	3	1	4	....	600	20,000
2445	Cloquet	State High School	J. A. Marr	Ind...	1	2	10	12	0	0	....	....	....	....	1	4	1	4	4	....	300	25,000
2446	Crookston	High School	John Moore	Dept..	2	2	28	57	0	0	....	....	....	....	3	9	2	7	4	....	2,500	65,000
2447	Dawson	....do	Eugene M. Phillips	Dept..	1	2	20	23	0	0	0	0	5	3	5	4	4	3	4	....	850	18,000
2448	Delano	State High School	C. S. Hawker	Dept..	1	1	14	22	0	0	....	....	0	1	0	1	0	1	4	....	400	10,000
2449	Detroit	....do	S. A. Challman	Dept..	1	2	10	25	0	0	....	....	....	....	0	4	0	4	4	....	1,243	26,000
2450	Dodge Center	High School*	J. C. Marshall	Ind...	2	0	15	22	120	126	....	....	....	....	4	2	3	1	4	....	500	10,000
2451	Duluth	Central High School	John Loman	Dept..	11	8	233	328	0	0	2	5	1	0	14	30	14	30	4	....	1,782	526,500

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MINNESOTA—cont'd.																					
2452	Dundas	High School	O. M. Washburn	Dept.	1	0	10	20	0	0	0	0	0	0	0	3	0	0	2	....	300	$1,000
2453	Elgin	do	F. J. Sperry	Dept.	1	1	9	15	0	0	....	....	3	3	0	5	0	3	4	....	400	6,500
2454	Elk River	do	J. A. Cranston	Ind.	2	1	22	37	68	158	....	....	7	15	2	5	2	5	4	....	654	12,000
2455	Excelsior	do	H. I. Harter	Ind.	1	5	25	30	142	62	....	....	....	....	2	10	....	....	2	....	....	9,000
2456	Fairmont	do	P. P. Kennedy	Dept.	1	2	28	39	0	0	3	0	7	5	4	1	4	1	4	....	684	26,450
2457	Faribault	do	D. C. Brown	Ind.	3	4	42	80	0	0	4	0	....	....	5	8	....	....	4	24	1,300	40,000
2458	Farmington	do	W. B. Walter	Dept.	1	1	22	13	0	0	....	....	....	....	2	2	....	....	4	....	....	7,000
2459	Fergus Falls	do	Miss Grace L. Terry	Dept.	2	4	47	88	0	0	0	1	5	8	6	17	3	4	4	....	1,200	.....
2460	Gaylord	do	Edwin Johnson	Dept.	1	0	6	4	0	0	....	....	....	....	2	0	2	0	4	....	300	8,000
2461	Glencoe	Stevens Seminary	E. E. McIntire	Ind.	1	2	50	43	4	6	....	....	12	8	9	7	9	7	4	....	4,500	25,000
2462	Glenwood	High School	Squire F. Brown	Dept.	1	1	8	25	0	0	0	2	3	10	0	1	0	1	4	....	450	12,000
2463	Granite Falls	do	C. E. Adams	Ind.	1	2	26	30	0	0	0	0	2	2	3	4	1	0	4	....	400	35,000
2464	Hastings	do	J. H. Lewis	Dept.	2	3	40	60	0	0	....	....	0	2	4	7	0	2	4	....	.....	.....
2465	Henderson	do	Charles E. Young	Dept.	1	1	28	35	0	0	....	....	15	10	4	6	....	....	4	....	680	20,000
2466	Herman	do	Charles H. Schellbach	Dept.	1	0	6	7	0	0	0	0	6	5	2	2	2	0	4	....	96	.....
2467	Howard Lake	do	E. L. Sampson	Dept.	1	1	10	20	13	12	2	0	....	....	0	0	....	....	4	....	168	.....
2468	Hutchinson	do	H. L. Merrill	Dept.	3	0	45	60	0	0	....	....	24	30	7	9	4	9	4	....	1,200	30,000
2469	Jackson	do	Aaron F. Schmitt	Dept.	2	1	31	44	0	0	9	13	....	....	6	4	2	2	4	....	800	35,000
2470	Janesville	do	F. L. Searing	Dept.	1	1	8	37	0	0	0	0	0	0	1	3	0	0	4	....	455	40,000
2471	Jordon	do	J. P. Lahr	Dept.	1	0	3	7	0	0	0	0	0	0	0	0	0	0	3	0	315	18,000
2472	Kasson	do	McD. Williams	Dept.	1	1	16	24	0	0	0	0	0	0	2	1	0	1	4	....	1,000	12,000
2473	Kenyon	do	W. H. Hollands	Dept.	1	1	4	19	0	0	....	....	....	....	0	1	....	....	4	....	275	25,000
2474	Lake City	do	L. P. Cravens	Dept.	2	2	48	63	0	0	0	0	....	....	3	12	3	12	4	....	800	55,650
2475	Lanesboro	do	Robt. D. Taylor	Dept.	2	1	20	27	0	0	2	2	1	0	5	7	2	1	4	....	250	18,900
2476	Leroy	do	R. L. H. Lord	Dept.	1	1	11	21	0	0	0	0	4	10	0	0	0	0	4	....	500	4,000

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2477	Lesueur	do	Mary Plant	Dept..	2	1	12	17	0	0	5	2	....	....	4	5	4	0	4	....	500	.....
2478	Litchfield	do	R. C. Dewey	Dept..	1	2	32	50	0	0	....	....	6	10	8	7	8	5	4	....	357	26,500
2479	Little Falls	do	Miss Georgia Johnston	Dept..	1	3	27	58	0	0	2	3	7	12	3	3	1	2	4	....	280	55,000
2480	Luverne	do	C. E. Guthrie	Dept..	1	3	51	66	0	0	0	0	18	30	0	12	0	12	4	....	800	26,000
2481	Madelia	do	A. F. Ewers	Dept..	1	3	20	30	0	0	....	....	4	0	0	5	0	5	....	....	650	38,270
2482	Madison	do	P. C. Tonning	Dept..	1	1	17	14	0	0	....	....	0	1	1	0	....	....	4	....	490	12,000
2483	Mankato	do	H. B. Leyenberger	Dept..	2	4	70	81	0	0	....	....	4	6	10	16	5	5	4	....	1,300	60,000
2484	Mantorville	do	James T. Fuller	Dept..	1	2	22	21	9	9	0	0	0	1	0	0	0	0	4	0	316	10,000
2485	Mapleton	do	Elizabeth Fisher	Dept..	1	1	30	40	0	0	....	....	3	5	3	4	0	0	4	....	1,089	.....
2486	Marshall	do	Julia E. Booth	Ind...	1	3	50	50	0	0	1	1	....	....	9	6	....	....	4	....	613	.....
2487	Minneapolis	Central High School	John N. Greer	Dept..	7	35	542	753	0	0	20	22	229	440	56	107	41	62	4	....	2,500	250,000
2488	do	Holmes High School (east side).	W. F. Webster	Dept..	5	18	206	338	0	0	3	5	65	92	19	46	21	26	4	....	500	.....
2489	do	North Side High School.	W. W. Hobbs	Dept..	2	18	140	321	0	0	0	4	25	100	14	28	8	14	4	....	600	90,000
2490	do	South Side High School.	C. L. Sawyer, A. M.	Dept..	4	22	263	337	0	0	10	15	60	80	28	35	18	25	4	....	200	100,000
2491	Montevideo	High School	Isabelle Welles	Ind...	1	2	28	43	0	0	0	1	5	1	3	6	2	1	4	....	389	22,500
2492	Monticello	State High School (dist. No. 7)	Freeman E. Lurton, M. S., Ph. D.	Dept..	1	2	14	44	0	0	....	....	2	5	0	6	0	3	4	....	500	1,500
2493	Moorhead	High School	John F. Giles	Dept..	1	2	30	36	0	0	5	3	5	3	0	2	0	1	4	0	3,500	50,000
2494	Morris	do	Pete W. Ross	Dept..	2	1	16	24	0	0	....	....	....	....	1	1	....	....	4	....	475	35,000
2495	New Paynesville	do	Geo. J. Keenan	Dept..	1	1	9	4	0	0	3	4	....	....	0	4	0	2	4	....	500	8,000
2496	New Ulm	do	E. T. Critchett	Dept..	2	1	43	24	0	0	1	2	8	15	5	6	2	2	4	16	1,028	35,800
2497	Northfield	do	Alma B. Stanford	Dept..	2	4	62	100	0	0	....	....	....	....	3	10	2	8	4	....	1,600	25,000
2498	Ortonville	State High School	Joel N. Childs	Dept..	1	1	20	19	0	0	....	....	7	3	2	1	2	1	4	....	406	16,200
2499	Owatonna	High School	Lyman H. Ford	Dept..	1	4	46	70	0	0	....	....	....	....	2	16	0	4	4	....	1,800	50,000
2500	Pine Island	State High School	Wm. A. Westerson	Dept..	2	0	22	16	0	0	....	....	6	8	1	4	1	4	4	....	600	10,000
2501	Pipestone	High School	G. W. Young	Dept..	1	2	54	70	0	0	0	0	20	25	6	7	4	4	4	....	350	40,000
2502	Plainview	do	J. C. Miller	Dept..	1	1	8	20	0	0	0	0	3	5	1	5	1	2	4	....	500	24,000
2503	Preston	do	E. E. Lockerby	Dept..	1	2	25	26	0	0	....	....	6	5	1	1	1	1	4	....	500	20,000
2504	Princeton	do	Arthur P. Thomes	Dept..	1	2	18	21	0	0	....	....	....	....	4	2	....	....	4	....	400	1,600
2505	Red Wing	do	W. W. Kilgore	Dept..	1	4	55	97	0	0	6	4	20	20	4	5	4	5	4	0	1,316	80,000
2506	Redwood Falls	do.*	J. L. Torrens	Dept..	1	2	16	26	0	0	....	....	10	6	5	2	4	1	4	....	1,000	30,500
2507	Rochester	do	L. A. Overholt	Dept..	2	2	48	103	0	0	....	....	....	....	9	14	0	14	4	....	.....	.....
2508	Rockford	do	Lee Galloway	Dept..	1	0	3	4	7	21	....	....	....	....	1	2	....	....	2	....	150	2,000
2509	Rushford	do	C. B. Miller	Dept..	2	2	30	32	0	0	0	0	12	8	3	5	3	3	4	....	1,500	15,000
2510	St. Charles	do	A. C. Tibbetts	Dept..	1	2	34	35	0	0	....	....	12	15	0	3	0	3	4	34	1,000	23,750
2511	St. Cloud	do	Rebecca Ashley	Dept..	1	4	61	65	1	0	0	0	7	4	5	8	1	1	4	....	1,100	17,000
2512	St. James	do	A. M. Murfin	Dept..	2	1	20	18	0	0	....	....	5	8	2	7	2	5	4	....	2,000	20,000
2513	St. Louis Park	Lincoln High School	L. M. Abbott, A. M	Dept..	1	2	12	21	0	0	3	4	2	2	0	0	....	....	4	....	650	15,000
2514	St. Paul	Central High School	Prof. A. J. Smith	Dept..	8	17	325	629	0	0	....	....	....	....	48	93	....	....	4	....	2,600	.....
2515	do	Cleveland High and Manual Training School.	S. A. Farnsworth	Dept..	1	6	49	121	0	0	6	8	....	....	7	13	4	4	4	0	800	45,000
2516	do	Humboldt High School.	Julian C. Bryant, B. A.	Dept..	2	5	77	145	0	0	2	2	0	9	4	14	2	12	4	....	2,663	75,000
2517	do	Mechanic Arts High School.	George Weitbrecht	Dept..	6	7	239	70	0	0	....	....	....	....	14	1	....	....	4	....	799	.....
2518	St. Peter	High School	Bertha Bradford	Dept..	2	1	30	59	0	0	0	0	0	0	6	7	6	7	4	....	675	2,500
2519	Sauk Center	do	Nellie E. McConnell	Dept..	1	3	34	56	0	0	....	....	....	....	5	6	1	4	4	....	486	22,000
2520	Slayton	do	W. P. Dyer	Dept..	1	1	13	12	0	0	....	....	3	2	2	2	1	0	4	....	443	21,000
2521	Sleepyeye	do	Lottie M. Dennison	Dept..	1	2	35	40	0	0	....	....	12	17	4	5	1	4	4	....	322	45,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MINNESOTA—cont'd.																					
2522	Springfield	High School	W. W. Barnum	Dept.	1	1	7	14	0	0	.....	.....	1	0	.....	.....	.....	.....	4	.....	670	$20,000
2523	Spring Valley	....do	E. E. Campbell	Dept.	2	3	30	20	0	0	0	6	15	30	4	12	0	1	4	.....	680	35,000
2524	Stillwater	....do	Ada E. Smith	Dept.	1	8	74	141	0	0	.....	.....	3	0	5	23	5	0	4	.....	.....	.....
2525	Tower	....do	R. G. McLeod	Dept.	1	1	7	6	0	0	0	0	0	0	0	0	.....	.....	4	.....	310	16,000
2526	Tracy	....do.*	Mary Neff	Dept.	2	2	24	30	0	0	.....	.....	.....	.....	3	5	3	5	4	.....	629	6,000
2527	Verndale	....do	F. J. Yerke	Dept.	1	0	16	14	0	0	.....	.....	.....	.....	3	1	2	1	3	.....	500	5,000
2528	Wadena	....do.*	William Angus	Dept.	1	2	15	30	0	0	1	2	4	7	1	0	1	0	4	.....	549	18,000
2529	Warren	State High School	H. E. White	Dept.	1	1	22	19	0	0	.....	.....	5	3	0	1	0	1	4	.....	500	13,000
2530	Waseca	....do	Lafayette Bliss	Dept.	1	3	60	50	0	0	5	6	15	20	4	6	4	6	4	20	1,000	50,000
2531	Waterville	High School*	O. F. Morgan	Dept.	1	1	15	25	0	0	0	0	0	0	0	1	0	0	4	0	384	15,000
2532	Wells	....do	Louis Magin	Dept.	2	1	20	38	0	0	.....	.....	.....	.....	7	3	2	2	4	.....	1,000	16,000
2533	Whitebear Lake	....do	F. F. Farrar	Dept.	1	1	4	10	0	0	0	0	0	0	0	0	0	0	4	.....	382	40,000
2534	Willmar	....do	Estelle Fenno	Dept.	0	3	23	36	0	0	.....	.....	.....	.....	3	5	3	5	4	0	1,315	26,265
2535	Windom	....do	Thyrza McClure	Dept.	1	2	24	26	0	0	1	0	2	1	2	1	1	1	4	0	500	27,000
2536	Winnebago City	....do	J. E. Gilman	Dept.	2	0	28	35	0	0	.....	.....	.....	.....	4	7	4	7	4	.....	464	23,500
2537	Winona	....do	William A. Bartlett	Dept.	3	6	104	172	0	0	.....	.....	.....	.....	22	20	.....	.....	4	.....	1,000	60,000
2538	Worthington	....do	M. Maud Case	Dept.	1	4	26	46	0	0	.....	.....	7	8	4	5	4	3	4	0	1,352	44,692
2539	Zumbrota	....do	F. J. Bomberger	Dept.	1	2	23	30	0	0	0	0	3	4	3	11	3	11	4	.....	212	35,000
	MISSISSIPPI.																					
2540	Aberdeen	High School	M. Rose	Dept.	1	2	20	30	0	0	1	4	.....	.....	1	4	1	0	3	.....	1,200	35,000
2541	Ackerman	....do.*	Wm. A. Barrett	Ind.	1	0	14	22	64	66	.....	.....	.....	.....	0	0	0	0	2	.....	100	2,000
2542	Amory	....do	E. E. Cowley	Dept.	1	1	17	21	0	0	3	5	1	0	.....	.....	.....	.....	4	.....	200	3,000
2543	Artesia	....do	Joe Cook	Dept.	1	0	7	1	19	22	.....	.....	3	1	.....	.....	.....	.....	3	.....	.....	1,000

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2544	Auburn	Graded School*	P. L. Blackwell	Dept.	1	1	14	10	16	40	....	....	....	....	0	0	....	....	4	....	0	1,000
2545	Baldwyn	High School	W. R. Brooks	Dept.	1	2	20	1.	40	25	4	2	8	7	....	....	....	....	....	....	100	.....
2546	Berwick	Toler High School*	Enoch M. Toler	Ind.	1	1	5	8	25	22	....	....	....	....	0	0	....	....	....	....	.....	500
2547	Big Creek	High School*	M. Fox	Dept.	1	0	4	12	31	33	....	....	....	....	....	....	....	....	....	....	.....	1,000
2548	Bogue Chitto	Academy*	Prof. T. O. Sturdivant	Ind.	1	0	24	21	57	36	....	....	....	....	....	....	....	....	3	....	.....	3,000
2549	Bolton	High School	C. F. Capps	Ind.	1	2	12	12	28	30	6	8	....	....	2	0	2	0	3	....	200	3,000
2550	Brandon	....do	G. W. Sisler	Ind.	1	0	8	17	42	78	....	....	....	....	4	6	2	4	2	....	.....	8,000
2551	Brooksville	....do	J. T. Wallace	Ind.	2	0	10	10	30	22	0	0	0	0	0	0	0	0	4	0	0	2,000
2552	Charleston	....do.*	J. S. Thornton	Dept.	1	1	10	20	0	0	10	12	0	0	0	0	0	0	3	0	15	.....
2553	Cockrum	....do.*	Miss Maggie Howze	Dept.	0	1	5	10	40	35	....	....	....	....	....	....	....	....	....	....	.....	612
2554	Coldwater	....do	Prof. T. H. Johnston	Dept.	0	1	14	18	26	17	3	4	1	2	....	....	....	....	....	14	.....	2,500
2555	Columbus	Franklin Academy	J. M. Barrow	Dept.	1	2	36	38	0	0	5	20	....	....	1	4	1	2	3	....	.....	30,000
2556	Como Depot	High School	D. D. McBryde	Ind.	1	0	8	9	18	15	8	0	....	....	0	0	0	0	....	....	0	3,500
2557	Conehatta	Institute*	Miss Lee H. Smythe	Ind.	0	2	10	10	35	30	....	....	2	1	....	....	....	....	....	....	.....	750
2558	Courtland	High School*	A. M. Whipple	Ind.	1	0	10	11	24	18	2	1	....	....	....	....	....	....	3	....	.....	300
2559	Crystal Springs	Graded High School	Thomas L. Trawick	Dept.	1	5	78	96	0	0	17	23	13	29	....	....	....	....	4	....	2,000	9,000
2560	Delay	High School*	J. S. W. Hodge	Dept.	1	0	3	2	51	50	....	....	....	....	0	0	....	....	....	....	.....	400
2561	Edinburg	High School	M. C. Hembroff	Dept.	1	0	20	20	0	0	....	....	....	....	0	0	....	....	3	....	.....	.....
2562	Enterprise	....do	O. Hunt	Ind.	1	1	14	16	59	62	0	0	1	4	0	1	....	....	3	....	300	2,000
2563	Eucutta	Normal College	J. E. Woodward	Ind.	1	1	30	40	40	40	15	12	13	16	0	1	....	....	3	....	36	1,000
2564	Fernwood	High School*	G. W. Lighty	Dept.	2	2	20	22	25	22	6	4	3	2	0	0	....	....	....	0	0	1,400
2565	Forest	....do.*	Claude Clayton, B. S.	Dept.	1	1	15	20	22	32	0	0	8	10	0	0	0	0	4	....	.....	1,200
2566	Geeville	High School	C. E. Billingsley	Ind.	1	1	15	14	35	26	....	....	....	....	0	0	0	0	2	0	.....	750
2567	Gloster	....do	C. M. Shaw	Dept.	1	2	40	37	0	0	5	10	....	....	1	4	1	3	4	....	100	8,000
2568	Greenville	....do	E. E. Bass	Dept.	2	4	40	85	0	0	....	....	20	35	3	13	3	8	3	....	1,000	12,500
2569	Hamlet	Jasper County High School.	T. H. Oden	Ind.	1	1	18	17	20	23	....	....	3	2	0	0	....	....	4	....	200	1,000
2570	Harrison Station	High School	A. M. Beauchamp	Dept.	1	0	13	16	24	27	....	....	....	....	....	....	....	....	....	....	.....	500
2571	Hattiesburg	....do	F. F. Phillips	Dept.	1	1	15	21	0	0	....	....	....	....	2	1	2	1	3	....	562	16,000
2572	Hickory	....do	J. L. Taylor, B. S	Ind.	1	1	35	38	85	80	3	2	5	3	0	0	0	0	3	....	.....	2,500
2573	Houlka	....do.*	L. R. Powell	Ind.	1	0	8	10	43	44	4	7	3	4	....	....	....	....	3	....	.....	600
2574	Iuka	Collegiate Institute	John Neuhardt, A. M.	Dept.	1	0	8	3	0	0	2	0	4	1	0	0	0	0	3	....	.....	3,000
2575	Jackson	High School	J. C. Hardy	Dept.	2	1	35	85	0	0	15	50	....	....	1	18	1	10	3	....	500	30,000
2576	Jefferson	....do	T. F. Abernethy	Dept.	0	1	24	18	29	32	....	....	....	....	0	0	0	0	5	0	.....	1,500
2577	Kilmichael	....do	Vernon D. Rowe	Ind.	1	1	15	20	34	41	8	12	....	....	0	1	....	....	....	....	.....	1,000
2578	Kosciusko	....do	G. F. Boyd	Dept.	2	4	50	60	0	0	....	....	....	....	2	8	1	5	....	....	700	20,000
2579	Lafayette Springs	Collegiate Institute	E. J. Gilmer	Ind.	2	2	30	30	60	45	....	....	....	....	....	....	....	....	3	....	500	3,000
2580	Laurel	Normal High School	J. W. Copeland	Dept.	1	1	10	10	0	0	2	5	2	2	....	....	....	....	3	....	.....	2,000
2581	Lena	Harmony Baptist Institute.	Cadenhead and Hendrick.	Dept.	2	1	17	17	30	26	1	0	9	5	....	....	....	....	3	....	400	1,250
2582	Longtown	High School	P. Watt Lanier	Dept.	1	0	5	5	50	37	....	....	5	5	....	....	....	....	2	....	100	1,000
2583	Lumberton	....do	M. M. Jayne	Dept.	1	0	8	6	32	43	....	....	....	....	0	0	0	0	3	....	40	.....
2584	Magnolia	Graded and High School*	W. N. Hardee	Dept.	1	1	17	18	0	0	0	0	0	0	0	1	0	0	3	....	250	5,000
2585	Marietta	Normal Institute	W. A. Simmons	Ind.	1	0	10	10	65	65	....	....	....	....	0	0	0	0	3	....	0	1,000
2586	Masengale	Fellowship Institute	J. T. Hosey	Ind.	1	0	2	3	34	36	0	0	0	0	0	0	0	0	4	....	.....	500
2587	Meridian	Central High School	W. P. Dobbins	Dept.	1	3	26	83	0	0	....	....	3	0	4	12	....	....	3	....	.....	35,000
2588	Miller	Training School	C. N. Craig	Dept.	1	1	8	12	20	11	....	....	....	....	....	....	....	....	3	....	.....	.....
2589	Monticello	Academy	S. J. Wallace	Ind.	1	0	8	3	42	40	2	2	1	0	0	0	....	....	3	....	.....	1,500
2590	Mount Pleasant	High School	W. N. Craig, B. S	Ind.	2	0	20	25	50	50	0	0	0	0	2	3	0	0	2	....	75	1,000
2591	Mudcreek	Spring Hill High School*	John A. Donaldson	Ind.	1	2	8	4	50	60	0	0	0	0	0	0	0	0	3	....	26	.....

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MISSISSIPPI—cont'd.																					
2592	Myrtle	Academy	E. Blizzard	Dept.	1	1	25	25	30	40											100	$1,000
2593	Nolen	Sylvarena High School*	M. McKibben	Dept.	1	0	6	8	34	7					0	0			1			8,000
2594	Oakland	Graded School	H. W. Sanderson	Dept.	1	1	5	12	13	25	0	1										2,500
2595	Ocean Springs	High School	Q. D. Sauls	Ind.	1	0	18	3	105	84	2	1	2	3	0	0	0	0	3		100	1,200
2596	Olivebranch	do	Harper Johnson and Clyde Johnson.	Ind.	2	0	9	3	10	16	5	2	0	2								1,500
2597	Oxford	Graded School	R. H. Hester	Dept.	1	2	39	52	0	0			7	11	9	11	5	4	3		173	20,000
2598	Pleasanthill	Masonic Male and Female Institute.*	Miss Julia Sage	Dept.	2	2	25	35	10	15	2	1	0	0	0	0	0	0			25	1,000
2599	Poplarville	High School	W. I. Thames	Dept.	1	2	37	43	0	0	2	2	1	0	1	8	1	4	3		500	8,500
2600	Port Gibson	Graded School No. 2.	J. H. Martin, A. B., Ph. D.	Dept.	1	1	8	24	54	49					0	0	0	0	3		200	2,500
2601	Potts Camp	Reid's Institute*	A. R. Collins	Ind.	1	1	30	25	30	32											80	800
2602	Purvis	High School	Willard Bond	Dept.	1	1	11	9	59	71	0	0	0	0					3			800
2603	Raymond	do*	C. B. G. Ross	Dept.	1	1	6	10	40	40	3	4	0	0	0	0	0	0	4		500	1,200
2604	Sardis	Panola High School	W. R. Mabry	Ind.	1	1	22	29	48	53	1	6							3		100	4,000
2605	Senatobia	High School for Boys	C. B. Sisler	Ind.	1	1	18	0	62	0	10	0	2	0					4		0	2,000
2606	Silvercreek	Lawrence County High School.	H. L. McLaurin	Dept.	0	3	12	14	48	56									3		200	1,500
2607	Starkville	High School	J. H. Woodard	Dept.	2	4	21	60	0	0					0	0			3		300	3,000
2608	Steencreek	do	Henry L. Whitfield	Ind.	2	1	60	45	40	30	6	4			2	4			4		500	1,000
2609	Strayhorn	Academy*	S. T. Clayton	Ind.	1	1	19	15	9	11	0	0	4	4	0	0	0	0				1,000
2610	Sturgis	High School	S. W. Smith	Ind.	1	0	8	12	47	44	0	1	1	0	0	2			2			1,000
2611	Summit	Graded High School	P. L. Marsalis	Dept.	1	1	9	9	0	0			5	2					3			3,500
2612	Terry	High School*	W. H. Pevey	Dept.	1	0	3	5	44	41	2	3			0	0	0	0	3		0	2,000

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2613	Troy	do	Robert L. Crosthwait	Ind	1	1	15	18	70	47			3	1	0	0	0	0	3		100	2,500
2614	Tupelo	do	D. A. Hill	Dept.	1	1	10	20	0	0	2	0			2	3	1	0	3		15	10,000
2615	Tyro	do	Ira G. Allen	Ind	1	0	6	9	25	25	2	0	0	8	1	0	1	0	4		0	500
2616	Vaiden	Institute	J. B. T. Moss	Ind	1	1	15	15	40	35	6	8										3,000
2617	Vernon	Blue Ridge Academy	S. T. Gavin	Ind	1	0	4	4	47	55	3	1			1	2	0	0	4			600
2618	Vicksburg	Boys' High School *	J. P. Carr	Dept.	1	1	33	0	0	0					9	0			3			
2619	do	Cherry Street College (colored).	B. F. Shannon	Dept.	2	4	80	125	0	0			30	40	10	28			3		50	3,500
2620	Wallhill	High School	Mary Houze	Dept.	0	1	3	7	14	15												
2621	Watson	do*	B. H. Malone	Ind	1	0	4	6	30	31	1	2	0	0	0	1	0	1	3	0	0	1,000
2622	Wesson	do	John T. Walker	Dept.	2	1	22	25	0	0	5	8	1	0	2	6	2	1	3		150	20,000
2623	Winona	do.*	W. T. Foster	Ind	0	4	20	30	80	80	0	30							3		700	1,200
2624	Yazoo City	Graded High School *	Robert Torrey	Dept.	2	1	50	50	0	0	20	20	0	0	0	0	0	0	4		200	50,000
	MISSOURI.																					
2625	Adrian	High School	M. A. Cleveland	Dept.	1	0	13	12	0	0					4	1			2		150	6,000
2626	Albany	do	J. H. Markley	Dept.	3	0	25	25	12	19	0	0	3	3	1	2	1	0	3		924	20,000
2627	Alma	do.*	S. I. Arthur	Dept.	1	0	7	7	40	30									1		100	
2628	Appleton City	do	M. F. Butler	Dept.	1	0	17	17	0	0					1	1	1	1	3		130	12,100
2629	Ashgrove	do	Alfred Page	Dept.	1	4	24	32	0	0					1	9			3		217	5,000
2630	Aurora	do.*	J. H. Selden	Dept.	2	0	40	60	0	0	0	0	0	0	1	5	0	0	4		60	1,500
2631	Barnard	do	M. D. Thudium	Ind	1	0	14	11	79	84	0	2	0	1	1	6	0	3	4		375	4,000
2632	Belton	do	A. A. Wirt	Dept.	1	1	20	40	0	0	2	1	0	10	4	2	2	1	3		100	8,000
2633	Bethany	do	J. R. Hale	Dept.	1	3	35	48	0	0			2	4	2	5	2	3	4		1,250	21,000
2634	Bevier	do	C. H. Hitchborn	Dept.	1	0	13	14	0	0					0	2	0	1	3		350	5,000
2635	Bonneterre	do	J. H. Malugen	Dept.	1	1	30	40	0	0					5	5			4		200	
2636	Boonville	do	D. T. Gentry	Dept.	2	1	38	43	0	0	1	1			2	2	2	1	4		600	40,000
2637	do	Sumner High School (colored).	C. G. Williams	Dept.	1	1	18	21	0	0	2	6	1	3	2	4	2	4	4		385	4,000
2638	Bowling Green	High School	W. J. Rowley	Dept.	1	2	40	35	0	0					1	1			3		250	12,000
2639	Braymer	do	A. T. Weatherby	Dept.	1	0	15	16	0	0					0	0	0	0	4		125	5,000
2640	Breckenridge	do	E. C. Orr	Dept.	1	0	18	27	0	0	2	1	0	0	4	1	2	1	3		350	30,000
2641	Brookfield	do	B. A. Jones	Dept.	2	2	40	41	0	0					1	5			4		0	
2642	Brunswick	Elliott High School (colored).	J. H. Smith	Dept.	1	1	18	11	57	63					2	3			3		11	50
2643	do	High School	C. L. Buckmaster	Dept.	1	5	25	30	0	0	2	4	2	4	1	6	1	2	2		300	10,000
2644	Buffalo	do	R. E. Barnard	Dept.	2	0	30	50	0	0	0	3	0	0	0	0	0	0	3		50	11,500
2645	Bunceton	Central High School	John Kirkpatrick	Dept.	1	0	12	11	0	0	1	0			4	3			2		100	2,000
2646	Butler	High School	J. F. Starr	Dept.	2	2	44	66	0	0	5	0	10	16	9	17	2	2	4		765	35,000
2647	Cabool	do	J. A. Woodford	Dept.	1	0	13	22	0	0					2	5	1	6	4		400	4,000
2648	Cainsville	do	George R. Sullivan	Dept.	1	1	20	21	0	0	3	2	3	3	6	7	1	0	3		96	8,000
2649	Calhoun	do	Walter L. Finks	Dept.	1	1	15	20	0	0	0	0	0	3	0	3	0	2	2		50	7,560
2650	California	Aurora High School	F. B. Owen	Dept.	2	1	11	24	0	0	3	8			0	0	0	0	4		392	20,000
2651	Cameron	High School	B. Riggs	Dept.	1	2	44	45	0	0					5	6			4		500	
2652	Canton	do	D. J. Elsea	Dept.	2	1	30	25	0	0					5	0	5	0	3		500	25,000
2653	Carrollton	do	L. W. Rader	Dept.	2	2	56	104	0	0	10	21	9	18	5	12	1	4	4		1,600	
2654	Carterville	do	A. A. Antles	Dept.	2	0	10	35	0	0	0	4	1	0	0	4	0	4	3		197	22,500
2655	Carthage	do	W. W. Walters	Dept.	5	5	128	190	0	0					2	22	0	4	4		4,000	25,000
2656	Cassville	do	L. W. Wingo	Dept.	2	0	40	37	0	0					0	0			3		75	12,500

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MISSOURI—cont'd.																					
2657	Centralia	High School	W. A. Muir	Dept.	2	1	45	53	0	0	.....	.....	.....	.....	2	6	0	0	4	.....	800	$12,000
2658	Charleston	.....do	A. R. Boone	Dept.	2	0	8	16	0	0	2	2	0	0	3	4	1	2	2	.....	250	0
2659	Chillicothe	Central High School	J. M. Barton	Dept.	1	4	63	111	0	0	2	1	3	7	6	12	2	3	4	.....	7,000	50,000
2660	.....do	Garrison High School (colored).	Joe E. Herriford	Dept.	1	1	6	4	64	70	.....	.....	3	2	1	1	1	1	2	.....	400	6,000
2661	Clinton	High School*	F. B. Owen	Dept.	3	1	60	110	0	0	20	30	10	12	0	11	.....	.....	4	.....	1,200	.....
2662	.....do	Lincoln High School (colored).	A. W. Freeman	Dept.	1	0	4	12	0	0	0	0	0	0	1	6	0	0	4	.....	72	5,000
2663	Coffeyburg	Salem High School	W. J. Dougherty	Dept.	1	0	4	6	47	54	.....	.....	2	0	0	6	0	2	3	.....	80	2,000
2664	Columbia	High School	R. H. Emberson	Dept.	4	1	82	63	0	0	18	2	21	16	10	11	.....	.....	4	.....	500	40,000
2665	Corder	.....do	H. H. Cassell	Dept.	1	0	14	12	0	0	.....	.....	.....	.....	2	5	.....	.....	3	.....	26	3,000
2666	Crystal City	.....do	G. O. Nations	Dept.	1	1	4	11	0	0	0	0	0	0	0	0	.....	.....	1	.....	10	5,000
2667	Deepwater	.....do	A. H. Smith	Dept.	1	0	3	8	14	17	.....	.....	.....	.....	3	8	.....	.....	2	.....	200	2,000
2668	Desoto	.....do	Daniel B. Veazey	Dept.	2	1	24	41	7	14	0	0	2	2	7	9	2	2	3	.....	600	18,000
2669	Doniphan	.....do.	J. R. Johnson	Dept.	1	1	16	18	0	0	0	0	1	2	0	0	0	0	.....	.....	18	6,000
2670	Edina	.....do	Charles S. Davis	Dept.	1	1	20	22	0	0	3	3	.....	.....	0	0	0	0	3	.....	100	.....
2671	Eldorado Springs	.....do	J. A. Burke	Dept.	1	1	23	42	0	0	2	0	1	0	2	7	1	2	3	.....	.....	.....
2672	Elsberry	.....do	James W. Graves	Dept.	1	1	13	20	7	4	4	8	1	0	1	5	1	4	2	.....	300	6,000
2673	Excelsior Springs	.....do.*	T. Jennie Green	Dept.	1	1	20	30	0	0	0	0	1	1	2	3	0	0	4	.....	1,542	2,000
2674	Fairfax	.....do	J. H. Gaffney	Dept.	1	0	20	15	0	0	.....	.....	.....	.....	2	6	0	0	2	.....	120	7,000
2675	Farley	.....do	J. W. Farley	Dept.	1	1	12	24	25	28	4	9	8	15	3	4	.....	.....	3	.....	.....	.....
2676	Farmington	.....do.*	A. H. Akers	Dept.	1	1	16	15	0	0	.....	.....	.....	.....	1	0	1	0	3	.....	600	9,000
2677	Fayette	.....do	N. F. Frazier	Dept.	1	2	35	39	0	0	.....	.....	.....	.....	6	7	6	7	2	.....	500	25,000
2678	Ferguson	.....do	J. A. Miller	Dept.	1	0	7	17	0	0	0	0	0	0	2	7	0	0	2	.....	75	15,000
2679	Forest City	.....do	Minnie Norris	Ind.	1	1	10	9	75	56	0	0	0	0	0	7	0	0	.....	.....	240	1,000

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2680	Fulton	do	J. S. Morrison	Dept.	1	1	26	33	0	0	2	3	1	2	4	15	4	6	2		250	8,000
2681	Glasgow	do	A. F. Willis	Dept.	1	1	4	14	0	0	2	5			0	2	0	2	3		227	6,000
2682	Golden City	do	Will R. Crowther	Dept.	2	0	18	32	0	0					0	5			3		284	10,000
2683	Granby	do	Stephen L. Slane, B. S. D.	Dept.	2	2	25	30	0	0	3	5	8	7	1	9			3		100	20
2684	Grant City	do.*	J. W. S. Dillon	Dept.	1	1	5	17	20	18	0	0	5	15	0	5			2		500	10,000
2685	Greenfield	do.*	I. N. Evrard	Dept.	2	0	25	55	0	0	0	0	5	10	1	4	1	4	3		400	12,000
2686	Hamilton	do	C. W. Good	Dept.	3	0	40	55	0	0					2	14			3		600	20,000
2687	Hannibal	Douglass High School (colored).	J. H. Pelham	Dept.	1	2	15	26	0	0	1	2	6	5							500	14,000
2688	do	High School	Gertrude Ashmore.	Dept.	2	4	43	98	0	0					2	9			4		1,150	20,000
2689	Hardin	do.*	J. L. Coffman	Dept.	1	0	14	22	0	0					1	2			2			6,500
2690	Harris	do	G. F. Davis	Dept.	1	0	6	5	69	66	4	3	0	0	2	1					200	3,500
2691	Harrisonville	do	Amos T. Fisher	Dept.	2	2	39	75	0	0					1	9	1	9	4		1,500	35,000
2692	Hartville	do	W. A. Newton	Dept.	1	0	18	18	30	34	0	0	0	0	1	1			4		12	
2693	Hermann	do	C. C. Thudium	Dept.	3	1	25	26	0	0	8	14							4		1,400	8,000
2694	Higbee	do	J. V. Adams	Dept.	2	0	16	18	0	0	0	0	0	0	3	2	0	0	3		200	2,500
2695	Higginsville	do	Mrs. J. H. Campbell	Dept.	1	2	63	58	0	0	0	3	2	0	9	7	0	3	4		500	30,000
2696	do	High School (colored)	George F. Perry	Dept.	1	0	10	26	0	0	0	0	0	0	3	3	0	0	1		0	1,500
2697	Holden	High School	F. P. Sever	Dept.	1	1	15	25	0	0	0	0	0	0	0	8	0	0	2		500	20,000
2698	Hopkins	do	Beniah Dimmitt	Dept.	2	0	22	18	0	0	0	0	1	0	2	5	2	3	4		422	13,000
2699	Humansville	do	W. W. Chandler	Dept.	2	0	6	29	0	0					3	14			4		50	7,500
2700	Hume	do	W. P. Noel	Dept.	0	3	18	36	0	0	0	1	3	0	3	6	3	1	3		100	5,000
2701	Huntsville	do	W. O. Doyle	Dept.	2	0	25	33	0	0					0	0	0	0	3		300	16,000
2702	Independence	do	William L. C. Palmer	Dept.	1	3	47	75	0	0	0	0	10	18	5	7	3	5	3		1,636	10,000
2703	Jackson	do	B. F. Lusk	Dept.	1	0	20	19	0	0	0	0	0	0	0	1	0	0	3		280	11,000
2704	Jameson	do	Miss M. W. Sampson	Dept.	0	1	13	13	0	0	2	5	0	0	1	0	0	0	3		120	
2705	Jasper	do.*	S. W. Brandom	Dept.	1	1	17	23	0	0					1	3			2		300	4,000
2706	Jefferson City	do	J. L. Bankson	Dept.	2	1	20	70	0	0					2	8			4		500	
2707	Jerico	do	J. A. Lowe	Dept.	1	0	5	7	0	0	2	0			1	7			2			3,000
2708	Joplin	do	J. M. Gwinn	Dept.	2	4	57	132	24	27					2	8	1	1	4		400	33,000
2709	Kahoka	do.*	H. A. Higgins	Dept.	2	0	14	16	0	0	2	2			2	4	2	2	3		300	10,000
2710	Kansas City	Central High School	E. C. White	Dept.	20	23	626	1141	0	0					79	176	16	11	4	60	200	350,000
2711	do	Lincoln High School (colored).	G. N. Grisham	Dept.	4	1	73	116	0	0	0	0	0	0	2	10	0	0	4			
2712	do	Westport High School	S. A. Underwood	Dept.	3	5	62	96	0	0	12	15			3	6			4		1,581	
2713	Keytesville	High School	Joseph F. Jones	Dept.	1	0	12	17	0	0	0	0	5	9	3	5			3		325	15,000
2714	King City	do.*	Miss Jennie Hoar	Dept.	0	2	3	6	13	15	0	0	0	0	3	5			2		300	3,000
2715	Kingston	do	J. E. Herriott	Dept.	1	0	9	14	0	0	1	1	2	2	1	1	1	1	3		120	10,500
2716	Kirksville	do	C. S. Brother	Dept.	3	1	38	96	0	0					3	6			3		300	
2717	Kirkwood	do	W. S. Dearmont	Dept.	1	4	39	39	0	0	7	0	8	12	3	4	3	3	4		700	35,000
2718	Knobnoster	do	C. D. Thompson	Dept.	2	0	25	35	0	0	5	5	5	0	5	3	1	1	3		600	12,000
2719	Laddonia	do	J. F. Spannhurst	Dept.	1	0	4	14	0	0					0	4	0	0	2			5,000
2720	Lagrange	do	D. B. Jeter	Dept.	2	0	29	28	0	0	18	10	11	14	6	3	5	3	3		657	10,000
2721	Lamar	do	D. L. Newkirk	Dept.	3	1	52	73	0	0	3	0	0	0	13	11	4	6	4		1,500	53,000
2722	Lamonte	Central High School	N. N. Hoover	Dept.	1	2	31	24	0	0	1	2	2	2	0	0	0	0	3		312	4,800
2723	Lancaster	High School*	W. C. Thompson	Dept.	1	1	26	14	0	0			0	0	2	3	0	1	4		300	10,000
2724	Laplata	do	Roberto Armstrong	Dept.	1	3	37	40	0	0	2	1	3	0	0	4	0	3	4		300	15,000
2725	Lathrop	do	H. C. Richmond	Dept.	2	1	15	12	0	0					1	2			3		107	10,000
2726	Lebanon	do	F. W. Ploger	Dept.	1	1	20	23	0	0			3	5	3	5	3	5	3		200	

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
					Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MISSOURI—cont'd.																					
2727	Lexington	High School	H. D. Demand, supt	Dept.	2	2	18	44	0	0	2	3	4	6	2	8	1	1	4		1,200	$25,000
2728	Liberty	do	C. O. Nelson	Dept.	2	1	50	60	0	0	.....	.....	.....	.....	4	13	4	13	4		500	25,000
2729	Linneus	do	H. P. Bruce	Dept.	1	1	14	15	0	0	.....	.....	.....	.....	0	0	0	0	3		175	7,000
2730	Louisiana	do	R. R. Rowley	Dept.	3	1	43	62	0	0	0	0	0	0	2	5	0	0	4		1,300	23,500
2731	do	Lincoln High School (colored).	Jacob M. Cockfield	Dept.	1	2	19	26	0	0	.....	.....	5	2	.....	.....	.....	.....	4		.....	3,000
2732	Madison	High School	J. P. Boyd	Dept.	1	0	14	17	0	0	0	0	2	10	2	5	2	3	2		130	3,000
2733	Maitland	do	J. U. Crosen	Dept.	2	0	31	40	0	0	.....	.....	3	0	5	0	3	0	3		50	9,000
2734	Malden	do	R. S. Douglass	Dept.	1	0	10	16	0	0	2	5	4	0	0	1	0	1	3		150	1,000
2735	Mansfield	do	S. Wallace Marr	Dept.	1	0	8	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3		200	8,000
2736	Marceline	do	W. E. Parks	Dept.	2	1	22	28	0	0	1	1	1	1	4	8	1	1	3		150	15,000
2737	Marionville	do	S. E. Stout	Dept.	2	0	30	50	0	0	3	7	.....	.....	1	3	1	2	4		350	8,000
2738	Marshall	do	E. C. Fisher	Dept.	4	2	88	127	0	0	16	22	23	34	11	16	11	16	4		1,235	19,000
2739	Marshfield	do	W. W. Thomas	Dept.	1	1	31	26	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3		300	25,000
2740	Maryville	do	C. A. Hawkins	Dept.	3	2	80	100	0	0	10	15	.....	.....	11	8	5	3	4		450	.....
2741	Maysville	do	F. P. Finnell	Dept.	1	1	10	15	0	0	.....	.....	.....	.....	0	8	0	0	3		150	.....
2742	Meadville	do	E. L. Joyce	Dept.	1	0	14	12	0	0	.....	.....	.....	.....	0	0	.....	.....	3		60	10,000
2743	Memphis	do	A. P. Settle	Dept.	2	0	30	32	0	0	.....	.....	.....	.....	8	5	.....	.....	3		125	12,000
2744	Mexico	do	D. A. McMillan	Dept.	2	6	102	110	0	0	.....	.....	15	19	6	7	3	4	4		800	40,000
2745	Miami	do	E. E. Barnett	Dept.	3	0	35	40	0	0	4	3	4	3	5	6	3	1	4		600	13,000
2746	Monett	do	J. R. Yelton	Dept.	1	1	10	18	0	0	2	2	0	0	0	0	0	0	4		55	.....
2747	Monroe City	do	R. S. Nichols	Dept.	2	2	40	50	0	0	20	20	.....	.....	2	6	.....	.....	4		300	26,000
2748	Montrose	do	Willis C. Holman	Dept.	1	0	3	7	0	0	0	0	1	0	1	2	1	0	2		50	7,000
2749	Morrisville	do	Samuel M. Godbey	Ind.	1	0	1	5	64	65	0	0	1	5	0	0	0	0	2		225	2,500
2750	Mount Grove	do	W. L. Oliver	Dept.	2	0	21	39	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4		200	10,000

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2751	Mount Vernon	do	H. McCurdy	Dept.	1	0	13	27	0	0	1	5	4	8	1	6	1	3	3		100	15,000
2752	Nelson	do	L. M. Nelson	Dept.	1	0	13	13	0	0					5	5			2		125	4,000
2753	Neosho	do	Jas. M. Stevenson	Dept.	4	17	160	180	0	0	20	30	45	37	7	16	4	7	4		1,000	60,000
2754	Nevada	do	J. C. Gwinn	Dept.	3	2	103	97	0	0	4	2	0	0	10	14	2	1	4		3,000	50,000
2755	New London	do	J. A. Jones	Dept.	1	3	47	52	0	0			19	10	3	5	3	5	4		200	8,500
2756	New Madrid	do	George S. Summers	Dept.	1	1	10	14	0	0					3	2	2	2	3		150	9,000
2757	Norborne	do	Arthur Bruton	Dept.	2	0	29	30	0	0					0	0			3		230	10,000
2758	Oakridge	do*	P. R. Graham	Dept.	1	1	13	17	30	40					0	0	0	0	3		0	1,000
2759	Odessa	do	J. C. Hennon	Dept.	1	1	10	20	0	0					3	6			4		350	12,000
2760	Oregon	do	D. L. Roberts	Dept.	1	2	33	36	0	0					2	3			4		400	22,000
2761	Osceola	do	Charles D. George	Dept.	1	0	12	31	0	0	4	6	4	5	1	6	1	4	3		530	8,000
2762	Ozark	do	J. R. Roberts	Dept.	1	2	23	27	0	0					1	1			2			10,000
2763	Palmyra	do	Alice H. Meagher	Dept.	0	1	12	12	0	0					0	3			3	*	40	10,000
2764	Paris	do	W. D. Christian	Dept.	4	2	46	60	0	0	6	15	2	0	10	14	5	5	4		150	10,000
2765	Pattonsburg	do	S. W. Brandom	Dept.	1	0	10	13	21	7					0	0			2		9	
2766	Perry	do	J. Cook Briggs	Dept.	2	1	19	50	0	0	19	40			6	6			4		200	1,200
2767	Pierce City	do	Miss Bertha Barber	Dept.	1	1	13	18	0	0	0	0	0	0	1	6	0	0	3		347	22,000
2768	Plattsburg	do	P. H. Crafton	Dept.	3	0	24	37	0	0					1	6			3			
2769	Pleasantbill	do	Dora A. Pyles	Dept.	1	3	40	60	0	0					1	12			3		600	18,000
2770	Polo	do	F. F. Thompson	Dept.	1	0	16	22	0	0	2	2	1	0	1	3			3		350	7,000
2771	Poplarbluff	do	John T. Withers	Dept.	2	0	25	40	0	0					0	0	0	0	4		150	10,000
2772	Princeton	do	Millicent Griffith	Dept.	1	1	42	44	0	0			1	0	0	0	0	0	4		123	15,000
2773	Queen City	do	L. B. Osborne	Dept.	1	0	18	27	0	0	0	2	0	0	7	9	1	0	2		193	2,000
2774	Renick	do	Wiley D. Marshall	Dept.	1	0	4	5	34	38					0	0			2		133	2,000
2775	Republic	do*	A. C. Farley	Dept.	2	0	27	31	0	0	5	2	1	0	1	1	1	0	3		300	6,000
2776	Richhill	do	W. S. Cope	Dept.	3	1	55	105	0	0	0	0	0	0	3	7			4		500	25,000
2777	Richmond	do	J. E. Dunn	Dept.	3	0	26	36	0	0			5	4	4	6	3	2	4		800	35,000
2778	do	Lincoln High School (colored).	J. F. Bruce	Dept.	1	0	2	3	0	0					2	3					40	1,500
2779	Rockport	High School	U. W. Gallaher, supt.	Dept.	2	1	20	41	0	0	0	0	0	0	0	2	0	0	4		300	20,000
2780	Rockville	do	W. E. Welch	Dept.	1	3	17	18	0	0	2	5			1	4	1	0	3		10	9,000
2781	Rolla	do*	L. B. Baughman	Dept.	1	1	20	40	0	0			2	4	4	8	2	4	3		393	20,075
2782	St. Charles	do*	G. W. Jones	Dept.	2	3	100	75	0	0	25	30	27	40	6	15	3	12	3		3,000	
2783	St. Joseph	do	C. E. Miller	Dept.	5	9	172	338	0	0					12	42	1	5	4		1,500	120,000
2784	St. Louis	Normal and High School*	William J. S. Bryan	Dept.	25	42	661	1322	0	0					47	129			4	*	849	407,846
2785	do	Sumner High School (colored).	Oscar M. Waring	Dept.	5	5	58	* 210	73	87	6	0			6	30	6	0	4		250	95,000
2786	Salisbury	High School	J. F. Pratt	Dept.	1	0	6	27	0	0					0	6	0	0	3		200	15,000
2787	Sarcoxie	do*	R. F. George	Dept.	1	1	15	22	0	0	2	1			4	5	3	4	3		125	7,000
2788	Savannah	do	L. M. Garrett	Dept.	3	0	40	51	0	0	15	16	8	7	3	4			4		750	20,000
2789	Schell City	do	C. T. VanBenthusen	Dept.	1	1	8	17	0	0	0	0	4	6	1	6	1	0	3		180	9,000
2790	Seneca	do	S. Toledo Sherry	Dept.	1	0	15	19	0	0	0	0	0	0	1	8	0	0	3		250	10,000
2791	Seymour	do	Chas. H. Simmons	Dept.	1	0	5	5	0	0	0	0	3	0	0	0	0	0	3		50	3,500
2792	Shawnee Mound	do*	J. N. Gaines	Ind.	1	1	12	10	40	38	3	4	1	1	0	1	0	1	3		120	2,000
2793	Shelbina	do	John T. Vaughn	Dept.	3	0	30	47	0	0					4	3			4		700	20,000
2794	Shelbyville	do	Ira Richardson	Dept.	1	1	27	31	0	0	0	0	4	2	2	2	0	0	4		164	6,275
2795	Sikeston	do	R. M. Hunter	Dept.	1	0	6	27	0	0	0	2	0	2	1	2	0	2	3		150	2,500
2796	Sparta	Academy	W. B. Schoggen	Dept.	1	0	3	3	0	0					0	0			3		40	700
2797	Springfield	High School	W. T. Carrington	Dept.	4	7	182	306	0	0	4	10	18	41	12	23	6	11	4		1,200	85,000
2798	Stanberry	do	Edwin Lewis	Dept.	4	0	38	40	0	0					6	6			3		240	30,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	MISSOURI—cont'd.																					
2799	Stewartsville	High School	E. H. Hornberger	Dept.	1	0	5	7	0	0	0	3	2	0	0	0	.....	.....	2	....	300	$3,000
2800	Stockton	....do.*	J. A. Smith	Dept.	1	0	10	10	0	0	.....	.....	.....	.....	0	0	0	0	2	....	60	5,000
2801	Sturgeon	....do	F. M. Patterson	Dept.	1	0	18	13	0	0	3	2	1	1	0	0	0	0	3	....	.....	10,000
2802	Sweetsprings	....do	J. E. Guisinger	Dept.	1	1	6	14	0	0	.....	.....	.....	.....	0	0	0	0	3	....	200	14,000
2803	Tarkio	....do	W. D. Grove	Dept.	1	2	23	45	0	0	3	12	16	20	3	12	3	12	3	....	600	20,000
2804	Tipton	....do	Benjamin S. Couch	Dept.	1	1	17	18	0	0	.....	.....	.....	.....	2	9	.....	.....	3	....	400	20,000
2805	Trenton	....do	W. C Ryan	Dept.	3	1	54	108	0	0	0	0	3	8	2	11	1	3	4	....	5,000	65,000
2806	Unionville	....do	H. D. Kistler	Dept.	2	0	10	16	20	34	.....	.....	.....	.....	1	0	.....	.....	4	....	300	14,000
2807	Utica	....do	E. H. Moore	Dept.	1	1	15	18	0	0	0	0	0	0	3	2	1	0	2	....	209	1,200
2808	Vandalia	....do	T. B. Ford	Dept.	1	5	40	70	0	0	10	20	0	0	4	2	4	2	4	....	350	10,500
2809	Vermont	Bethlehem Graded School.	Henry Foendenberger	Dept.	1	0	1	4	13	18	.....	.....	1	1	.....	.....	.....	.....	.....	.....	.....	1,000
2810	Versailles	High School	J. S. Carlisle	Dept.	1	2	15	20	0	0	2	0	2	0	2	6	2	0	4	....	600	6,000
2811	Walnutgrove	....do	A. L. Lacy	Dept.	1	0	18	22	0	0	.....	.....	1	0	2	3	2	3	3	....	700	2,500
2812	Warrensburg	....do	L. W. Martin	Dept.	1	4	75	145	0	0	.....	.....	.....	.....	.....	.....	.....	.....	4	....	500	30,000
2813	Warsaw	....do	Joseph L. Ferguson	Dept.	1	0	4	11	0	0	0	1	0	0	0	1	0	1	2	....	345	8,000
2814	Washburn	....do	George Swindle	Ind.	1	0	12	15	78	87	5	3	0	0	0	0	0	0	3	....	75	6,000
2815	Washington	....do.*	Charles A. Cole	Dept.	2	2	15	20	0	0	.....	.....	.....	.....	6	6	.....	.....	2	....	200	20,000
2816	Waverly	....do	R. W. Johnson	Dept.	1	0	9	8	0	0	.....	.....	.....	.....	1	2	.....	.....	2	....	100	.....
2817	Webb City	....do.*	J. A. Higdon	Dept.	1	3	59	89	0	0	.....	.....	.....	.....	3	5	.....	.....	4	....	.....	30,000
2818	Webster Groves	....do	Miss Sarah J. Milligan	Dept.	0	4	19	39	0	0	0	2	0	0	0	5	.....	.....	4	19	75	20,000
2819	Wellsville	....do	J. W. Dunlap	Dept.	1	1	18	30	0	0	.....	.....	.....	.....	0	6	.....	.....	3	....	200	8,000
2820	Weston	....do	C. W. Bowen	Dept.	1	0	24	30	0	0	.....	.....	.....	.....	1	2	.....	.....	4	....	300	12,000
2821	Westplains	....do	Beverly B. Cassell	Dept.	1	2	20	40	0	0	.....	.....	.....	.....	2	4	0	0	3	....	162	10,000
2822	Willowsprings	....do	E. L. Hume	Dept.	2	0	20	15	0	0	0	0	2	4	0	0	0	0	3	.....	124	10,000

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2823	Windsor	do	George B. Sturgis	Ind	2	2	30	40	0	0	6	14	6	14	1	2	1	2	4		200	30,000
2824	Winfield	do	W. T. Blankenship	Dept.	1	0	11	10	56	61					0	2	0	1	3		90	2,500
2825	Winston	do	F. W. Williams	Dept.	1	2	27	33	0	0					7	3	0	0	3		366	6,850
	MONTANA.																					
2826	Anaconda	High School	Miss Livingstone	Dept.	1	3	26	54	0	0	3	4	1	0	1	6	1	2	4		400	13,000
2827	Bigtumber	do	J. B. Beeson	Dept.	1	0	2	8	0	0					0	0	0	0	3		60	5,000
2828	Billings	do	J. W. Johnston	Dept.	1	1	3	20	0	0					0	5	0	5	3		200	15,000
2829	Bozeman	do	O. G. Shanklin	Dept.	1	2	36	46	0	0			3	2	3	5	3	3	3			
2830	Deerlodge	do	H. E. Wolfe	Dept.	1	1	16	32	0	0			1	2	1	6			3		400	20,000
2831	Dillon	do	H. A. Hull	Dept.	1	1	24	24	0	0	8	3	5	4	2	6			4		450	25,000
2832	Greatfalls	do	George R. Swain	Dept.	3	1	34	65	0	0	8	14			2	5			4		123	200,000
2833	Helena	do	W. H. Johnson	Dept.	2	4	103	145	0	0	20	30	10	18	5	11	4	3	4	48	600	132,000
2834	Kalispell	do	F. E. Green	Dept.	1	2	15	28	0	0	5	7			2	4	0	3	3		170	28,500
2835	Lewistown	do	Frank M. Vancil	Dept.	2	0	10	12	0	0			6	3	0	0	0	0	4		250	30,000
2836	Livingston	do	F. S. Monical	Dept.	1	1	27	33	0	0	2	3	3	0	6	9	1	3	3		300	40,000
2837	Miles City	do	N. C. Titus	Dept.	0	2	23	15	0	0			5	7					3	23	1,400	23,000
2838	Phillipsburg	do	Jonas Cook	Dept.	0	1	9	11	11	11			3	4	3	4			4		300	30,000
2839	Red Lodge	do	E. O. Garrett	Dept.	1	1	25	20	0	0					2	7	0	0	2		200	10,000
2840	White Sulphur Springs.	do	W. E. Rowe	Dept.	0	3	12	18	0	0			4	4	3	5	2	2	4		200	2,000
	NEBRASKA.																					
2841	Ainsworth	High School	R. E. Giffin	Dept.	1	0	15	17	0	0					2	5	0	0	3		164	14,000
2842	Albion	do	H. C. Ostien	Dept.	1	2	25	35	0	0			4	5	3	3	3	3	3		300	20,000
2843	Alexandria	do	W. A. Yoder	Ind	1	0	5	17	55	56	0	2	2	0					2		60	3,425
2844	Alliance	do.*	Frank J. Benscoter	Dept.	2	1	29	40	0	0	0	1	1	0	1	5			4		250	25,000
2845	Alma	do	George W. Sampson	Dept.	1	1	20	35	0	0	2	1	1	0	0	1	0	1	4		50	2,000
2846	Ansley	do	Geo. Zahn	Dept.	1	0	11	22	0	0					2	11			2		255	5,200
2847	Arapahoe	do	R. H. Graham	Dept.	1	2	21	62	0	0	1	3			5	8	1	3	4		300	7,000
2848	Arcadia	do	S. C. Hawthorne	Ind	0	2	29	27	53	57	4	2	2	4	7	9			3		50	3,000
2849	Arlington	do	W. T. Stockdale	Dept.	1	1	15	18	0	0					2	6			3		100	3,500
2850	Ashland	do	R. D. Overholt	Dept.	3	1	58	71	0	0	15	20	10	0	6	10	6	10	4		850	26,000
2851	Atkinson	do	R. F. Cross	Dept.	1	1	15	33	0	0	5	10			2	2	1	1	3		250	12,000
2852	Auburn	do	Thomas F. Dobbs	Dept.	2	1	49	65	0	0	3	0	0	0	2	2	2	2	4		250	30,000
2853	Aurora	do	F. A. Hyde	Dept.	2	1	61	63	0	0	9	3			12	14	4	3	4		536	20,000
2854	Bancroft	do	J. A. Stahl	Dept.	1	0	21	18	0	0					0	0	0	0	3		140	
2855	Barnston	do	Fred. A. Nims	Dept.	1	0	10	6	53	54			1	1	2	2			2		750	2,500
2856	Bartley	do	F. C. Hendley	Dept.	1	1	8	26	43	49					1	0			2		0	
2857	Battlecreek	do	H. E. Funk	Dept.	1	1	7	23	20	8	0	1			1	6	0	1	3		100	1,200
2858	Beatrice	do	O. H. Brainerd	Dept.	3	4	123	169	0	0	2	3	10	20	14	20	14	20	4		1,000	
2859	Beaver City	do	F. G. Downing	Ind	1	1	31	41	0	0					3	9			4		200	
2860	Beaver Crossing	do	J. E. Shutt	Dept.	1	1	4	20	0	0									2		42	2,000
2861	Beemer	do	J. A. Snider	Ind	1	0	3	2	9	6					0	2	0	1	2		32	7,000
2862	Bellevue	do.*	Mrs. L. M. Guttery	Dept.	0	2	30	22	0	0	3	10			8	3	3	3	2		130	20,000
2863	Bellwood	do	C. E. Shea	Dept.	1	0	6	4	0	0					0	0			2		50	5,000
2864	Belvidere	do	L. W. Fike	Dept.	1	0	6	8	0	0			1	2	0	3	0	0	3		600	6,836
2865	Bennett	do	George E. Jones	Dept.	1	2	21	16	0	0	2	0			2	4			2			2,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Students.														Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
					Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.															
											Classical course.		Scientific course.													
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14					15	16	17	18	19	20	21	22
	NEBRASKA—cont'd.																									
2866	Bertrand	High School	J. W. Smith	Dept.	1	0	10	15	0	0	2	4							2	3			2		47	$4,000
2867	Blair	do	M. M. Patterson	Dept.	3	1	31	72	0	0	8	18	4	10					3	11	1	7	4		300	45,000
2868	Bloomfield	do	T. C. Grimes	Dept.	1	1	4	39	0	0	0	0	2	4					2	6			3		250	7,500
2869	Bloomington	do	Robt. J. Boyd	Dept.	1	1	9	26	0	0									2	6			4		200	9,000
2870	Bluehill	do	G. R. McCrary	Dept.	1	1	28	27	0	0									1	1	0	0	4		125	12,000
2871	Bluesprings	do	Fannie M. Byerly	Dept.	0	2	11	29	0	0									1	2			4		200	
2872	Bradshaw	do	E. C. Bishop	Dept.	1	0	8	12	0	0	0	5							0	7	0	4	2		300	4,000
2873	Brainard	do	O. H. Smith	Dept.	1	0	4	12	0	0									0	3	0	3	2			4,000
2874	Brokenbow	do	J. E. Adamson	Dept.	1	2	50	70	0	0	2	3	1	1					2	2	1	2	4		3,000	2,500
2875	Brownville	do	A. W. Osterhout	Dept.	2	1	7	9	0	0	3	0	0	0					0	0	0	0	2			8,200
2876	Burchard	do	L. B. Smutz	Dept.	1	0	20	10	0	0	0	1							0	1	0	1	2			2,000
2877	Callaway	do	B. B. Hawthorne	Dept.	1	0	4	16	0	0	1	0							5	5			1		10	5,000
2878	Cambridge	do	J. O. Lyne	Dept.	1	1	23	38	0	0			6	15					1	5	1	5	3		320	1,000
2879	Cedar Rapids	do	J. J. King	Dept.	1	1	14	21	0	0	5	8							3	4	3	2	3		325	12,000
2880	Central City	do	Ira Lamb	Dept.	1	1	26	50	0	0	1	3											4		90	20,000
2881	Chadron	do	W. E. Fee	Dept.	1	1	16	37	0	0	1	0							2	4	2	4	3		150	25,000
2882	Chester	do	O. H. Hermle	Dept.	1	1	17	4	0	0									7	2	2	0	2		180	3,350
2883	Clarks	do	J. G. Mote	Dept.	1	1	13	30	1	5	1	4	0	0					2	5	1	2	3		426	10,425
2884	Clay Center	do	R. V. Clark	Dept.	1	3	25	41	0	0	0	4							1	9	0	2	2		70	3,000
2885	Columbus	do	Mrs. A. C. Ballou	Dept.	3	1	24	72	0	0	12	30							2	10	1	0	4		260	12,000
2886	Cook	do	R. E. Stone	Ind.	1	0	5	6	36	59									0	0	0	0	2			3,000
2887	Cortland	do	C. H. Kindig	Ind.	1	0	9	11	85	74									0	4	0	4	2			3,500
2888	Cozad	do	H. O. Chapman	Dept.	1	1	17	27	0	0									2	7	2	3	3		80	
2889	Craig	do	A. L. Langston	Ind.	1	0	7	28	55	60			4	21					2	4	2	2	3		1,890	5,000
2890	Crawford	do	C. C. Williamson	Dept.	1	1	20	21	0	0									0	0	0	0	4		190	23,000

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2891	Creighton	do.*	Chas. T. Lang	Dept.	1	1	24	40	0	0					1	2	1	2	4		400	6,000
2892	Creto	do	Mrs. E. K. Manville	Dept.	2	2	67	82	0	0	1	3			10	15	6	9	4		500	30,000
2893	Culbertson	do	A. R. Daugherty	Dept.	1	0	11	14	0	0					5	8			2			10,000
2894	Curtis	do	Thos. Scott	Dept.	1	1	24	26	0	0	6	10	5	8	2	10	2	10	3		250	6,000
2895	Dakota	do	S. L. Anderson	Dept.	1	0	19	19	0	0	0	0	0	0	4	5	0	0	2		50	5,100
2896	Davenport	do	Gordon W. Rice	Dept.	1	0	9	12	0	0					2	6			2		125	5,000
2897	David City	do	W. M. Kern	Ind.	1	1	25	40	0	0					2	6	1	0	4		150	10,000
2898	Dawson	do	Geo. Crocker	Dept.	2	0	7	16	0	0	2	5	1	0	0	4	0	2	2		250	8,000
2899	Decatur	do	C. Quinn	Dept.	1	1	20	27	0	0					1	2	0	1			500	10,000
2900	Dewitt	do	S. H. Martin	Dept.	1	1	16	20	0	0					7	3	0	0	3		200	
2901	Dodge	do	J. A. Dowden	Dept.	1	1	13	17	0	0			7	15	0	2			3		50	12,000
2902	Doniphan	do	D. H. Vantine	Dept.	1	1	10	20	0	0					2	4	1	0	3		25	3,000
2903	Dorchester	do	Miss M. E. Russell	Dept.	0	2	11	14	0	0					1	6						
2904	Dubois	do	Jno. R. Gray	Dept.	1	0	5	7	70	67	0	0	1	0	0	0	0	0	1		39	2,500
2905	Dunbar	do	W. N. Delzell	Dept.	1	0	7	9	46	46	2	4			0	4	0	2	2		150	4,110
2906	Edgar	do	C. A. Fulmer	Dept.	1	2	43	44	0	0					8	7			4		250	
2907	Elgin	do	P. M. Whitehead	Dept.	1	0	17	23	0	0	0	2	0	1	0	0	0	0	3		108	4,500
2908	Elmcreek	do	E. D. Lehman	Dept.	1	0	8	20	61	53	3	8	2	3	3	3	2	3	3		100	6,000
2909	Elwood	do	F. W. Montgomery	Dept.	1	0	2	6	0	0	0	0	0	0	1	4	0	0	2		90	5,000
2910	Emerson	do	F. D. Fales	Dept.	0	3	24	23	0	0									3		156	3,000
2911	Ewing	do	L. W. Worel	Dept.	1	0	7	15	42	54					2	3			3		36	6,000
2912	Exeter	do	J. T. McKinnon	Dept.	1	1	17	39	0	0					0	5	0	4	4		608	8,000
2913	Fairbury	do	W. L. Stephens	Dept.	2	2	60	85	0	0	10	15	5	5	11	9	4	2	4		350	30,000
2914	Fairfield	do	E. B. Sherman	Dept.	2	0	26	31	0	0					3	7			3		200	7,000
2915	Fairmont	do	Joseph Sparks	Dept.	1	1	29	36	0	0	0	0	0	0	0	3	0	3	4		150	
2916	Falls City	do	W. H. Pillsbury	Dept.	2	2	20	78	0	0	8	40	2	3	0	11	0	11	4		500	12,000
2917	Filley	do	B. J. McGrew	Dept.	1	0	9	9	72	46					1	1	0	1	2		812	1,550
2918	Florence	do	W. B. Backus	Dept.	1	0	5	13	0	0					2	5			2		100	15,000
2919	Franklin	do	E. M. Hussong and E. M. Short.	Dept.	1	0	10	16	0	0	1	3			2	6			2		350	5,000
2920	Fremont	do.*	Eoline Clark	Dept.	1	4	85	100	0	0					10	17			4			
2921	Friend	do	E. E. Sams	Dept.	1	1	34	47	0	0			2	3	0	3	0	3	4		75	10,000
2922	Fullerton	do	E. S. Nickerson	Dept.	2	0	31	55	0	0	2	4	1	3	3	12			3		200	6,000
2923	Geneva	do	J. L. McBrien	Dept.	2	0	25	60	0	0			4	6	4	8	2	4	4		400	3,000
2924	Genoa	do	Robt. H. Lord	Dept.	1	1	21	33	0	0	5	2			5	2	5	2	4		200	
2925	Gibbon	do	C. G. Keller	Dept.	1	1	25	20	0	0	2	1			7	4			3		200	10,600
2926	Gordon	do	J. F. Curran	Dept.	1	1	11	21	0	0					5	3			3		300	22,000
2927	Gothenburg	do	M. Parsons	Dept.	1	1	20	36	0	0					4	5	4	5	3		150	12,000
2928	Grafton	do	W. M. Sheppard	Ind.	1	0	10	26	77	58					3	11			2		100	4,200
2929	Grand Island	do	J. F. Matthews	Dept.	2	3	72	117	0	0	0	1			6	9	6	0	4		300	
2930	Grant	do	B. R. McGrath	Dept.	1	0	6	7	33	36					0	0			1		200	1,200
2931	Greeley	do	E. L. Jones	Dept.	1	1	10	30	0	0					2	6	1	0	3		300	7,460
2932	Greenwood	do	T. J. Oliver	Dept.	1	0	9	13	0	0					2	0			2		175	
2933	Gresham	do	R. V. Whitnah	Dept.	1	0	10	10	50	60					2	6	0	1	2			2,000
2934	Gretna	do	W. J. Seeley	Dept.	1	0	15	17	55	57									2			2,300
2935	Guiderock	do.*	G. R. McCrary	Dept.	1	0	9	15	57	50	0	0	0	3	1	5	0	3	2		60	5,300
2936	Hampton	do	T. P. Heckman	Dept.	1	0	5	15	0	0					0	2			3		300	3,000
2937	Hardy	do	H. L. P. Hussong	Ind.	1	0	12	23	56	45	0	0	0	0	2	1			3		175	4,000
2938	Harvard	do	S. P. Arnot	Dept.	1	1	28	38	0	0			4	6	1	0			3		150	22,000
2939	Hastings	do	J. D. French	Dept.	2	2	68	95	0	0	6	7	10	7	7	10			4		250	40,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
2940	Havelock	High School	C. W. Carey	Dept.	2	1	9	16	0	0									3		205	$20,000
2941	Hay Springs	do	Miss May Hopper	Dept.	0	1	10	7	6	26					3	1			3		50	4,000
2942	Hebron	do	Arthur Wilson	Dept.	2	1	36	44	0	0	2	1	2	2	6	4	4	3	3		400	29,000
2943	Hickman	do	J. W. Jones	Dept.	1	0	6	3	53	51									3		110	1,800
2944	Hildreth	do	T. S. Magorian	Ind.	1	0	9	6	48	32					2	1			3		75	2,000
2945	Holdrege	do	Joseph R. Fulk	Dept.	2	1	40	59	0	0					7	5			3		300	
2946	Hooper	do	O. Dooley	Dept.	2	4	48	54	0	0					8	3	8	3	4		400	18,000
2947	Hubbell	do	T. W. Kelly	Dept.	1	0	8	22	0	0					3	6			2		50	900
2948	Humboldt	do	Arthur McMurray	Dept.	2	0	42	43	0	0			2	0	7	8	7	8	4		25	
2949	Humphrey	do	J. E. Paul	Dept.	1	0	6	6	54	54									4		50	10,000
2950	Indianola	do	P. C. Cullen	Dept.	1	1	11	50	0	0	2	2			2	7	1	1	3		100	15,000
2951	Juniata	do	W. A. Julian	Dept.	1	0	18	26	0	0					3	5			2			12,000
2952	Kearney	do	M. I. Stewart	Dept.	3	2	48	113	0	0	0	0	0	0	5	18			4		300	100,000
2953	Kenesaw	do	A. E. Wagner	Dept.	1	0	7	10	0	0			1	0	4	3	1	0	2		30	6,000
2954	Kennard	do	M. A. Sams	Ind.	1	1	8	12	70	61					0	4			2		36	2,000
2955	Laurel	do	J. G. Haupt	Dept.	1	0	7	16	61	61					0	0	0	0	2		225	5,500
2956	Leigh	do	H. L. Wells	Dept.	1	0	12	12	0	0					1	2			3			6,000
2957	Lexington	do	James E. Delzell	Dept.	2	1	41	70	0	0			15	36	9	8	6	5	4		157	
2958	Liberty	do	J. E. Bowers	Dept.	1	0	11	14	0	0					7	4			2		200	
2959	Lincoln	do	A. H. Waterhouse	Dept.	13	13	346	482	0	0					11	41	10	25	4		800	95,000
2960	Lindsay	do	L. E. Moyer	Ind.	1	0	14	30	51	44					0	2	0	0	2		60	5,000
2961	Longpine	do	A. H. Staley	Dept.	1	0	21	10	0	0					5	1	2	0	3		500	3,000
2962	Louisville	do	F. E. Morrow	Dept.	1	0	18	22	0	0	4	6			1	4	0	0	2		85	3,000
2963	Loup City	do	M. H. Mead	Dept.	1	0	3	17	0	0			1	2	2	4	1	2	2		50	
2964	Lyons	do.*	D. W. Gilliland	Dept.	0	3	31	41	0	0					3	11	0	0	2		40	7,100

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2965	McCook	do	Rache Berry	Dept.	2	1	52	85	0	0	10	8	4	0	3	18	1	3	4	....	300	20,000
2966	Madison	do	Frank S. Perdue	Dept.	2	0	13	27	0	0	....	....	10	12	3	5	3	5	3	....	600	10,000
2967	Mead	do	G. W. Crozier	Ind.	1	1	10	19	69	55	....	....	....	....	2	4	....	....	3	....	500	3,300
2968	Merna	do.*	J. M. McIndoo	Dept.	0	2	12	17	28	43	....	....	....	....	2	1	....	....	2	....	....	.....
2969	Milford	do	Albert Snare	Dept.	1	0	19	16	0	0	....	....	....	....	5	4	4	2	3	....	100	450
2970	Milligan	do	S. L. Kostoryz	Ind.	1	0	5	7	62	68	....	....	3	4	3	3	2	2	2	....	200	.....
2971	Minden	do	A. O. Thomas	Dept.	2	1	50	50	5	2	....	....	....	....	7	3	5	2	4	....	3,500	29,300
2972	Nebraska City	do	Allen C. Fling	Dept.	3	4	70	140	0	0	9	11	....	....	13	19	3	6	4	....	250	.....
2973	Neligh	do	R. H. Wade	Dept.	1	1	26	54	0	0	....	....	....	....	3	3	....	....	4	....	225	10,500
2974	Nelson	do.*	W. R. Hart	Dept.	2	0	5	32	25	7	....	....	....	....	2	9	....	....	3	....	200	.....
2975	Nemaha	do	W. M. Crichton	Dept.	1	2	9	13	0	0	....	....	....	....	0	4	....	....	1	....	....	3,200
2976	Newman Grove	do	E. H. Gerhart	Dept.	1	0	2	10	4	13	1	1	0	0	1	1	0	0	2	....	50	2,500
2977	Niobrara	do	L. A. Quivey	Dept.	1	0	8	12	0	0	....	....	....	....	0	0	0	0	3	....	225	5,743
2978	Norfolk	do	D. C. O'Connor	Dept.	1	3	38	67	0	0	6	10	2	4	7	10	2	1	4	....	100	50,000
2979	North Bend	do	J. F. Conner	Dept.	1	1	22	26	0	0	....	....	....	....	4	7	....	....	4	....	300	15,000
2980	North Loup	do.*	Walter G. Herons	Dept.	2	0	18	25	0	0	0	4	3	0	6	10	....	....	2	....	200	6,000
2981	North Platte	do	William Ebright	Dept.	3	1	51	75	0	0	5	4	....	....	7	7	4	3	4	....	300	35,000
2982	Oakdale	do	H. E. Mason	Dept.	1	1	11	18	0	0	....	....	....	....	0	2	....	....	4	....	50	4,000
2983	Oakland	do	Wm. C. Gigg	Dept.	1	0	15	10	0	0	....	....	4	2	....	....	....	....	3	....	200	12,000
2984	Odell	do	J. H. Veeder	Dept.	1	0	6	13	0	0	0	0	0	0	2	2	0	0	2	....	140	5,250
2985	Ogallala	do	J. E. Stanford	Dept.	0	3	17	19	0	0	2	1	1	2	0	0	0	0	2	....	111	6,000
2986	Ohiowa	do.*	V. D. Timmerman	Ind.	0	3	13	20	47	65	....	....	....	....	0	0	0	0	3	....	300	5,000
2987	Omaha	do	Irwen Leviston	Dept.	10	30	559	821	0	0	27	41	236	357	28	73	14	22	4	350	18,500	560,000
2988	O'Neill	do	Ed. H. Whelan	Dept.	1	1	15	20	0	0	0	0	15	20	1	3	....	....	....	....	300	.....
2989	Ord	do	Horace M. Davis	Dept.	2	1	54	58	0	0	16	11	8	3	7	9	4	3	4	....	450	20,000
2990	Orleans	do	Lewis W. Smith	Dept.	1	1	16	23	0	0	....	....	....	....	3	4	....	....	3	....	100	.....
2991	Osceola	do	C. F. Lehr	Dept.	1	1	12	28	0	0	....	....	....	....	1	6	1	6	3	....	400	9,000
2992	Osmond	do	O. A. Preston	Ind.	1	0	7	15	64	79	1	0	0	0	1	4	1	0	2	....	20	9,000
2993	Oxford	do	W. T. Oates	Dept.	1	0	14	18	0	0	....	....	6	4	3	4	....	....	3	....	400	.....
2994	Palmer	do	J. L. Stalnaker	Dept.	1	1	7	14	26	31	0	0	2	1	2	1	2	1	1	....	36	1,700
2995	Palmyra	do	Jasper Hunt	Dept.	1	0	19	21	0	0	2	2	3	0	0	2	0	1	3	....	25	1,500
2996	Pawnee City	do	M. E. Marsh	Dept.	2	1	36	63	0	0	15	30	....	....	5	13	5	10	4	....	1,108	20,200
2997	Pender	do	J. M. Keating	Dept.	1	0	12	24	0	0	2	4	....	....	2	4	2	4	3	....	205	13,000
2998	Petersburg	do	M. A. Courtright	Dept.	1	0	9	14	0	0	....	....	....	....	1	3	1	1	3	....	75	7,500
2999	Plainview	do.*	Alfred C. Mason	Dept.	1	1	20	29	0	0	9	12	1	3	2	0	....	....	3	....	117	3,500
3000	Platte Center	do	B. J. Hilsabeck	Dept.	1	0	4	9	51	37	0	3	1	0	2	3	0	2	3	....	75	7,000
3001	Plattsmouth	do	Miss Olive Gass	Dept.	0	4	63	74	0	0	....	....	....	....	3	14	2	8	4	....	200	.....
3002	Ponca	do	H. C. Maynard	Dept.	1	1	16	30	0	0	....	....	....	....	4	6	....	....	3	....	700	7,275
3003	Randolph	do	W. L. Shipman	Dept.	1	1	10	19	0	0	....	....	....	....	0	2	....	....	3	....	150	15,575
3004	Ravenna	do	W. H. Bartz	Dept.	1	0	12	32	0	0	0	2	....	....	1	5	....	....	3	....	57	8,000
3005	Red Cloud	do	Geo. I. Kelley	Dept.	1	2	38	72	0	0	1	6	3	2	4	10	2	6	4	....	200	12,000
3006	Reynolds	do.*	J. M. Richardson	Dept.	1	0	16	18	0	0	0	0	0	0	0	0	0	0	1	....	150	.....
3007	Rising City	do	W. D. Guttery	Dept.	2	0	20	20	0	0	....	....	5	1	5	6	....	....	3	....	0	4,500
3008	Riverton	do	W. H. Cramer	Dept.	2	0	25	30	11	18	....	....	3	2	....	....	....	....	2	....	100	5,000
3009	Roseland	do.*	R. D. Moritz	Dept.	1	0	12	20	0	0	....	....	....	....	1	5	....	....	3	....	125	4,500
3010	Rulo	do	Chas. M. French	Dept.	1	0	5	10	0	0	0	0	0	2	1	3	2	0	2	....	50	10,000
3011	Rushville	do	Fred Duff	Ind.	1	0	21	29	0	0	....	....	....	....	4	1	....	....	3	....	50	6,000
3012	St. Edward	do	E. V. Rakestraw	Dept.	1	0	11	9	....	....	....	....	....	....	....	....	....	....	4	....	20	7,000
3013	St. Paul	do	A. H. Seymour	Dept.	2	0	24	46	0	0	....	....	....	....	7	14	7	14	3	....	500	12,500
3014	Salem	do	G. A. Spelbring	Dept.	0	3	20	31	....	....	....	....	....	....	0	3	....	....	2	....	200	5,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEBRASKA—cont'd.																					
3015	Scribner	High School	Chas. Arnot	Dept.	1	1	29	23	0	0	4	2	....	....	4	4	2	1	3	....	800	$12,000
3016	Seward	....do	J. S. Van Eaton	Dept.	1	2	30	52	0	0	0	0	13	31	0	4	0	2	4	....	.....	.....
3017	Shelby	....do	F. H. Adams	Dept.	1	0	6	19	.....	.....	.....	.....	.....	.....	0	0	.....	.....	2	....	50	3,000
3018	Shelton	....do	Jessie Cassidy	Dept.	2	4	11	38	0	0	.....	.....	.....	.....	0	0	0	0	4	....	150	6,000
3019	Shickley	....do	F. L. Beck	Dept.	1	0	11	13	0	0	6	7	....	....	1	5	.....	.....	2	....	120	3,500
3020	Sidney	....do	Miss Justina M. Whitehead.	Dept.	2	0	8	14	0	0	.....	.....	.....	.....	0	3	0	1	3	....	200	20,000
3021	Silvercreek	....do	G. H. Bentz	Dept.	1	0	5	13	57	65	.....	.....	.....	.....	4	8	2	4	1	....	53	4,200
3022	Sioux	....do	J. E. Mannix	Dept.	1	0	13	17	0	0	0	0	2	2	3	5	2	3	3	....	75	12,000
3023	South Omaha	....do	W. J. Taylor	Dept.	2	3	35	79	0	0	6	9	8	10	2	5	2	3	4	....	300	.....
3024	Springfield	....do	D. H. Fair	Dept.	1	1	20	30	0	0	4	6	4	8	2	3	2	3	3	....	100	6,000
3025	Stanton	....do	Ellen M. Austin	Dept.	1	1	16	29	0	0	4	6	3	7	1	6	1	4	4	....	40	.....
3026	Staplehurst	....do	Ernest G. Smith	Dept.	1	0	5	5	43	46	0	2	2	1	1	3	.....	.....	2	....	53	3,400
3027	Stella	....do	John H. Slothower	Dept.	1	0	10	11	0	0	.....	.....	.....	.....	1	1	.....	.....	2	....	.....	.....
3028	Sterling	....do	A. J. A. Spafford	Dept.	1	0	14	19	0	0	.....	.....	1	2	3	3	1	2	3	....	250	12,000
3029	Strang	....do	J. L. Adams	Dept.	1	0	9	10	53	42	.....	.....	.....	.....	1	2	.....	.....	2	....	125	1,750
3030	Stratton	....do	O. J. Standley	Dept.	1	0	4	2	16	16	0	1	0	0	0	0	0	0	3	....	0	.....
3031	Stromsburg	....do	E. Clippinger	Dept.	1	1	15	26	0	0	0	0	0	0	4	3	0	0	4	....	425	7,200
3032	Stuart	....do	B. B. Smith	Ind.	1	3	10	9	70	76	2	2	0	0	2	2	1	1	2	....	200	12,000
3033	Sumner	....do	L. A. Olinger	Dept.	1	0	8	12	47	55	0	0	0	0	0	1	.....	.....	1	....	30	.....
3034	Sutton	....do	Alex. Stephens	Dept.	0	8	52	57	10	20	.....	.....	.....	.....	4	8	4	8	4	....	300	13,000
3035	Swanton	....do	Miss Minnie Buswell.	Dept.	1	0	4	8	51	57	0	3	1	0	3	5	.....	.....	3	....	20	2,000
3036	Syracuse	....do	A. L. Caviness	Dept.	1	1	21	34	0	0	1	4	.....	.....	3	9	1	4	3	....	650	12,000
3037	Tablerock	....do	C. R. Atkinson	Dept.	1	1	23	29	0	0	2	0	1	0	6	3	0	0	4	....	100	4,000
3038	Talmage	....do	N. Sinclair	Dept.	1	0	7	13	0	0	0	0	0	0	0	1	0	0	2	....	15	7,000

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3039	Tecumseh	do	G. W. Ellis	Dept.	1	2	38	68	0	0	8	14	....	....	4	14	4	5	1	....	600	15,000
3040	Tekamah	do	A. V. Sunderlin	Dept.	2	1	28	41	20	13	....	....	6	3	2	8	1	2	3	....	300	10,000
3041	Tilden	do	Floyd Bollen	Dept.	1	2	27	38	0	0	....	....	4	2	3	4	2	0	3	....	200	4,500
3042	Tobias	do	S. W. Whitman	Dept.	1	1	29	23	0	0	3	2	4	2	5	3	2	1	3	....	204	4,600
3043	Trenton	do.*	C. S. Strickler	Dept.	1	0	20	20	40	60	....	....	....	....	1	4	....	....	3	....	300	10,000
3044	Ulysses	do	B. E. Hendricks	Dept.	1	1	20	31	0	0	....	....	7	3	1	4	7	1	4	....	125	10,000
3045	Unadilla	do	J. B. Stanton	Dept.	1	0	8	7	39	42	....	....	....	....	3	4	0	0	1	....	55	3,000
3046	Utica	do	B. J. Williams	Dept.	1	0	16	15	0	0	....	....	....	....	1	8	....	....	2	....	200	4,000
3047	Valentine	do	R. H. Watson	Dept.	1	0	0	23	0	0	2	2	....	....	2	4	2	2	3	....	200	15,000
3048	Valparaiso	do	G. H. Graham	Dept.	1	0	15	16	0	0	1	2	....	....	0	0	0	0	3	....	....	3,000
3049	Verdon	do	S. A. Childester	Ind.	1	0	15	20	70	70	0	0	2	4	2	5	....	....	2	....	0	3,500
3050	Waco	do	John Peck	Dept.	1	0	9	13	0	0	....	....	....	....	4	3	4	3	2	....	35	.....
3051	Wahoo	do	George W. Haan	Dept.	2	1	55	82	0	0	28	40	....	....	9	10	9	10	4	....	1,242	35,000
3052	Wakefield	do	W. H. Meyers	Dept.	1	0	19	15	0	0	2	0	....	....	3	3	2	0	3	....	80	6,500
3053	Wausa	do	C. J. Malone	Dept.	1	0	8	7	0	0	....	....	6	6	2	1	0	0	2	....	600	8,000
3054	Wayne	do	U. S. Conn	Dept.	2	0	20	32	0	0	0	1	1	0	2	1	....	....	4	....	400	15,000
3055	Weeping Water	do	E. L. Rouse	Dept.	2	1	27	48	0	0	0	1	....	....	1	6	0	1	4	....	50	12,850
3056	Western	do	J. F. Ord	Ind.	1	1	8	7	63	70	1	5	1	0	2	2	....	....	3	....	180	3,000
3057	Weston	do	Will T. Mauck	Dept.	1	0	4	5	0	0	....	....	....	....	....	....	....	....	1	....	100	5,000
3058	Westpoint	do	A. M. Randolph	Dept.	2	0	16	33	0	0	....	....	5	6	4	6	3	2	3	....	100	14,075
3059	Wilber	do	W. C. Farrand	Dept.	1	1	23	20	0	0	4	4	....	....	4	4	2	2	3	....	300	15,650
3060	Wilcox	do	Seth Parson	Dept.	1	0	7	5	38	51	....	....	2	3	....	....	....	....	2	....	40	4,000
3061	Wilsonville	do.*	J. D. Phillips	Dept.	1	0	28	29	39	36	3	2	....	....	5	5	3	1	3	....	0	3,000
3062	Winside	do	C. H. Bright	Dept.	1	0	7	8	65	54	....	....	....	....	....	....	....	....	3	....	70	6,000
3063	Wood River	do	J. A. Beard	Dept.	1	0	16	32	0	0	....	....	....	....	2	6	....	....	4	....	139	.....
3064	Wymore	do	F. D. Joslyn	Dept.	2	1	32	47	0	0	....	....	....	....	7	12	7	11	4	....	400	26,235
3065	York	do	B. G. Moulton	Dept.	2	2	70	82	0	0	16	25	19	9	7	10	5	5	4	70	100	40,000
	NEVADA.																					
3066	Austin	High School	Walter C. Gayhart	Dept.	1	3	25	50	0	0	0	2	2	1	5	8	1	1	4	....	230	6,000
3067	Carson City	do	H. H. Howe	Dept.	1	2	41	71	0	0	....	....	....	....	7	26	1	2	3	....	300	20,761
3068	Elko	do	A. E. Kaye	Dept.	1	1	8	36	0	0	0	1	....	....	0	3	0	1	4	....	140	12,500
3069	Eureka	do.*	A. C. Dornberger	Dept.	0	4	20	30	0	0	....	....	....	....	2	7	....	....	2	....	90	10,000
3070	Galena	do.*	Miss Maud Rutherford	Dept.	0	1	5	3	3	2	....	....	....	....	0	0	....	....	....	....	....	500
3071	Goldhill	do.*	A. E. Baugh	Dept.	1	1	21	20	0	0	....	....	....	....	0	2	0	1	3	....	200	.....
3072	Reno	do	Jno. Edwards Bray	Dept.	1	2	25	40	0	0	6	12	10	10	8	7	6	6	3	....	500	35,000
3073	Virginia City	do	Mark R. Averill	Dept.	1	3	46	68	0	0	0	6	4	0	6	16	6	16	3	....	1,200	.....
	NEW HAMPSHIRE.																					
3074	Amherst	High School	Mary Ellen Fulton	Ind.	0	2	18	12	32	28	1	0	0	0	0	0	0	0	4	....	50	.....
3075	Antrim	do	A. W. Small	Dept.	1	0	12	21	10	22	....	....	....	....	2	6	0	0	3	....	100	8,000
3076	Berlin	do	C. F. Leadbetter	Dept.	1	1	17	22	0	0	6	2	0	0	1	3	1	0	4	....	20	.....
3077	Bethlehem	do	Ernest W. Butterfield, A. B.	Dept.	1	0	1	13	34	33	0	0	0	3	1	2	0	1	3	....	150	2,500
3078	Bristol	do	Julia Mae Swain	Dept.	0	1	5	9	11	13	....	....	....	....	....	....	....	....	....	....	400	25,000
3079	Canaan	do	G. W. Sumner and A. M. Eldridge.	Ind.	1	0	6	8	8	14	0	0	0	0	1	1	0	0	3	....	.....	.....
3080	Claremont	Stevens High School	Melville C. Smart	Dept.	1	5	55	59	0	0	6	6	....	....	9	10	6	6	4	....	500	25,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW HAMPSHIRE—continued.																					
3081	Concord	High School	John F. Kent	Dept.	1	6	110	178	0	0	11	14	2	0	8	18	5	5	4	110	200	$100,000
3082	Dover	do.*	Frank W. Whitney	Dept.	2	4	78	101	0	0	20	10	5	0	3	25	1	6	4	....	500	24,000
3083	East Jaffrey	Conant High School	Henry C. Sanborn	Ind.	1	0	5	10	8	7	1	2	....	....	....	....	....	....	4	....	.....	.....
3084	Epping	High School	Wm. S. Mason	Dept.	1	0	8	12	7	7	....	....	....	....	2	4	....	....	3	....	100	5,000
3085	Exeter	do	A. Burbank	Dept.	1	3	47	0	....	....	....	....	....	....	6	0	5	0	3	....	100	8,000
3086	Farmington	do.*	Albert B. Allen	Dept.	2	1	19	30	0	0	12	14	4	3	3	7	1	2	4	....	400	15,000
3087	Goffstown	High School	Henry H. Stark	Dept.	1	1	13	31	0	0	....	....	....	....	2	6	....	....	4	....	200	12,500
3088	Gorham	do.*	George W. Stone	Dept.	1	1	31	32	0	0	4	6	8	3	5	8	1	2	4	....	40	14,175
3089	Greenland	do	Mary A. Lyon	Dept.	0	1	8	19	0	0	....	....	....	....	3	8	....	....	....	....	.....	.....
3090	Groveton	do.*	F. B. Flanders	Dept.	1	0	13	22	0	0	....	....	....	....	0	0	0	0	4	13	0	1,000
3091	Hampton	Academy and High School.	Jack Sanborn	Ind.	1	2	22	23	0	0	....	....	1	0	0	6	....	....	4	....	.....	.....
3092	Hanover	High School	John N. Poore, jr	Dept.	2	0	22	21	14	8	7	1	0	5	0	8	0	3	3	....	500	20,000
3093	Haverhill	do	H. A. Morse	Dept.	1	0	8	13	6	0	0	0	0	0	0	0	0	0	4	....	175	12,000
3094	Henniker	do	O. C. Evans	Dept.	1	2	33	23	0	0	6	2	....	....	7	7	2	0	4	....	.....	8,500
3095	Hillsboro Bridge	do	Jas. N. Pringle	Dept.	1	1	9	16	0	0	0	0	2	0	4	3	0	0	3	....	0	18,000
3096	Hinsdale	do	C. H. Patterson, A. M.	Dept.	2	1	31	32	0	0	2	5	5	6	1	6	1	6	4	....	1,631	9,500
3097	Hollis	do	S. J. Nowell	Dept.	1	0	7	10	11	14	0	3	1	0	0	0	0	0	4	....	200	15,500
3098	Jefferson	do	Flora J. Wheeler	Dept.	0	1	7	8	11	4	0	2	....	....	0	2	....	....	5	....	0	2,000
3099	Keene	do	Robt. A. Ray	Dept.	3	3	90	121	0	0	20	7	10	0	....	....	....	....	4	....	600	.....
3100	Laconia	do.*	H. H. Tucker	Dept.	2	3	67	85	0	0	5	1	2	0	7	10	0	4	4	....	130	30,000
3101	Lancaster	do	Charles L. Curtis	Dept.	1	1	17	29	0	0	2	2	2	1	0	2	0	0	4	....	100	8,000
3102	Lisbon	do	Chas. L. Wallace	Dept.	1	3	29	24	0	0	8	7	4	0	4	6	1	2	4	....	200	30,000
3103	Littleton	do	F. B. Pelton, A. M.	Dept.	1	3	35	55	0	0	14	12	....	....	3	4	3	1	4	....	300	65,000

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3104	Manchester	do	Albert Somes	Dept.	4	8	174	237	0	0	26	19	29	11	20	26	6	4	4		400	210,000
3105	Meredith	do.*	Lillian Caverly	Dept.	0	1	3	6	2	9					0	4			3		100	6,000
3106	Milford	do	H. C. Morrison	Dept.	1	2	34	39	0	0					6	5	4	2	4		150	60,000
3107	Milton Mills	do	Eugene J. Deane	Dept.	1	0	10	5	25	20									4			
3108	Nashua	do	Lemuel S. Hastings	Dept.	4	6	92	118	0	0	11	6	4	4	16	17	4	5	4	92	576	100,000
3109	New Boston	do.*	Blanche L. Carr	Dept.	0	1	1	11	9	5	0	0	0	0	0	10	0	0	4			3,500
3110	Newmarket	do.*	Alfred E. Upham	Dept.	1	0	9	17	0	0					3	6			3			28,000
3111	Newport	do	Frank O. Chellis	Dept.	1	3	26	36	0	0			4	1	5	9	1	1	4		150	35,000
3112	Peterboro	do	A. B. Call	Dept.	1	2	20	20	0	0	0	2			1	4	0	2	4			15,000
3113	Pittsfield	do	Warren E. Fisher	Dept.	1	1	26	39	0	0	2	1			1	3	0	0	4		150	8,000
3114	Plymouth	do	Paul R. Jenks	Dept.	1	3	32	40	0	0	0	0	8	6	0	7	0	2	4	31	2,000	75,000
3115	Portsmouth	do	John H. Bartlett	Dept.	2	5	100	101	0	0	3	0	2	0	12	17			4		1,000	75,000
3116	Raymond	do	Harry S. Clark	Dept.	1	0	4	3	9	24					0	0						9,500
3117	Salmon Falls	Franklin High School	E. A. Pugsley	Dept.	1	0	9	11	10	7	0	0	0	0	0	0	0	0	5		0	6,000
3118	Somersworth	High School	Edward S. Watson	Dept.	1	2	34	32	0	0	4	0			7	8	3	2	4		300	
3119	Sunapee	do	Nellie L. Whittier	Dept.	0	1	3	6	14	12					2	2			4			
3120	Walpole	do	H. S. Richardson	Dept.	1	1	4	14	28	30					1	2	0	0	3			
3121	Warner	Simonds High School	Alfred L. Saben	Ind.	1	2	11	27	9	7	2	0	1	0	0	0	0	0	4		350	10,000
3122	West Lebanon	High School	Henry M. Lull	Dept.	1	0	10	8	0	0	1	0	0	1	3	2	1	1	4		0	13,000
3123	Wilton	do	Eva B. Roby	Dept.	0	2	12	8	14	8					6	1	0	0	4		40	25,000
3124	Winchester	do	Willis Orange Smith	Dept.	1	1	11	19	0	0	2	4			1	3	1	1	4		120	12,000
3125	Woodsville	do	Samuel W. Robertson	Dept.	1	0	8	13	0	0	1	0			3	3			4		25	
	NEW JERSEY.																					
3126	Atlantic City	High School	Henry P. Miller	Dept.	2	4	75	136	0	0					7	14			4		350	55,000
3127	Bayonne	do	Miss M. J. B. Thomas	Dept.	0	5	13	72	0	0	7	0	7	0	1	9			3			
3128	Belleville	do	Marcellus Oakey, A.M.	Dept.	2	3	29	38	0	0	4	1	1	0	5	16	0	0	4		300	12,000
3129	Belvidere	do	R. M. Van Horn	Dept.	2	0	21	21	0	0	5	1	2	0	4	4	1	1	3		300	12,500
3130	Bloomfield	do	Wm. E. Chancellor	Dept.	2	6	53	72	0	0	23	11	3	0	4	4	4	4	4		800	25,000
3131	Bloomsbury	do	S. O. Myers	Dept.	0	2	10	15	0	0									5		100	6,600
3132	Boonton	do.*	J. J. Savitz, A.M.	Dept.	1	2	15	37	0	0	0	0	4	4	6	7	2	1	4		700	30,000
3133	Bordentown	do	Wm. McFarland	Dept.	1	2	21	19	0	0	0	0	2	0	2	4	2	0	3		260	25,000
3134	Caldwell	do	Clarence E. Hedden	Dept.	1	2	12	15	0	0	0	0	6	8	1	4	0	4	3		550	20,000
3135	Camden	do	Horatio Draper	Dept.	2	6	49	93	0	0	0	0	0	0	35	31	0	0	3			1,160
3136	Cape May	do	E. F. Lewis	Dept.	3	2	20	20	0	0			1	0	6	5	1	0	3		570	10,000
3137	Clayton	do	W. T. Fox	Dept.	1	0	8	10	0	0					3	4			4		300	
3138	Clinton	Academy	E. J. Frey	Dept.	0	3	14	21	0	0	0	0	0	0	1	3	0	0	3		100	5,000
3139	Cranford	High School	Richard E. Clement	Dept.	1	1	15	15	0	0	1	0	1	0	6	0	1	0	3		738	15,000
3140	Dover	do	J. Howard Hulsart	Dept.	2	4	36	51	0	0	0	1	2	0	8	9	2	0	3		635	
3141	Dunellen	do	A. J. Whitney	Dept.	1	0	7	14	0	0	1	2			2	6	1	2	2		183	5,000
3142	East Orange	do	Vernon L. Davey	Dept.	4	12	153	221	0	0	27	22	28	56	10	11	8	4	4		1,870	130,000
3143	Egg Harbor City	do	Henry M. S. Cressman	Dept.	1	1	8	9	11	28	2	0	1	0	6	3	1	0	2		500	8,000
3144	Elizabeth	Battin High School*	W. J. Shearer	Dept.	4	6	80	150	0	0	18	36			15	52	6	18	3		500	60,000
3145	Englewood	High School*	E. S. Richards	Dept.	1	2	27	25	0	0					2	7			2		316	20,000
3146	Flemington	Reading Academy	S. B. Gilhuly	Dept.	1	2	35	25	0	0	5	3	5	2	7	4	0	0	4		300	25,000
3147	Freehold	High School	John Enright	Dept.	2	4	78	69	0	0	3	6	5	0	9	14	2	2	4		1,000	35,000
3148	Hackensack	do	Nelson Haas, Ph. D.	Dept.	2	3	65	94	0	0			6	2	10	6	0	1	4		247	16,000
3149	Hackettstown	do	A. L. Johnson	Dept.	2	1	37	42	0	0	1	0	1	0	7	8	2	0	3		718	40,000
3150	Haddonfield	do	David Davis	Dept.	1	4	17	28	0	0					5	12			2			

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW JERSEY—continued.																					
3151	Hammonton	High School	Newton C. Holdridge	Dept.	1	4	22	28	0	0	....	....	....	....	4	7	0	0	3	....	150	$25,000
3152	Hightstown	Academy	Helen D. Grover	Dept.	1	0	6	6	0	0	....	....	....	....	3	2	0	0	1	....	300	17,200
3153	Hoboken	High School	Cornelius J. Brower	Dept.	3	6	50	150	0	0	....	....	6	0	12	40	2	0	3	....	100	.....
3154	Irvington	do	F. H. Morrell	Dept.	0	2	14	29	0	0					7	17			2	....		
3155	Jersey City	do	James J. Hopkins	Dept.	4	16	300	660	0	0	24	11	49	23	33	71	6	4	4	....	986	59,875
3156	Keyport	do	Rev. Jas. T. Schock, M. A.	Dept.	1	3	35	38	0	0	0	0	0	0	8	4	0	0	3	....	1,200	.....
3157	Linden	do.*	Edwin S. Lundy	Dept.	1	0	4	6	70	50	0	0	1	0	1	0	0	0	3	....	372	11,500
3158	Long Branch	do.*	C. Gregory	Dept.	2	7	68	112	0	0	0	2	....	....	10	17	2	1	4	....	2,500	200,000
3159	Madison	do	W. B. Matthews	Dept.	1	3	16	30	0	0					1	9			4	....	780	51,000
3160	Manasquan	do	S. B. Van Stone	Dept.	1	2	37	45	0	0	0	0	6	2	4	9	....	....	4	....	275	15,000
3161	Matawan	do	W. A. Miller	Dept.	1	1	10	12	0	0	....	....	1	0	1	4	....	....	3	....	500	15,000
3162	Mays Landing	do	E. D. Riley, A. M.	Dept.	1	1	16	23	0	0	3	2	....	....	3	3	3	2	4	....	320	6,000
3163	Millville	do	A. Duncan Yocum	Dept.	1	8	48	105	0	0	1	0	0	0	6	6	1	0	4	....	900	.....
3164	Montclair	do	Randall Spaulding	Ind.	3	12	178	194	0	0	21	30	48	2	10	30	11	14	4	....	2,757	140,000
3165	Moorestown	do	Geo. E. Megargee	Dept.	1	2	0	32	0	0	....	....	0	1	3	6	....	....	3	....	.....	15,000
3166	Morristown	do	W. L. R. Haven	Dept.	0	3	33	65	0	0	9	4	1	0	6	16	3	1	4	....	.....	.....
3167	Mount Holly	do	W. Collom Cook	Dept.	1	2	27	37	0	0	....	....	....	....	0	2			3	....	36	40,000
3168	Newark	do	E. O. Hovey	Dept.	15	22	630	781	0	0	92	12	....	....	42	55	12	18	4	....	2,580	.....
3169	New Brunswick	do.*	Wm. Clinton Armstrong, A. M.	Dept.	2	2	100	100	0	0	....	....	....	....	5	23	3	4	4	....	.....	.....
3170	New Providence	do	A. B. Hunt	Dept.	1	0	4	12	26	33	....	....	....	....	0	2	0	0	3	....	700	4,000
3171	Newton	do	Chas. J. Majory	Dept.	1	2	33	35	0	0	3	2	....	....	8	8	3	2	3	....	.....	.....
3172	Nutley	Franklin High School	Wm. R. Wright	Dept.	1	2	11	16	0	0	1	0	....	....	3	3	1	0	3	....	900	.....

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3173	Orange	High School	Usher W. Cutts	Dept.	1	4	34	68	0	0	7	4	2	0	3	8	0	1	4	....	606	46,000
3174	Palmyra	....do	Mary Wilson	Dept.	0	2	4	22	0	0	.....	.....	.....	.....	0	4	0	0	3	....	0	12,000
3175	Passaic	....do.*	Sedgwick Mather	Dept.	2	3	62	130	0	0	8	6	12	20	1	2	1	1	4	....	.....	40,000
3176	Paterson	....do	J. A. Reinhart, Ph. D	Dept.	2	15	240	291	0	0	1	2	6	0	.....	.....	.....	.....	4	....	1,300	20,000
3177	Paulsboro	....do	Wm. H. Bennett	Dept.	1	0	3	4	0	0	0	0	1	0	0	0	0	0	.....	.....	258	10,000
3178	Perth Amboy	....do	Mary E. Vaughan	Dept.	1	1	57	58	0	0	.....	.....	.....	.....	0	0	0	0	4	....	110	45,000
3179	Phillipsburg	....do.*	Y. E. Pilgrim	Dept.	3	1	29	83	0	0	14	11	18	71	3	22	3	22	4	....	908	14,000
3180	Plainfield	....do	I. W. Travell	Dept.	3	4	69	105	0	0	8	7	10	11	0	10	5	4	4	30	1,200	40,000
3181	Rahway	....do	W. M. Swingle, Ph. D.	Dept.	1	2	39	52	0	0	.....	.....	.....	.....	6	13	2	4	3	....	.....	.....
3182	Ramsey	High School (No. 1)	Willard A. Stowell	Dept.	1	0	13	14	0	0	1	0	1	0	3	1	2	0	1	....	252	7,800
3183	Raritan	High School	Geo. A. West	Dept.	1	0	4	5	0	0	0	0	0	0	0	0	0	0	.....	.....	356	12,000
3184	Redbank	....do	S. V. Arrowsmith	Dept.	1	4	34	51	0	0	0	0	0	2	4	7	0	0	3	....	627	50,000
3185	Ridgewood	....do	B. C. Wooster	Dept.	2	2	25	30	0	0	.....	.....	.....	.....	2	4	.....	.....	3	....	1,000	50,000
3186	Rockaway	....do	Geo. R. Gerard	Dept.	1	1	16	23	0	0	2	2	0	0	4	4	2	2	3	....	.....	12,000
3187	Roselle	Borough High School	Rachel Van Syckel	Dept.	0	2	4	8	0	0	.....	.....	.....	.....	0	2	.....	.....	3	....	400	10,000
3188	....do	Livingston High School	Chas. S. Maxwell	Dept.	1	0	7	14	0	0	0	0	0	0	2	7	0	0	2	....	380	.....
3189	Rutherford	Park Avenue School	W. C. Ingalls	Dept.	1	1	18	31	0	0	0	0	0	0	2	5	1	0	2	....	1,150	40,000
3190	Salem	High School*	Wm. A. Storrie	Dept.	1	1	19	33	0	0	.....	.....	.....	.....	2	5	.....	.....	2	....	100	.....
3191	Scotch Plains	....do	John R. Morey	Dept.	1	0	8	8	0	0	.....	.....	2	1	.....	.....	.....	.....	3	....	648	20,000
3192	Scullville	High School (No. 2)	Ray C. Longbothum	Dept.	1	1	6	7	21	15	.....	.....	.....	.....	1	2	.....	.....	2	....	111	.....
3193	Somerville	High School	Miss R. Anna Miller	Dept.	0	3	15	39	0	0	1	0	.....	.....	3	8	.....	.....	3	....	350	20,000
3194	South Amboy	....do	R. M. Fitch	Dept.	1	3	10	33	0	0	0	1	0	0	2	6	0	1	3	....	1,000	28,000
3195	South Orange	....do	G. J. McAndrew, M. A., Ph. D.	Dept.	2	4	23	28	0	0	13	11	18	9	4	9	4	4	4	....	320	50,000
3196	Summit	....do	E. Fred Knapp	Dept.	1	7	49	42	0	0	0	0	12	15	3	2	3	2	4	....	500	45,000
3197	Swedesboro	Academy High School	A. H. Manderbach	Dept.	0	2	20	24	0	0	.....	.....	.....	.....	2	3	.....	.....	4	....	150	4,000
3198	Tenafly	High School	Ralph S. Mangham	Dept.	1	0	1	4	0	0	0	0	0	0	1	0	0	0	1	....	839	14,000
3199	Toms River	....do	Charles B. Kelly	Dept.	1	0	26	27	0	0	2	1	4	3	0	0	0	0	4	....	1,400	5,000
3200	Trenton	....do	W. H. Brace, Ph. D.	Dept.	2	11	201	297	0	0	6	2	1	0	29	24	1	0	4	30	437	84,406
3201	....do	New Jersey Model School.	James M. Green	Ind.	8	15	60	95	0	0	18	6	20	12	5	12	5	6	4	....	3,500	.....
3202	Union	Connecticut Farms High School.	Ambrose B. Kline	Dept.	1	0	3	5	0	0	.....	.....	1	0	1	1	1	0	3	....	275	3,500
3203	Vineland	High School	Dilworth G. Eschbach	Dept.	1	5	61	96	0	0	3	3	4	2	4	14	4	3	4	....	1,500	35,000
3204	Washington	....do	Jas. H. Griffith	Dept.	4	0	30	61	0	0	0	0	1	0	2	9	1	0	3	....	250	30,000
3205	Westfield	Lincoln High School	Wm. A. Edwards	Dept.	1	3	25	75	0	0	5	3	4	3	3	5	1	1	4	....	350	30,000
3206	West Hoboken	High School	Robert Waters	Dept.	2	1	12	32	0	0	0	0	0	0	0	0	0	0	3	....	1,381	137,000
3207	West Orange	....do	Edw. D. McCollom	Dept.	1	4	27	48	0	0	2	0	6	0	2	2	2	0	4	....	1,500	.....
3208	Woodbridge	....do	John H. Love	Dept.	1	2	8	11	0	0	0	0	0	0	1	2	0	0	4	....	300	35,000
3209	Woodbury	....do	Miss Clara L. Clausdell	Dept.	0	2	7	37	0	0	.....	.....	.....	.....	1	11	.....	.....	3	....	.....	.....
3210	Woodstown	....do	Emily S. Sayre	Dept.	0	2	15	24	0	0	.....	.....	.....	.....	8	0	.....	.....	3	....	200	.....
	NEW MEXICO.																						
3211	Deming	High School	Prof. J. A. Long	Dept.	1	1	20	20	0	0	.....	.....	3	1	1	7	0	0	3	....	200	15,000
3212	East Lasvegas	....do	Miss Maggie J. Bucher	Dept.	1	1	19	29	0	0	.....	.....	.....	.....	2	8	.....	.....	3	....	40	8,000
3213	Gallup	....do	D. M. Richards	Dept.	1	0	4	8	0	0	0	0	1	1	0	2	0	0	2	....	250	16,000
3214	Raton	....do	R. H. Carter	Dept.	2	0	5	22	7	18	0	1	0	4	1	7	0	5	4	....	175	30,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW YORK.																					
3215	Addison	High School	C. B. Miller, A. M	Dept.	1	5	55	63	0	0	6	11	0	0	7	6	4	2	4			$45,000
3216	Afton	Union School	Chas. S. Gibson	Ind.	1	1	15	18	0	0	2	0			4	2	2	0	4		1,000	5,000
3217	Akron	High School	Orson Warren	Dept.	1	3	28	26	0	0			6	0	2	2	2	0	4		838	17,943
3218	Albany	do	Oscar D. Robinson, A. M., Ph. D.	Dept.	12	15	316	412	0	0					43	57			4			
3219	Albany Substation No. 2.	do	Louis F. Robins	Dept.	0	2	19	33	0	0					0	0	0	0	4		163	50,000
3220	Albion	do	Peter A. Blossom, A. B.	Dept.	1	5	53	77	0	0					5	8	3	2	4		370	12,900
3221	Alexander	do	Elwin A. Ladd	Ind.	1	1	9	6	50	35	2	0			2	1	2	0	4		1,290	7,930
3222	Alexandria Bay	Union High School	Angelo O. Tucker	Dept.	1	4	18	18	23	25	2	4	2	2	2	2	1	2	4		389	9,473
3223	Allegany	Union School	Burdette Phillips	Dept.	1	1	11	22	0	0					1	0	0	0	4		1,000	20,000
3224	Altmar	do	Irving L. Farr	Ind.	1	0	10	10	60	87	2	0	0	0	3	6	2	0	2		475	3,000
3225	Amityville	do	George Freer Norton	Ind.	1	1	24	22	0	0	0	1	0	0	0	4	0	1	2		334	31,190
3226	Amsterdam	High School	George F. Kenney	Dept.	3	4	60	63	39	33	15	10	10	0	10	16	6	4	4		417	15,000
3227	Andes	do.	Wm. A. Wheatley	Ind.	1	1	15	15	40	40	3	2	0	0	0	6	0	2	4		581	5,310
3228	Andover	Academy	Jesse L. Grantier	Dept.	1	1	20	19	0	0					2	3	1	2	4		480	2,000
3229	Angelica	Union School	Edward Maguire	Dept.	1	2	13	30	0	0	1	2			0	1	0	0	4		145	6,125
3230	Angola	do	C. S. Palmer	Dept.	1	3	12	22	48	18	0	0	1	2	1	4	1	0	4		500	12,000
3231	Argyle	High School	Edwin C. Hogmire	Ind.	1	3	14	26	46	56	1	2	1	2	3	8	0	0	4		437	2,500
3232	Attica	do	Arthur M. Preston	Dept.	1	3	70	79	0	0	16	7	20	14	8	5	7	2	4		1,859	36,000
3233	Auburn	Academic High School	F. J. Bartlett	Dept.	6	7	200	225	0	0	40	20	30	10	23	33	23	33	4		1,200	95,600
3234	Au Sable Forks	Union School	Herbert S. McCasland	Dept.	1	1	10	10	0	0	0	0	1	0	0	0	0	0	4		600	4,000
3235	Avoca	do	Henry S. Armstrong	Dept.	1	1	10	20	0	0	0	1			0	1	0	1	4		700	7,000
3236	Avon	High School	R. J. Wallace	Dept.	2	2	40	56	0	0	2	2	3	5	1	4	1	2	4		1,286	8,000
3237	Babylon	do	William H. Lisk	Dept.	1	3	31	25	0	0	5	10	1	0	0	0	0	0	4		1,300	55,000

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3238	Bainbridge	do	Fred. W. Crumb	Dept..	1	2	51	46	0	0	2	1	6	5	6	4	3	1	4	....	1,386	23,000
3239	Baldwinsville	Academy	Samuel G. Harris	Dept..	1	4	48	67	0	0	1	2	3	0	9	9	4	2	4	....	1,088	46,600
3240	Ballston Spa	High School	Leland C. Landers	Dept..	1	3	38	57	0	0	3	3	....	....	1	3	1	2	4	....	180	14,000
3241	Batavia	Union School	John Kennedy	Dept..	0	8	70	125	0	0	2	1	2	1	8	10	4	4	4	....	10,888	80,200
3242	Bath-on-Hudson	High School	Wm. H. Good, A. M., Ph. D.	Dept..	1	4	51	54	0	0	....	....	4	6	....	....	....	....	4	....	2,346	.....
3243	Bay Shore	do	Claude A. Duvall	Dept..	1	5	16	32	0	0	0	1	2	0	2	3	1	2	4	....	1,100	46,900
3244	Belfast	Genesee Valley Seminary and Union School.	Fred. W. Gray	Ind ...	2	1	33	57	78	74	3	4	....	....	1	9	0	0	4	....	700	8,400
3245	Bergen	High School	Wm. B. Chriswell	Dept..	1	1	19	19	0	0	3	0	0	0	3	4	3	0	4	19	731	9,909
3246	Binghamton	Central High School	Samuel G. Landon	Dept..	5	12	286	370	0	0	....	....	....	....	16	35	11	14	4	....	900	85,547
3247	Bolivar	High School	Elmer E. McDowell	Dept..	1	1	19	36	0	0	....	....	....	....	....	....	....	....	4	....	600	6,000
3248	Boonville	do	Walter T. Couper, A. B., A. M.	Dept..	2	3	44	55	0	0	6	3	6	2	5	8	2	2	4	....	685	12,000
3249	Brasher Falls	Brasher and Stockholm High School.	H. P. Baum	Ind ...	1	2	24	28	62	49	0	3	2	2	0	0	0	0	4	....	868	9,615
3250	Brewster	High School	H. G. Reed	Dept..	1	2	44	32	0	0	6	0	0	0	1	1	0	0	4	....	350	25,000
3251	Bridgewater	Union School	William D. Morrow	Ind ...	0	2	26	21	33	33	....	....	....	....	0	3	0	2	4	....	350	3,200
3252	Brocton	do	P. E. Marshall	Dept..	1	2	12	15	35	29	....	....	....	....	1	1	1	0	4	....	600	5,000
3253	Brookfield	High School	Frank Stanbro	Dept..	1	1	10	17	30	23	....	....	....	....	4	0	2	0	4	....	700	.....
3254	Brooklyn	Boys' High School	John Mickleborough	Dept..	45	0	1406	0	0	0	200	0	50	0	143	0	27	0	4	....	4,500	340,000
3255	do	Erasmus Hall High School.	Walter B. Gunnison	Dept..	12	13	179	469	0	0	20	30	0	0	15	16	....	....	4	....	1,700	.....
3256	do	Girls' High School	Calvin Patterson	Dept..	4	72	0	2265	0	0	0	93	0	136	0	292	0	21	4	....	3,500	500,000
3257	do	Manual Training High School.	Charles D. Larkins	Dept..	20	9	538	535	0	0	....	....	....	....	26	18	....	....	4	....	1,500	15,000
3258	Buffalo	Central High School	Frederick A. Vogt	Dept..	8	29	505	752	0	0	37	8	....	....	96	136	....	....	4	....	3,502	.....
3259	do	Masten Park High School.	Frank S. Fosdick	Dept..	6	31	523	720	0	0	40	38	81	102	0	0	0	0	4	....	625	225,000
3260	Cambridge	High School	Ernest E. Smith	Dept..	1	2	46	58	0	0	1	0	5	3	8	7	6	3	4	....	4,625	27,910
3261	Camden	do	Huse T. Skerritt	Dept..	1	1	30	35	0	0	0	0	3	1	0	0	0	0	4	....	455	15,000
3262	Canajoharie	do	Schuyler F. Herron, M. A.	Dept..	2	3	48	59	0	0	2	2	....	....	1	2	1	2	4	....	1,702	40,925
3263	Canandaigua	do	J. C. Norris, A. M., Ph. D.	Dept..	3	4	105	151	0	0	....	....	....	....	6	3	4	1	4	....	3,470	91,254
3264	Canaseraga	do	William L. Corbin	Dept..	1	2	14	16	26	27	2	0	....	....	0	1	....	....	3	....	600	8,880
3265	Canastota	do	George H. Ottaway	Dept..	1	3	37	45	0	0	1	0	....	....	3	7	3	7	4	....	846	31,395
3266	Candor	Academy	James W. Alexander	Dept..	1	1	28	38	0	0	1	0	1	0	3	0	3	0	4	....	695	10,221
3267	Canisteo	High School	C. F. Walker	Dept..	1	4	65	79	0	0	3	3	2	1	3	2	3	2	4	....	1,000	28,000
3268	Canton	do	Allen H Knapp, S. B.	Dept..	1	5	57	80	5	6	7	7	5	7	3	3	3	3	4	....	840	40,000
3269	Cape Vincent	Union School	H. R. Smith	Dept..	1	1	9	11	8	14	2	0	0	0	2	2	0	0	4	....	420	6,000
3270	Carthage	High School	M. F. Perry	Dept..	1	3	50	50	0	0	....	....	2	0	3	6	2	0	4	....	1,300	35,000
3271	Castile	Union School	George H. Stratton	Dept..	1	1	20	31	0	0	....	....	....	....	0	0	....	....	4	....	620	7,450
3272	Catskill	High School	N. Julia Bates	Dept..	3	4	73	84	0	0	1	2	8	5	3	7	3	3	4	....	800	66,600
3273	Cattaraugus	do	J. L. Walthart	Dept..	2	1	30	40	0	0	....	....	3	2	5	6	2	3	4	....	2,000	30,000
3274	Central Square	do	C. O. Du Bois	Ind ...	0	2	39	32	33	36	0	0	3	0	2	4	2	0	4	....	515	1,750
3275	Champlain	do	Mylo E. Ryan	Ind ...	1	1	15	25	50	70	1	0	....	....	1	4	1	1	4	....	1,000	13,800
3276	Charlotte	do	E. J. Manley	Dept..	1	1	14	29	26	13	0	3	....	....	....	....	....	....	4	27	641	21,000
3277	Chateaugay	do.*	W. J. Deans	Dept..	1	2	23	33	0	0	0	0	3	4	0	0	0	0	4	....	1,236	12,000
3278	Chatham	do	S. McKee Smith	Dept..	1	4	58	80	0	0	1	5	20	25	4	7	3	5	4	....	3,191	.....

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.															
											Classical course.		Scientific course.													
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
	NEW YORK—cont'd.																									
3279	Chester	Academy*	John F. Barringer	Dept.	1	3	22	29	0	0	0	0	0	0	2	7	2	7	4	....	1,800	.....				
3280	Chittenango	Yates High School	William M. Fort	Ind.	1	3	14	57	0	0	2	0	4	2	2	2	2	2	4	....	2,500	$12,000				
3281	Churchville	Union School	N. Lee	Dept.	1	1	16	16	26	13	4	2	0	0	4	3	1	1	4	....	600	13,564				
3282	Cincinnatus	do	Lemuel R. Brown	Dept.	1	1	23	24	50	43	1	0	0	0	0	0	0	0	4	....	356	4,255				
3283	Clarence	Parker High School	Geo. A. Bolles, A. M.	Ind.	1	2	30	38	0	0	4	1	2	0	2	5	1	4	4	....	1,700	40,000				
3284	Clayton	Union School	Hiram D. Hall	Dept.	1	2	45	49	0	0	.....	.....	4	1	3	2	0	1	4	....	340	26,919				
3285	Clayville	do	Stanard D. Butler	Ind.	1	2	42	42	58	58	0	1	1	1	1	2	1	0	4	....	650	8,770				
3286	Clifton Springs	High School	H. G. Wolcott	Dept.	1	2	25	27	0	0	.....	.....	2	2	0	1	0	1	4	....	561	3,855				
3287	Clinton	do	Percy L. Wight	Dept.	3	2	29	33	0	0	14	1	5	1	2	2	2	0	4	....	1,700	38,110				
3288	Clyde	do.*	Charles E. Allen	Dept.	1	4	41	44	30	30	4	2	6	3	4	4	0	0	4	....	1,800	40,209				
3289	Cobleskill	do	W. H. Ryan, Ph. B	Dept.	1	2	34	56	0	0	6	2	8	10	6	5	8	1	4	....	1,300	31,854				
3290	Cohoes	Egberts High School	George M. Strout	Dept.	1	4	35	66	0	0	4	4	0	0	3	15	0	2	4	....	800	26,200				
3291	Cold Spring	Haldane High School	Otis Montrose	Dept.	1	2	24	26	0	0	0	1	2	0	3	1	2	0	4	....	2,250	40,000				
3292	Cooperstown	High School	W. D. Johnson	Dept.	1	4	88	83	0	0	5	2	.....	.....	3	8	1	1	4	....	2,691	83,000				
3293	Copenhagen	do	F. A. Walker	Dept.	1	1	30	35	30	45	4	2	.....	.....	0	0	0	0	4	....	900	4,200				
3294	Corfu	Union School	La Fayette Clapp	Ind.	1	1	14	18	44	42	.....	.....	.....	.....	0	1	.....	.....	4	....	300	3,000				
3295	Corinth	High School	A. M. Hollister	Dept.	1	3	15	21	47	14	2	0	0	0	4	14	2	0	4	....	948	35,650				
3296	Corning	Academy	Leigh R. Hunt	Dept.	1	4	49	72	0	0	1	1	.....	.....	1	10	.....	.....	4	....	1,185	.....				
3297	Cornwall on the Hudson.	High School	G. H. Baskerville, A.B.	Dept.	2	2	39	42	0	0	.....	.....	5	9	4	5	2	3	4	....	540	8,500				
3298	Cortland	Union School	F. E. Smith	Dept.	1	4	22	45	25	40	.....	.....	.....	.....	10	22	.....	.....	3	....	991	53,009				
3299	Coxsackie	High School	Geo. Wm. Fairgrieve	Dept.	1	1	20	35	0	0	2	1	.....	.....	4	9	2	1	4	....	720	28,000				
3300	Crownpoint	do.*	A. A. Lavery	Dept.	1	1	10	12	65	85	0	0	5	8	0	0	0	0	4	10	1,100	6,450				
3301	Cuba	Union School	J. E. Dewey	Dept.	2	3	57	78	0	0	10	15	20	25	3	8	2	5	4	....	536	17,925				
3302	Dansville	do	W. G. Carner	Dept.	1	4	52	77	0	0	4	0	11	5	2	0	2	0	4	....	329	30,930				

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3303	Delevan	do	Albert B. Hall	Ind	1	2	19	28	12	13	1	0			1	5			4		675	9,428
3304	Dolgeville	do	James Eggenberger	Dept.	3	0	14	15	8	6	0	0	4	0	3	1	1	0	4		700	20,000
3305	Dryden	do	Harrison D. Cannon, Ph. B.	Dept.	1	1	15	30	0	0	3	1	1	0	0	2	0	2	4		600	8,600
3306	Dundee	do	Frank Schneck	Dept.	2	2	25	25	0	0	4	2			1	5			4		600	14,000
3307	Dunkirk	High School	J. L. Hurlbert	Dept.	1	4	60	80	0	0	5	8	4	4	2	11	1	3	4		1,500	75,000
3308	Earlville	do	Edward J. Rowe	Dept.	1	2	19	25	0	0	3	0	0	0	2	1	2	1	4		522	9,800
3309	East Aurora	do	Charles Goldsmith	Dept.	1	3	52	71	0	0	3	2	1	0	4	7	3	2	4		2,899	48,200
3310	East Bloomfield	Union School	Dwight B. Williams, A. M.	Dept.	1	2	24	30	0	0	0	2	1	1	2	2	1	2	4		800	5,500
3311	East Pembroke	do	William H. Dyer	Dept.	1	2	25	20	40	60	1	1	1	2					4		800	3,500
3312	East Syracuse	do	Samuel R. Brown	Dept.	4	2	42	55	0	0	7	4	7	3	3	10	2	1	4		1,600	60,000
3313	Elizabethtown	High School	Nelson L. Coleman	Ind	1	1	10	26	68	56	0	1	0	1	0	3	0	1	4		720	7,217
3314	Ellenville	do	John W. Chandlee	Dept.	1	5	50	75	0	0	2	1	0	0	0	10	0	0	4		418	34,215
3315	Ellicottville	do	Clifton J. Melrose	Dept.	1	1	32	38	0	0	0	1	2	2	3	5	1	2	4		940	20,000
3316	Ellington	Academy	Francis J. Flagg	Dept.	1	3	50	60	30	31					4	11			4		1,000	5,500
3317	Elmira	do	Charles W. Evans	Dept.	1	11	210	260	0	0	10	5	45	15	13	23	8	10	5		2,467	69,200
3318	Fairhaven	Union School	G. A. Jacobs	Dept.	1	1	17	10	56	50	2	1	2	1	0	0			3		354	3,300
3319	Fairport	Classical Union School	Arthur C. Simmons	Dept.	1	4	44	75	0	0	11	12			3	13	3	9	4		600	43,000
3320	Falconer	Academy	J. S. Wright	Dept.	1	1	22	26	0	0					0	1	0	0	4		387	14,355
3321	Far Rockaway	High School	S. J. Ellsworth	Dept.	1	3	10	20	0	0					0	0	0	0	4		600	80,000
3322	Fayetteville	do.*	Frank J. House	Dept.	1	3	25	38	0	0	0	0	12	14	2	2	1	1	4		1,746	28,800
3323	Fishkill	Union School	Edward B. Du Mond	Dept.	1	1	7	15	63	60					1	2	0	0	2		429	5,920
3324	Florida	S. S. Seward Institute	E. F. Brown, B. L	Dept.	1	0	10	14	0	0			1	1	1	5	1	0			1,159	
3325	Flushing	High School	John H. Clark	Dept.	2	5	86	111	0	0	20	15	8	0					4		3,075	54,000
3326	Fonda	do.*	Charles A. Coons	Dept.	1	1	19	28	0	0	1	2	5	2	3	2	2	2	4		1,381	18,881
3327	Forestville	Academy	A. C. Anderson	Dept.	2	2	38	37	0	0	5	10	10	10	6	5	6	5	4		1,200	10,000
3328	Fort Covington	do	Ernest Robinson	Ind	1	1	12	24	138	101			2	0	3	7	2	0	4		375	
3329	Fort Edward	High School	W. S. Coleman	Dept.	1	3	13	27	17	26	3	2			2	3	1	0	4		1,800	25,000
3330	Fort Plain	do	Russell H. Bellows	Dept.	1	1	15	30	0	0	0	0	1	6	0	2	0	2	4		895	23,150
3331	Frankfort	do	Samuel J. Slawson	Dept.	1	3	35	45	0	0	5	2	2	0	0	2	0	2	4		840	28,000
3332	Frewsburg	Union School	G. R. Raynor	Dept.	1	2	18	22	0	0	4	0			1	9	0	0	4		400	
3333	Fulton	High School	B. G. Clapp	Dept.	1	3	73	85	0	0	5	5	5	2	4	7	1	1	4		2,000	6,000
3334	Fultonville	Union School	Henry Wheaton, A. B.	Dept.	1	0	17	10	0	0	1	1	0	0	0	0	0	0	4		697	18,105
3335	Gainesville	do	Frank F. Cudebec	Ind	1	1	14	21	48	30	0	0	0	0	0	0	0	0	3		400	4,800
3336	Geneva	Classical and Union School.	W. H. Truesdale	Dept.	2	12	77	116	0	0	30	25	10	5	2	9	2	2	4	77	5,279	75,002
3337	Gilbertsville	High School	B. C. Van Ingen, A. M.	Dept.	1	1	7	15	22	23	4	3			4	3	2	0	4		1,200	6,359
3338	Glens Falls	do	Nellie Farma	Dept.	1	7	61	93	0	0	1	2	11	13	6	9	2	5	4			30,000
3339	Gloversville	do	Charles H. Weller	Dept.	1	7	100	159	0	0					6	12	4	4	4		870	29,885
3340	Gouverneur	do	John C. Bliss, A. B.	Dept.	2	5	59	98	0	0					5	6	3	4	4		1,290	67,948
3341	Granville	do	R. E. Brown, Ph. B	Dept.	1	3	33	54	0	0	4	11	6	14	0	11	0	6	4		1,034	35,000
3342	Greene	do	William N. Harris	Dept.	1	1	30	33	0	0	2	0	0	0	3	5	2	0	4		1,600	8,500
3343	Greenport	Union High School	Samuel King	Dept.	1	3	18	45	0	0	0	0	0	0	1	7	0	0	4		1,451	22,875
3344	Greenwich	High School	C. L. Morey	Dept.	1	3	45	37	0	0	7	2	2	2	0	2	2	2	4			
3345	Groton	do	Calvin F. Place	Dept.	1	3	50	30	0	0	7	5	3	0	4	3	4	2	4		1,100	27,935
3346	Hamburg	do	T. F. Kane	Dept.	1	2	35	35	0	0	0	0	1	1	1	2	1	0	4		1,600	25,000
3347	Hamilton	do	Chas. H. Van Tuyl	Dept.	1	3	75	100	0	0					0	12	0	6	4		1,021	
3348	Hammond	Union School	Irving G. Adams	Dept.	1	0	14	21	37	43									3		232	3,085
3349	Hammondsport	High School	Myron C. Plough	Dept.	1	2	24	29	0	0	2	2	1	3	2	3	1	1	4		265	15,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW YORK—cont'd.																					
3350	Hancock	Union School and Academy.	W. S. Steele	Dept..	1	3	20	33	0	0	2	2	1	0	3	2	2	0	4	....	400	$16,500
3351	Hastings upon Hudson.	Fraser High School	Martin M. Todd	Dept..	1	2	26	20	0	0	.....	.....	.....	.....	3	7	.....	.....	.....	.....	500	15,000
3352	Haverstraw	High School*	L. O. Markham	Dept..	1	6	27	36	0	0	0	2	0	0	0	4	0	0	4	....	700	45,000
3353	Hempstead	.....do	Wallace S. S. Newton	Dept..	1	3	20	32	0	0	.....	.....	.....	.....	1	4	.....	.....	4	....	1,800	50,000
3354	Herkimer	.....do	A. J. Merrell	Dept..	1	6	79	106	0	0	8	8	4	8	4	7	2	3	.....	.....	.....	.....
3355	Hermon	Union School	James Harrigan	Ind...	1	1	4	7	69	64	3	8	0	0	2	1	2	1	4	....	498	6,900
3356	Highland	.....do	David C. Scott, A. B	Dept..	1	0	10	15	10	15	0	0	1	0	0	0	0	0	4	....	686	4,637
3357	Highland Falls	.....do	M. H. Dusinbury	Dept..	1	0	7	4	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	....	300	.....
3358	Hinsdale	.....do	Arthur L. Parsons	Ind...	1	1	5	8	29	32	0	0	0	0	1	1	0	0	4	....	575	4,000
3359	Hobart	.....do	Geo. J. Dann, A. B	Dept..	1	2	28	18	0	0	4	1	0	0	2	3	0	1	4	....	600	.....
3360	Holland Patent	.....do	John C. Chase	Ind...	1	1	49	34	30	37	.....	.....	.....	.....	3	2	0	1	4	....	800	10,000
3361	Holley	High School	H. D. Bartlett	Ind...	1	1	43	34	0	0	4	0	.....	.....	1	0	1	0	4	....	1,200	20,532
3362	Homer	Academy and Union School.	L. H. Tuthill	Dept..	1	3	41	47	0	0	2	0	1	1	2	3	1	1	4	....	1,200	40,000
3363	Honeoye	Middle School	J. R. Foster	Ind...	1	0	2	3	43	44	0	0	0	0	0	0	0	0	4	....	450	5,100
3364	Hoosick Falls	High School	H. H. Snell	Dept..	3	3	76	68	0	0	.....	.....	.....	.....	7	2	0	0	5	....	2,531	.....
3365	Hornellsville	.....do	Wm. R. Prentice	Dept..	0	9	136	160	0	0	2	0	5	5	15	24	2	3	4	....	2,320	50,000
3366	Horseheads	Union and High School.	F. H. Miller	Dept..	1	3	44	63	0	0	0	0	13	12	0	4	0	4	4	....	950	25,500
3367	Howard	Union School	Ernest E. Cole	Dept..	1	1	10	10	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	75	.....
3368	Hudson	High School	F. J. Sagendorph, A. M	Dept..	0	5	81	92	0	0	.....	.....	.....	.....	5	8	5	8	4	....	.....	18,809
3369	Huntington	.....do	Charles J. Jennings	Dept..	2	4	55	55	0	0	10	6	0	0	11	10	4	2	4	....	1,477	40,000
3370	Ilion	.....do	J. I. Wood	Dept..	1	5	61	80	0	0	0	2	.....	.....	5	17	0	1	4	....	350	12,000
3371	Irvington	.....do	R. A. McDonald	Dept..	2	2	56	46	0	0	2	2	0	0	2	0	2	0	4	....	3,500	50,000

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3372	Islip	do	Matthew I. Hunt	Dept..	1	2	14	16	0	0	1	0	....	....	3	3	1	0	4	....	400	25,400
3373	Ithaca	do	F. D. Boynton	Dept..	6	8	230	325	0	0	.....	.....	.....	.....	19	19	16	9	4	60	1,200	85,000
3374	Jamaica	do	W. J. Ballard	Dept..	2	5	51	65	0	0	2	1	4	0	6	1	6	1	4	....	2,600	90,000
3375	Jamestown	do.*	Frank S. Thorpe	Dept..	2	11	122	177	0	0	8	9	12	8	10	10	1	0	4	....	3,422	77,800
3376	Johnstown	do	Alvin A. Lewis, A. B., Pd. B.	Dept..	1	4	54	97	0	0	.....	.....	.....	.....	0	2	0	0	4	....	8,000	.....
3377	Keeseville	do	Ernest E. Hinman	Dept..	1	2	18	27	23	32	2	1	1	0	1	1	1	0	4	....	1,480	8,000
3378	Kingston	Academy	M. J. Michael	Dept..	2	6	67	127	37	52	10	7	9	11	10	15	5	4	4	....	1,505	55,520
3379	Knowlesville	Union School	Ralph Mosher	Dept..	1	0	4	4	48	44	0	0	.....	.....	0	0	0	0	2	....	550	7,500
3380	Lancaster	High School	Burt B. Farnsworth	Dept..	1	2	38	39	0	0	0	0	2	0	5	6	2	0	4	....	1,000	14,000
3381	Lawrence	do	F. De L. King	Dept..	1	3	30	20	0	0	.....	.....	1	0	1	1	.....	.....	4	....	670	20,000
3382	Leonardsville	Union School and Academy.	Arthur T. Hamilton	Ind...	1	1	13	10	35	42	0	3	0	0	0	2	0	1	4	....	.....	3,000
3383	Leroy	High School	J. C. Benedict, Ph. B	Dept..	2	4	42	63	0	0	2	0	0	0	0	7	0	0	4	....	1,360	14,050
3384	Lestershire	Academy and Union School.	E. T. Graves	Dept..	1	1	9	11	0	0	0	0	0	0	0	0	0	0	4	....	274	14,925
3385	Liberty	High School	Louis S. Odell	Dept..	1	1	11	25	0	0	1	0	1	0	2	0	1	0	4	....	1,733	8,500
3386	Limestone	Union School and Academy.	L. S. Minckley	Dept..	2	0	25	25	0	0	0	0	4	5	1	0	1	0	3	....	353	8,000
3387	Lisle	do	A. D. Weeks	Dept..	1	1	15	20	27	32	.....	.....	.....	.....	2	4	0	0	2	....	650	6,000
3388	Littlefalls	High School	C. H. Warfield	Dept..	1	3	67	63	0	0	8	3	0	2	3	6	1	1	4	....	4,200	.....
3389	Liverpool	Union School	Manford D. Green	Dept..	1	0	15	20	0	0	0	0	1	1	0	0	0	0	3	....	720	5,000
3390	Lockport	do.*	Edward Hayward	Dept..	5	6	181	234	0	0	2	3	15	10	12	28	2	2	4	....	768	105,815
3391	Long Island City	High School	P. E. Demarest	Dept..	1	8	45	70	0	0	.....	.....	.....	.....	4	16	.....	.....	4	....	1,000	30,000
3392	Lowville	High School	Arthur M. Johnson	Dept..	1	1	10	12	20	30	.....	.....	.....	.....	2	3	.....	.....	3	....	1,500	20,000
3393	Lyndonville	Union School	J. H. Filer	Dept..	1	2	27	25	38	42	2	2	0	0	2	1	1	1	4	....	702	5,350
3394	Lyons	High School	W. H. Kinney	Dept..	3	1	42	76	0	0	2	0	.....	.....	4	2	2	0	4	....	2,859	.....
3395	McGrawville	Union School	E. D. Niles	Dept..	1	2	5	14	0	0	0	0	1	2	0	1	0	1	3	....	.....	.....
3396	Madison	do	Wm. D. Miller	Dept..	1	1	8	10	42	60	2	1	.....	.....	.....	.....	.....	.....	4	....	800	3,832
3397	Madrid	do	Frank H. Wallace	Dept..	1	1	14	16	12	18	.....	.....	.....	.....	0	0	.....	.....	4	....	600	6,000
3398	Malone	Franklin Academy	Olin H. Burritt	Dept..	2	4	83	88	0	0	7	2	10	8	5	6	4	0	4	....	6,000	57,525
3399	Manlius	High School	Arthur E. Neeley	Dept..	1	2	21	26	0	0	3	0	4	3	4	2	4	0	4	....	1,687	7,870
3400	Marcellus	do	Geo. H. Studley	Dept..	1	2	23	22	0	0	2	2	0	0	1	1	0	0	4	....	739	14,550
3401	Margaretville	do	Leonard M. Sackett	Dept..	2	2	23	27	0	0	8	5	3	0	4	3	2	2	4	....	750	5,000
3402	Massena	do	Wm. C. Davis	Dept..	1	3	30	35	0	0	.....	.....	.....	.....	4	5	.....	.....	4	....	300	8,150
3403	Matteawan	Union School	G. R. Miller	Dept..	1	3	30	53	0	0	0	1	3	3	2	4	0	1	4	....	500	28,200
3404	Mayville	do	T. E. Lockhart, M. A	Dept..	1	4	32	41	0	0	2	3	2	1	2	5	1	3	4	....	1,025	27,342
3405	Mechanicsville	High School	Louis R. Wells	Dept..	1	2	43	60	0	0	.....	.....	.....	.....	4	4	1	0	4	....	2,500	38,000
3406	Medina	do	T. H. Armstrong	Dept..	2	4	40	78	0	0	4	10	3	2	3	8	2	4	4	....	2,280	20,000
3407	Mexico	Academy and High School.	A. W. Skinner	Dept..	3	2	65	70	0	0	1	0	11	8	12	5	6	2	4	....	2,150	18,225
3408	Middleburg	High School*	Wm. M. Marvin	Dept..	1	2	37	44	0	0	0	0	4	0	0	2	0	0	4	....	1,212	25,000
3409	Middle Granville	Union School	Leon J. Cook	Dept..	1	1	10	17	0	0	.....	.....	.....	.....	0	0	0	0	4	....	600	10,400
3410	Middleport	Union High School	Fred. R. Stevens	Dept..	1	2	27	44	0	0	8	2	.....	.....	1	3	1	0	4	....	850	15,000
3411	Middletown	Wallkill Free Academy*	James F. Tuthill	Dept..	1	4	54	94	0	0	.....	.....	.....	.....	10	18	.....	.....	4	....	650	.....
3412	Middleville	Union School	Herbert F. Reynolds	Dept..	1	1	17	17	0	0	0	1	0	0	0	0	0	0	3	....	243	7,420
3413	Mineville	do	S. D. McClellan	Dept..	2	0	15	25	0	0	0	0	0	0	2	2	2	2	4	....	666	6,212
3414	Mohawk	Union and High School.	S. A. Watson, A. M	Dept..	1	3	21	23	0	0	0	1	2	4	2	3	2	0	4	....	434	23,369
3415	Montgomery	High School	Reuben Fraser	Dept..	1	4	15	20	35	47	5	2	2	3	2	5	1	1	4	....	1,200	6,000
3416	Moravia	do	John D. Bigelow	Dept..	2	1	32	59	0	0	3	2	1	0	3	2	3	2	4	....	913	22,309

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW YORK—cont'd.																					
3417	Morris	High School	Geo. E. Brownell	Dept.	0	5	40	70	0	0	5	2	10	8	2	4	1	0	4	....	1,000	.....
3418	Mount Kisco	Union School	Wm. J. Millar	Dept.	1	1	19	37	0	0	0	0	0	0	0	3	0	0	3	....	1,110	$1,850
3419	Mount Morris	High School	L. N. Steele	Dept.	1	2	40	67	0	0	2	0	2	0	3	1	0	0	4	....	1,000	20,500
3420	Mount Vernon	....do	A. B. Davis, M. A	Dept.	2	7	91	126	0	0	10	15	8	6	4	10	3	2	4	....	973	82,720
3421	Naples	....do	Wm. C. Noll	Dept.	1	4	33	40	0	0	.....	.....	.....	.....	2	5	1	0	4	....	2,000	23,650
3422	Newark	Union School	Chas. A. Hamilton, M. A.	Dept.	1	4	37	50	0	0	.....	.....	3	3	3	5	0	0	4	....	1,386	34,700
3423	Newark Valley	High School	J. Stanton Kingsley	Dept.	1	3	34	41	0	0	3	1	2	0	4	6	3	0	4	....	672	15,000
3424	New Berlin	Union School	Willis A. Ingalls	Dept.	1	1	5	15	0	0	0	0	0	0	0	0	0	0	4	....	957	7,500
3425	New Brighton	High School	Mason A. Macdonald	Dept.	1	1	24	26	0	0	.....	.....	.....	.....	11	12	2	4	2	....	.....	.....
3426	Newburg	Academy	James M. Crane	Dept.	5	8	156	177	0	0	14	8	17	15	19	25	5	2	4	....	22,727	85,170
3427	Newfield	Union School	Frederic V. Webster	Dept.	1	1	23	22	40	35	4	1	0	0	4	1	0	0	4	....	167	3,927
3428	New Hartford	....do	Arthur M. Scripture, A. M.	Dept.	1	1	33	37	0	0	2	1	3	0	.....	.....	.....	.....	4	....	576	.....
3429	New Rochelle	....do	Ida M. Babcock	Dept.	1	5	59	56	0	0	0	5	1	0	7	8	3	2	4	....	790	13,500
3430	New York	East Side Evening High School.*	Wm. C. Hess	Dept.	11	0	710	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....
3431	.....do	Girls' High School	John G. Wight, Ph. D., Litt. D.	Dept.	5	21	0	888	0	0	0	56	0	0	0	0	0	0	4	....	700	130,000
3432	.....do	Harlem Evening High School.	Edward A. Page	Dept.	22	0	1974	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	1	....	.....	.....
3433	.....do	New York Evening High School.*	Samuel Ayres	Dept.	12	0	799	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	.....	.....
3434	New York Mills	High School	Lester G. Wauful	Dept.	1	1	3	9	0	0	0	0	0	0	.....	.....	.....	.....	3	....	900	8,000

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3435	Niagara Falls	.....do.*	R. A. Taylor and Thos. B. Lovell.	Dept..	2	7	78	156	0	0	2	3	5	4	0	13	....	....	4	....	1,090	22,650
3436	Nichols	Union School	Edson L. Moore	Ind...	1	1	4	7	59	66	0	0	0	1	0	1	0	0	3	....	275	4,700
3437	North Brookfield	Union School and Academy.	Holmes T. Case	Ind...	0	1	5	4	45	46	0	0	0	0	0	0	0	0	4	....	615	4,978
3438	North Cohocton	Union School	Albert H. Watkins	Dept..	1	2	16	29	21	12	1	1	0	0	1	4	1	1	4	....	627	8,000
3439	North Tarrytown	.....do	N. H. Dumond	Dept..	1	0	20	12	0	0	0	0	0	0	2	5	0	0	2	....	1,350	25,802
3440	North Tonawanda	High School	Clinton S. Marsh, A. B.	Dept..	3	5	71	85	0	0	12	14	4	5	6	6	5	6	4	....	621	55,300
3441	Northville	Union School	F. Johnson	Dept..	1	1	23	30	0	0	0	0	0	0	0	0	0	0	4	....	600	8,000
3442	Norwich	High School	S. J. Gibson	Dept..	1	5	83	126	0	0	10	11	10	12	13	17	4	4	4	....	4,781	30,000
3443	Norwood	Union School and Academy.	Albert W. Moorhouse, A. M.	Dept..	1	2	33	52	0	0	....	....	....	....	0	5	0	5	4	....	872	19,400
3444	Nyack	High School	Ira H. Lawton	Dept..	3	3	41	53	15	25	0	0	8	3	7	8	3	2	4	....	1,309	.....
3445	Oakfield	Union School	A. H. Downey	Ind...	1	3	7	9	66	73	....	....	....	....	0	0	0	0	4	....	800	7,750
3446	Olean	High School	Olin W. Wood, Ph. B.	Dept..	2	8	140	210	0	0	5	2	39	20	6	11	6	11	4	....	2,700	115,000
3447	Oneida	.....do	Frank W. Jennings	Dept..	1	4	83	121	0	0	10	7	31	39	10	10	6	5	4	....	5,000	33,615
3448	Oneonta	.....do	Alfred W. Abrams	Dept..	1	6	65	114	14	4	4	0	0	0	6	5	2	0	4	....	284	.....
3449	Onondaga Valley	Onondaga Academy	D. H. Cook	Dept..	1	3	50	75	0	0	10	5	10	4	3	6	3	6	4	....	1,100	25,000
3450	Orchard Park	Union School	A. K. Hoag	Ind...	1	1	20	29	42	46	....	....	....	....	4	7	0	0	4	....	876	5,000
3451	Oswego	High School	Chas. W. Richards	Dept..	1	8	198	203	0	0	0	3	5	9	9	22	2	0	4	....	450	13,500
3452	Ovid	Union School	Lewis H. Clark, jr	Dept..	1	1	21	24	0	0	2	2	....	....	1	0	....	....	4	....	1,908	.....
3453	Owego	Academy	Ezra J. Peck	Dept..	2	6	73	84	0	0	14	6	2	0	6	8	6	8	4	....	500	.....
3454	Oxford	Academy and Union School.	Reginald H. Coe	Dept..	1	2	30	35	0	0	6	4	10	12	2	5	2	2	4	....	2,500	.....
3455	Painted Post	Union School.	B. E. Hicks	Dept..	1	1	23	25	0	0	2	3	....	....	0	0	....	....	3	....	300	12,700
3456	Palatine Bridge	.....do	Chas. E. Keck, A. B.	Ind...	1	1	8	5	60	38	0	1	1	0	0	0	0	0	2	....	1,281	13,600
3457	Palmyra	Classical High School	W. J. Deans, M. A	Dept..	1	4	60	90	0	0	0	2	3	4	0	8	0	3	4	....	3,176	35,000
3458	Parish	High School	J. W. Fowler	Dept..	1	1	21	24	0	0	5	2	....	....	2	2	2	1	4	....	615	9,300
3459	Patchogue	.....do	W. E. Gordon	Dept..	2	4	50	60	0	0	2	1	2	0	3	3	0	1	4	....	1,800	28,000
3460	Peekskill	Drum Hill School	John Millar	Dept..	1	3	85	34	0	0	0	2	0	1	3	3	0	2	3	....	461	11,694
3461	.....do	Oakside School	A. D. Dunbar	Dept..	1	3	56	73	0	0	0	0	0	0	4	7	0	0	3	....	700	60,000
3462	Penn Yan	Academy	F. C. McMaster	Dept..	2	4	64	87	0	0	....	....	....	....	6	3	7	1	4	....	200	17,000
3463	Perry	High School	Wm. H. Adams	Dept..	1	4	44	38	0	0	2	2	3	4	0	0	0	0	4	....	1,200	26,000
3464	Peterboro	Union School	Arthur H. Jackson	Dept..	1	0	14	11	28	32	....	....	3	1	0	0	0	0	4	28	500	8,000
3465	Phelps	Union and Classical School.	Daniel D. Edgerton	Dept..	1	2	20	25	0	0	4	2	2	0	2	5	2	2	4	....	916	17,433
3466	Philadelphia	High School	J. G. Peck	Dept..	1	1	30	37	0	0	0	0	0	0	1	0	0	0	4	....	460	7,000
3467	Phœnix	.....do.*	Edwin J. Howe	Ind...	1	4	35	40	135	140	2	2	2	3	0	9	0	2	4	....	700	19,000
3468	Pittsford	.....do	Benj. G. Estes	Dept..	2	2	25	40	0	0	0	1	3	0	2	5	0	0	4	....	500	17,776
3469	Plattsburg	.....do	Helen D. Woodward	Dept..	1	7	84	64	0	0	....	....	....	....	9	6	6	5	4	....	1,633	15,000
3470	Pompey	Academy	C. V. Coon	Ind...	1	0	7	11	58	43	....	....	....	....	0	2	0	1	4	....	617	4,132
3471	Port Byron	High School	Wm. L. Harris, A. B.	Dept..	1	2	40	35	0	0	0	0	5	0	2	3	2	0	4	....	1,000	12,530
3472	Port Chester	Union School	Miss Grace Thwing	Dept..	0	4	40	44	0	0	....	....	1	0	2	5	1	0	4	....	1,500	.....
3473	Port Ewen	High School	Albert M. Van Wagonen.	Dept..	1	0	8	12	0	0	0	0	0	1	2	4	0	1	2	....	116	3,000
3474	Port Henry	.....do	P. F. Burke	Dept..	1	2	22	33	0	0	1	0	2	0	3	3	3	0	4	....	660	15,000
3475	Port Jefferson	Union School	F. H. Sincerbeaux	Dept..	1	5	17	31	0	0	1	0	....	....	0	1	0	0	3	....	300	19,373
3476	Port Jervis	.....do	J. M. Dolph	Dept..	1	5	74	104	0	0	15	0	10	9	6	10	4	1	4	....	10,000	25,000
3477	Port Leyden	High School	Samuel J. Neff	Dept..	1	1	25	60	0	0	0	5	4	0	4	5	3	1	4	....	700	6,000
3478	Portville	.....do	Edward S. Babcock	Dept..	1	1	20	26	0	0	....	....	....	....	1	0	....	....	4	....	1,000	.....

*Statistics of 1897–98.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW YORK—cont'd.																					
3479	Potsdam	High School	C. F. Simpson	Dept.	1	2	18	20	0	0	.....	.....	.....	.....	18	14	.....	.....	.....	.....	600	$14,000
3480	Poughkeepsie	.....do	James Winne, M. A	Dept.	3	7	90	130	0	0	2	5	5	0	7	18	0	4	4	.....	398	56,416
3481	Prattsburg	Franklin Academy	James M. Glass, A. B	Dept.	1	2	33	37	0	0	4	3	1	0	2	4	2	2	4	.....	2,000	3,000
3482	Pulaski	Academy	Geo. Millard Davison	Dept.	2	3	86	84	0	0	7	1	.....	.....	2	0	2	0	4	.....	1,500	.....
3483	Redcreek	Union Seminary*	Albert D. Whitney	Ind.	1	2	35	40	21	27	.....	.....	1	2	0	2	0	0	4	.....	457	4,500
3484	Red Hook	Union School and Academy.	D. C. Lehman	Dept.	1	0	17	19	0	0	6	5	4	6	1	1	1	1	4	.....	450	4,000
3485	Rhinebeck	Union School*	D. J. Keator	Dept.	1	1	20	40	0	0	0	0	0	0	0	0	0	0	4	.....	680	9,000
3486	Richburg	.....do	T. W. Stewart	Dept.	1	1	14	26	0	0	1	1	0	0	0	0	0	0	4	.....	534	15,000
3487	Richfield Springs	.....do	J. Anthony Bassett	Dept.	2	2	35	62	0	0	2	3	.....	.....	2	4	1	1	4	.....	954	25,000
3488	Ripley	.....do	F. M. Markham	Dept.	1	1	10	20	0	0	0	0	0	0	0	2	0	0	4	...	256	16,000
3489	Riverhead	High School*	George A. Brown	Dept.	1	3	14	20	16	20	.....	.....	.....	.....	2	5	.....	.....	2	.....	500	7,500
3490	Rochester	Academy	John G. Allen	Dept.	6	25	405	474	0	0	231	113	25	10	63	36	15	13	4	.....	2,386	168,237
3491	Rockaway Beach	Union School	Wm. M. Gilmore	Dept.	1	1	5	12	0	0	0	0	0	0	0	0	0	0	.....	.....	646	.....
3492	Rockville Center	South Side High School.	Elmer S. Redman, A. M., Ph. D.	Ind.	1	2	30	35	0	0	5	4	6	3	0	6	0	6	4	.....	1,800	46,475
3493	Rome	High School	Walter D. Hood	Dept.	2	5	92	131	19	10	8	8	5	0	10	9	5	0	4	.....	200	1,700
3494	Rondout	Ulster Academy	John E. Shull	Dept.	1	6	65	85	0	0	3	2	1	0	5	4	3	0	4	.....	1,600	50,000
3495	Rouses Point	Union School	Luman R. Bowdish	Ind.	0	2	20	20	60	65	0	0	0	0	1	1	0	0	4	.....	.....	10,000
3496	Rushford	.....do	Homer W. Harris	Dept.	1	1	19	22	41	51	0	0	0	0	0	0	0	0	3	.....	493	6,300
3497	Rushville	.....do	Edward R. Wise	Ind.	1	1	20	28	23	50	0	0	0	0	0	1	0	0	4	.....	350	15,000
3498	Sag Harbor	.....do	John Jay Harrison	Dept.	1	2	20	20	0	0	0	0	0	0	0	3	0	0	4	.....	350	25,000
3499	St. Johnsville	High School*	F. Yale Adams, B. A.	Dept.	1	3	32	54	0	0	6	0	20	12	0	0	.....	.....	4	.....	737	13,936
3500	St. Regis Falls	Union School	Alexander McDonald, A. B.	Dept.	1	1	16	20	0	0	.....	.....	1	3	0	3	0	0	4	.....	1,050	6,000

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3501	Salamanca	....do	Thos. S. Bell	Dept..	1	3	39	67	0	0	5	2	1	0	1	5	1	2	4	....	1,500	26,810
3502	Salem	High School	Ezra W. Benedict	Dept..	1	2	30	29	0	0	1	1	.....		0	1	0	1	4	....	1,421	.....
3503	Sandy Creek	....do	Ransom H. Snyder	Dept..	1	2	27	30	0	0	5	2	3	1	1	0	1	0	4	....	800	35,000
3504	Sandy Hill	....do	Frances A. Tifft	Dept..	1	4	45	87	0	0	....	....	.....		2	6	2	1	4	....	1,670	4,050
3505	Saranac Lake	Union School	James E. Weld	Dept..	1	3	14	32	0	0	0	0	3	3	0	3	0	1	4	....	1,072	32,070
3506	Saratoga Springs	High School	Walter S. Knowlson	Dept..	1	5	63	128	0	0	0	5	12	15	11	23	3	0	4	....	1,119	39,100
3507	Saugerties	....do	Fred. N. Moulton	Dept..	1	3	29	55	0	0	1	1	5	9	2	6	2	3	4	....	1,435	4,352
3508	Sauquoit	Union School and Academy.	Silas C. Kimm	Dept..	1	0	15	18	20	27	0	0	2	1	2	3	0	0	3	....	400	1,300
3509	Savannah	High School	Howard N. Tolman	Dept..	1	2	30	30	0	0	3	4	.....		0	0	.....	.....	4	....	1,200	8,000
3510	Savona	Union High School	A. D. Miller, Ph. B., B. E.	Ind...	1	1	20	24	55	56	.....	.....	.....		1	1	0	1	4	....	480	5,000
3511	Sayville	High School	Myron J. Wilson	Dept..	1	3	17	23	0	0	2	0	3	0	4	0	2	0	4	....	546	28,109
3512	Schenectady	Union Classical Institute.	Arthur Marvin, M. A.	Dept..	3	8	61	109	0	0	12	5	4	0	8	17	7	11	4	....	887	30,000
3513	Schoharie	Academy	Solomon Sias, A. M., M. D.	Dept..	1	1	8	10	40	55	0	0	4	2	1	2	.....	.....	4	....	950	16,758
3514	Schroon Lake	Union School	B. L. Haydon, B. S	Ind...	1	0	5	9	45	46	.....	.....	.....		0	0	0	0	4	....	302	3,332
3515	Schuylerville	High School	Ray H. Whitbeck	Dept..	1	3	25	40	0	0	2	2	4	2	0	2	0	2	4	....	1,000	20,000
3516	Scottsville	Union School	Frank H. Brown	Dept..	1	1	53	39	0	0	4	2	3	1	3	5	.....	.....	3	....	705	11,000
3517	Seneca Falls	Mynderse Academy	Linda P. Drake	Dept..	0	4	43	72	0	0	2	3	5	6	5	11	2	0	5	....	2,025	75,000
3518	Sharon Springs	Union School	Howard J. Jump	Dept..	2	1	13	10	62	58	1	0	1	0	3	2	2	0	2	....	650	8,045
3519	Sherburne	High School	Chas. R. Loomis	Dept..	1	2	37	45	0	0	3	0	.....	.....	0	0	0	0	4	....	1,419	17,000
3520	Sherman	....do	I. Howard Russell	Dept..	1	3	25	31	24	25	0	0	2	0	3	4	1	0	4	....	1,000	7,305
3521	Shortsville	Union High School	William D. Hewes	Dept..	1	1	21	27	0	0	0	0	1	0	1	2	0	0	4	....	600	19,500
3522	Sidney	High School	A. S. Knight, A. M.	Dept..	1	3	26	27	0	0	4	3	1	1	2	3	1	0	4	....	1,050	30,000
3523	Silver Creek	....do *	J. M. McKee, Ph. B	Dept..	2	2	36	49	0	0	0	0	8	15	0	3	0	1	4	....	1,992	24,831
3524	Sinclairville	....do	F. L. Hannum, M. A	Dept..	1	2	30	37	0	0	3	2	0	0	3	0	1	0	4	30	400	10,000
3525	Sing Sing	....do	Ida W. Bennett	Dept..	0	4	68	99	0	0	....	....	.....		2	2	.....	.....	3	....	.....	13,700
3526	Skaneateles	....do	H. Frank Miner, A. M.	Dept..	1	3	53	52	0	0	5	0	1	0	7	9	2	1	4	....	1,616	.....
3527	Smithville Flats	Union School	Frank D. Warren	Ind...	1	0	5	10	30	30	0	0	0	0	.....	.....	.....	.....	4	....	550	4,000
3528	Solvay	High School	C. O. Richards	Dept..	1	3	14	27	0	0	....	....	3	5	2	3	1	2	4	....	1,400	14,000
3529	Southampton	....do	F. S. Johnson, A. M	Dept..	1	7	26	40	0	0	1	1	1	0	1	4	1	0	4	....	1,157	24,310
3530	South Glens Falls	....do	J. E. Kelley	Dept..	1	3	34	45	0	0	0	0	0	0	1	3	0	0	4	....	750	29,000
3531	Springville	Griffith Institute*	Robert W. Hughes	Dept..	1	3	74	78	0	0	4	5	5	7	1	2	0	0	4	....	1,375	32,500
3532	Stamford	Seminary and Union School.	Sherman L. Howe	Dept..	2	4	40	60	0	0	0	3	9	7	2	2	2	2	4	40	2,656	14,600
3533	Stillwater	Union School	Willis U. Hinman	Dept..	1	1	16	15	0	0	0	0	1	0	1	1	1	0	4	....	1,000	15,000
3534	Syracuse	High School*	Wm. K. Wickes, A. M.	Dept..	8	26	519	764	0	0	10	23	4	0	57	111	14	23	3	....	2,573	116,095
3535	Tarrytown	Washington Irving High School.	Albert W. Emerson, M. S., Ph. M.	Dept..	1	3	25	45	0	0	2	2	3	3	1	0	1	0	4	....	3,100	125,000
3536	Theresa	Union School*	J. S. Fox	Dept..	1	1	19	19	0	0	0	0	0	0	1	1	0	0	4	....	.....	8,000
3537	Tioga Center	....do	C. G. Rider	Ind...	1	0	5	4	43	33	.....	.....	.....		.....	.....	.....	.....	.....		75	3,500
3538	Tonawanda	....do	Walter T. Palmer	Dept..	1	4	44	51	32	28	....	....	....	....	1	2	1	0	4	....	1,700	.....
3539	Troy	High School	M. H. Wolroth, A. M.	Dept..	5	3	99	142	26	5	.....	.....	.....		5	23	5	3	4	....	1,833	65,625
3540	Trumansburg	Union School	E. E. Scribner	Dept..	1	3	43	71	0	0	3	3	....	....	4	8	1	3	4	....	904	23,002
3541	Tully	....do *	Levi W. Herrick	Dept..	0	3	22	31	21	31	4	2	....	....	5	10	2	3	4	....	500	5,000
3542	Unadilla	High School	M. J. Fletcher	Dept..	2	3	38	52	0	0	2	0	....	....	2	3	1	1	4	....	1,194	28,898
3543	Union Springs	Union School	Lewis H. Carris	Dept..	1	2	22	24	0	0	3	4	1	0	0	2	.....	.....	4	....	600	20,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NEW YORK—cont'd.																					
3544	Utica	Academy	Arthur L. Goodrich, A. B.	Dept..	5	7	175	207	0	0	24	9	....	....	20	27	7	5	4	....	2,958	$80,000
3545	Valatie	Union School	W. L. Millias	Ind...	1	0	16	23	97	80	....	....	....	....	0	0	0	0	4	....	1,200	10,485
3546	Vernon	....do.*	E. R. Adams	Ind...	1	1	45	40	30	35	0	0	0	0	2	4	0	0	6	....	800	3,295
3547	Victor	....do	A. T. Rinker, Ph. B	Ind...	0	4	75	75	0	0	10	15	8	2	2	8	2	6	4	....	1,093	10,000
3548	Waddington	....do	J. Wm. Rutherford	Dept..	2	0	30	20	50	50	0	0	0	0	0	0	0	0	3	....	283	4,800
3549	Walden	High School	D. C. Dominick	Dept..	1	2	38	38	0	0	4	3	3	0	5	3	2	3	4	....	1,000	30,000
3550	Walton	....do	Jas. R. Fairgrieve, A. M	Dept..	1	5	78	96	0	0	22	18	7	2	7	7	7	2	4	....	2,200	.....
3551	Wappingers Falls	Graded School	Samuel Mansfield	Dept..	1	0	10	5	0	0	....	....	....	....	3	3	....	....	2	....	.....	12,000
3552	Warrensburg	Union School and Academy.	A. R. Anderson	Dept..	1	2	9	19	0	0	0	0	0	0	1	1	0	0	4	....	1,024	7,930
3553	Warsaw	High School	Irving B. Smith, A. M.	Dept..	2	3	68	96	0	0	10	12	8	15	5	8	3	4	4	....	4,800	24,349
3554	Warwick	Institute	L. W. Hoffman	Dept..	1	3	16	24	0	0	2	4	1	0	1	0	0	0	4	....	1,500	29,000
3555	Washingtonville	High School	John H. Burrows	Dept..	1	0	6	6	0	0	0	0	0	0	0	0	....	....	2	....	190	8,267
3556	Waterford	....do	Miss M. J. Cook	Dept..	0	4	40	51	0	0	....	....	....	....	0	0	0	0	4	....	2,000	.....
3557	Waterport	Union School	Melvin F. Gearhart	Ind...	1	1	29	22	17	30	2	0	....	....	1	1	....	....	4	....	242	2,590
3558	Watertown	High School	John R. Olin, A. M	Ind...	2	10	138	176	0	0	8	17	5	1	21	20	....	....	4	....	1,800	31,000
3559	Waterville	....do.*	Thomas E. Hayden	Dept..	2	3	49	56	0	0	10	5	....	....	2	7	1	1	4	....	500	33,900
3560	Watkins	....do	Samuel S. Johnson	Dept..	1	3	48	63	0	0	....	....	8	6	1	11	1	0	4	....	.....	40,000
3561	Waverly	....do	P. M. Hull, A. M	Dept..	2	3	47	115	0	0	2	2	5	3	4	7	2	1	4	....	2,400	50,000
3562	Webster	....do	Edwin D. Webb	Ind...	2	2	50	35	0	0	3	0	2	0	3	3	2	0	4	....	500	17,660
3563	Weedsport	....do	L. R. Hopkins	Ind...	1	2	44	65	0	0	....	....	2	3	3	3	1	0	4	....	600	10,000
3564	Wellsville	....do	Lewis W. Craig	Dept..	2	2	44	98	0	0	2	1	3	4	7	0	1	0	4	....	900	4,500
3565	Westfield	Academy and Union School.	Preston K. Pattison	Dept..	2	3	70	80	0	0	6	8	4	0	8	6	2	1	4	....	2,200	60,000

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3566	West Hebron	Union School	Geo. E. Baldwin	Ind	0	2	27	32	20	24	7	7	0	4	2	8	2	8	4		450	4,000
3567	Westport	Union High School	George W. Kennedy	Dept.	1	2	20	30	0	0	5	2	1	0	4	6			4		527	8,000
3568	West Winfield	High School	Edward S. Babcock	Dept.	3	2	23	30	0	0	9	4	4	8	2	3	1	1	4		1,900	18,000
3569	Whitehall	Central High School	W. W. Howe	Dept.	1	5	20	26	30	44					1	4			4		1,600	
3570	Whiteplains	High School	G. H. McNair, Pd. D	Dept.	2	4	53	62	0	0	14	15	16	18	6	7	2	1	4			
3571	Whitesboro	Union School	F. B. Van Ornum	Dept.	1	2	23	24	0	0	0	0	3	0	3	1	0	0	4		250	11,700
3572	Whitneys Point	High School	Henry G. Grubel	Ind	1	2	32	34	69	71	1	0			2	3	1	0	4		450	9,500
3573	Williamsville	do	Daniel B. Albert	Dept.	0	4	40	52	0	0	2	1	0	0	2	2	0	0	4		850	14,000
3574	Wilson	Union High School	H. C. Hustleby	Dept.	1	2	38	32	0	0	2	0	2	0	0	1	0	1	4		1,532	14,075
3575	Windsor	Union School	Chas. W. Vandegrift	Dept.	1	2	20	30	0	0					1	3	0	0	4		250	2,000
3576	Winthrop	Brasher and Stockholm Union School.*	Horatio P. Baum	Ind	1	2	15	16	50	69	2	5	1	1	2	2	1	1	4		844	9,570
3577	Wolcott	Leavenworth Institute and Union School.	H. J. Walter	Dept.	1	3	20	40	0	0	1	0	1	0	4	8	1	0	4		400	30,000
3578	Woodhaven	Union School*	Cyrus E. Smith, supt.	Dept.	0	3	27	23	0	0					2	4			2		20	
3579	Woodbull	do	Frederick R. Darling	Dept.	1	0	9	19	53	63	1	0	3	2	1	1	1	1	4		300	5,300
3580	Wyoming	Middleburg Academy and Union School.	S. H. McIlroy	Dept.	1	1	23	37	27	53	4	3	1	0	1	6	1	2	4		1,200	10,000
3581	Yonkers	High School	Thos. O. Baker, Ph.D., Pd. D.	Dept.	4	9	153	191	0	0	5	9	1	2	10	22	2	8	4	153	15,000	129,000
	NORTH CAROLINA.																					
3582	Asheville	High School	R. J. Tighe	Dept.	2	2	50	80	0	0					6	26			3		500	1,500
3583	Bryson City	do.*	Charles L. Palmer	Dept.	1	1	0	0	78	78	5	6	0	0					5		0	500
3584	Concord	do	C. C. Crittenden	Dept	2	1	32	26	0	0					0	1			2		200	8,000
3585	Creston	Academy*	Chas. H. Lowe	Dept.	1	0	8	4	20	18	4	0	4	4								1,750
3586	Durham	High School	W. W. Flowers	Dept.	3	3	77	80	0	0					2	14	2	8	4		1,000	35,000
3587	Forest City	Institute	J. W. Smith	Dept.	1	1	28	27	0	0	4	12							3			
3588	Goldsboro	High School*	Thos. A. Sharpe	Dept.	1	2	40	48	0	0					5	6	5	3	4		3,000	15,000
3589	Greensboro	do	S. C. Smith	Dept.	3	2	68	77	0	0					4	10	4	10	3		8,000	50,000
3590	Lexington	Pilgrim Academy	Rev. H. A. M. Holshouser, A. B.	Ind	1	0	8	2	34	42	6	2			0	0			4			1,000
3591	Lowell	High School	W. E. Hoogin	Dept.	1	1	9	5	38	48	3	1	1	0	0	0			3			1,200
3592	Reidsville	Graded School (colored)	J. R. Reynolds	Dept.	1	0	5	4	0	0					0	0			2		50	2,000
3593	Severn	High School	John W. Fleetwood	Ind	1	0	2	6	14	17	2	4	0	0	0	0	0	0			0	300
3594	Shelby	do	Frank H. Curtiss	Dept.	1	2	20	30	0	0					0	0			3		250	4,000
3595	Winston	Graded School*	C. F. Tomlinson	Dept.	3	0	46	85	0	0					6	14	3	9	2		3,268	
	NORTH DAKOTA.																					
3596	Bathgate	High School	R. H. Burns	Dept.	1	1	16	15	6	6	6	4	1	0	2	3	2	0	3		350	8,000
3597	Bismarck	do	William Moore	Dept.	1	2	12	30	0	0					2	3	1	3	4		400	35,000
3598	Casselton	State High School*	W. E. Hoover	Dept.	1	1	18	29	0	0					0	2	0	1	4		300	13,000
3599	Crystal	High School	Roscoe W. Beighle	Dept.	1	0	6	6	0	0									3		250	5,000
3600	Devils Lake	do	John A. Haig	Dept.	1	1	20	28	0	0	0	3	0	3	0	3	0	3	4		300	20,000
3601	Dickinson	do.*	C. H. Clemmer	Dept.	1	1	10	8	0	0	1	1			2	2	1	0	3		540	20,000
3602	Drayton	do	H. A. Tewel	Dept.	1	0	10	15	0	0	0	0	3	2					3		300	6,000
3603	Ellendale	do	W. M. Lanyer	Dept.	1	1	21	31	0	0					0	0			3		2,000	10,000
3604	Fargo	do	Eliza A. Kent	Dept.	2	2	29	69	0	0			4	6	2	11	0	3	4		430	
3605	Grand Forks	do.*	Jennie Allen	Dept.	1	4	33	49	0	0					2	3	0	3	3		675	

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	NORTH DAKOTA—continued.																					
3606	Hillsboro	High School	E. L. Whitney	Dept..	1	1	12	10	0	0	2	2	.....	.....	0	0	.....	.....	4	.....	967	$27,000
3607	Jamestown	do	Miss Gertrude Gibbs.	Dept..	1	2	16	43	0	0	0	0	2	3	2	7	1	2	4	.....	600	2,000
3608	Lamoure	do	E. B. Wells	Dept..	1	0	10	20	0	0	0	4	2	0	0	0	0	0	4	.....	350	5,000
3609	Larimore	do	P. S. Berg	Dept..	1	1	14	21	0	0	.....	.....	7	10	1	0	1	0	4	.....	1,200	15,000
3610	Lisbon	do	W. A. Tucker	Dept..	1	1	14	14	0	0	1	0	2	0	2	3	1	0	4	.....	370	22,000
3611	Mandan	Lincoln High School	Will H. Seitz	Dept..	1	1	7	9	0	0	0	0	0	0	1	2	0	0	3	.....	200	.....
3612	Minot	High School	S. A. Danford	Dept..	1	1	25	35	0	0	2	5	.....	.....	1	1	1	1	4	.....	.....	16,000
3613	Minto	do	James S. Carr	Dept..	1	0	11	8	0	0	6	4	.....	.....	1	2	0	0	3	.....	200	12,000
3614	Oakes	do	Ira J. Bradley	Dept..	1	0	3	10	0	0	2	4	0	0	1	1	1	1	4	.....	170	5,000
3615	Park River	do	Mrs. J. A. Sanderson	Dept..	1	1	11	20	0	0	3	6	0	0	1	7	0	3	3	.....	500	.....
3616	Pembina	do	W. A. Godward	Dept..	1	0	10	15	0	0	.....	.....	4	1	0	0	0	0	3	.....	250	12,000
3617	St. Thomas	do	George Martin	Dept..	1	0	12	8	0	0	.....	.....	3	1	0	0	.....	.....	3	.....	700	7,500
3618	Valley City	do	J. E. McCartney	Dept..	1	3	20	25	0	0	4	0	6	10	4	2	3	2	4	.....	500	30,000
3619	Wahpeton	do	H. G. Klepper	Dept..	1	1	20	30	0	0	6	10	.....	.....	3	2	3	2	4	.....	350	30,000
	OHIO.																					
3620	Aberdeen	High School	C. F. Hanselman	Dept..	1	0	8	12	0	0	0	0	2	0	0	2	0	0	3	.....	.....	10,000
3621	Adamsville	do	Edward Spencer	Dept..	1	0	23	12	0	0	1	0	1	3	4	1	.....	.....	4	.....	20	3,000
3622	Akron	do	Wilbur V. Rood	Dept..	5	11	223	260	0	0	10	12	15	5	8	22	3	4	4	.....	450	160,000
3623	Alliance	do	J. W. Guthrie	Dept..	2	2	70	90	0	0	.....	.....	.....	.....	7	16	.....	.....	3	.....	2,000	60,000
3624	Alpha	Beaver Creek High School.	M. J. Flannery	Dept..	1	1	30	35	0	0	2	1	.....	.....	4	5	.....	.....	4	.....	300	6,000
3625	Andover	High School	R. P. Clark	Ind...	2	2	47	50	3	1	4	8	5	10	2	3	1	2	4	.....	300	.....

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3626	Anna	do	S. E. Pearson	Dept.	1	0	3	7	67	65					1	2			4		40	7,000
3627	Antwerp	do	J. H. Secrest	Dept.	2	0	30	47	0	0	1	0	1	0	0	7	0	3	3		300	16,000
3628	Applecreek	do	L. E. Everett	Dept.	1	0	19	25	0	0									3			3,000
3629	Arcanum	do	W. O. Smith	Dept.	2	4	22	18	0	0	4	2			5	1	3	1	4		150	15,000
3630	Archbold	do	J. E. Hutcheson	Dept.	1	0	14	16	0	0					0	0			4		100	20,100
3631	Ashland	do	W. S. Robinson	Dept.	2	2	58	71	0	0	24	20	4	0	3	9	3	9	3		1,016	
3632	Ashley	do	W. E. Maddock	Dept.	1	0	15	16	0	0	0	3	0	0	1	3	0	2	3		250	5,500
3633	Ashtabula	do	A. T. Ullman	Dept.	1	3	52	80	0	0	0	0	0	0	5	13	1	3	4		300	10,000
3634	Ashtabula, Station A.	Harbor High School	W. H. King	Dept.	1	2	43	46	0	0									4		450	30,000
3635	Ashville	Harrison Township High School.	H. M. Plum	Dept.	1	0	20	12	0	0					4	1	3	0	4		200	3,000
3636	Athens	High School	Kate Boyd	Dept.	1	2	24	30	0	0					7	7	7	7	4			35,000
3637	Attica	do	R. J. Kiefer	Dept.	1	3	14	20	0	0	4	1			4	3	1	1	3		300	12,000
3638	Bainbridge	do	J. A. Shannon	Dept.	1	0	7	8	0	0					3	5	0	0	4		0	
3639	Bairdstown	do	A. L. Axtens	Dept.	1	0	7	12	30	20	0	1			0	2						3,000
3640	Baltimore	do	E. C. Hedrick	Dept.	1	0	26	22	0	0			2	0	3	6			4		150	8,000
3641	Barberton	do	George M. Korns	Dept.	2	2	21	18	0	0					0	3			4		400	26,000
3642	Barnesville	do	W. C. Bowers	Dept.	2	1	24	41	0	0	1	1			8	11	1	1	3			
3643	Bartlett	do	C. F. Shinn	Dept.	1	1	30	21	0	0									3		100	800
3644	Basil	do	Stanley Lawrence	Dept.	1	0	20	15	0	0	0	0	0	0	0	0	0	0	4		165	4,000
3645	Batavia	do	George P. Chatterton	Dept.	2	1	21	39	0	0	8	14	2	0	2	8	2	2	4		350	25,000
3646	Batesville	do	H. L. Hastings	Dept.	1	0	5	6	13	14									5			700
3647	Bath	do.*	John Woodling	Ind.	1	0	21	13	0	0	0	0	0	0	0	0	0	0	3		120	
3648	Beach City	do	M. C. Heminger	Ind.	1	0	13	16	75	75					0	4			3		70	9,000
3649	Beallsville	do	C. S. Eaton	Dept.	1	0	12	12	0	0			1	0	2	0	1	0	3		56	8,000
3650	Beaverdam	do	C. Y. Fess	Dept.	1	2	21	15	0	0					6	1			3			5,000
3651	Bedford	do	James L. Wright	Dept.	1	1	33	28	0	0					7	5			3		300	10,000
3652	Bellaire	do	Alice Cunningham	Dept.	1	3	39	79	0	0					9	13			3		1,300	
3653	Bellbrook	do	John E. Fox	Dept.	1	0	14	10	0	0			1	4	0	4	0	4	3		250	
3654	Belle Center	do	D. O. Dean	Dept.	2	0	24	19	0	0					4	0			4		250	12,000
3655	Bellefontaine	do	Henry A. Cassidy	Dept.	1	4	86	97	0	0					7	7			4		200	25,000
3656	Bellevue	do	H. C. Bates	Dept.	2	2	40	70	0	0					5	11			3		600	
3657	Bellville	do	W. S. Lynch	Dept.	2	0	32	34	0	0	12	8			4	2	4	1	4			
3658	Belmont	do	S. C. Murphy	Ind.	1	0	10	12	50	63					2	1			3		100	4,000
3659	Beloit	do	J. F. Russell	Dept.	1	0	12	10	0	0			0	2	0	0			2		50	4,000
3660	Belpre	do	M. L. Fearnow	Dept.	1	1	7	19	12	11	1	2	1	0	1	2	1	1	4		700	10,000
3661	Berea	do	E. E. Rayman, supt	Dept.	1	1	36	38	0	0			1	10	3	9	1	4	3		603	20,000
3662	Berlin	do.*	T. F. Leonard	Dept.	1	0	15	11	29	30									3		185	1,500
3663	Berlin Heights	do.	W. G. Scroggie	Dept.	1	0	25	26	0	0					4	7			4		100	12,000
3664	Berne	do	W. M. Hesson	Dept.	1	0	14	9	61	46												
3665	Beverly	do	J. F. Wagner	Ind.	1	0	10	14	40	80					1	2			3		150	
3666	Bladensburg	do.*	James Dull	Ind.	1	0	6	9	41	39												
3667	Blake Mills	do	W. E. Beck	Ind.	1	0	6	4	66	74											0	12,500
3668	Blanchester	do	R. E. Andrews	Dept.	2	0	25	25	0	0	4	1	2	0	5	1	0	1	3		200	18,000
3669	Bloomingburg	do	T. Franklin Johnson	Dept.	2	1	10	15	0	0	1	1			1	1	1	1	3		25	5,000
3670	Blue Creek	Jefferson Township High School.*	Harry S. Stevenson	Dept.	1	0	9	7	0	0												
3671	Bluffton	High School	E. C. Akerman	Dept.	1	0	19	18	0	0					4	3			3		250	2,000
3672	Bolivar	do	L. G. Kuhn	Dept.	1	0	15	20	0	0					3	4			3		42	8,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
3673	Bourneville	Twin Township High School.	F. E. C. Kirkendall	Ind	1	0	18	12	0	0	1	0	0	0	1	2	0	0	3		200	$1,000
3674	Bowerston	High School	A. B. Wingate	Dept.	1	0	12	10	0	0	2	2			2	3	2	0	3		100	7,000
3675	Bowersville	do	Frank P. Sayrs	Ind	1	0	22	16	64	68	0	0	1	0	2	4	1	0	3		130	2,500
3676	Bradford	do	H. V. Morris	Dept.	2	0	25	27	0	0					5	5			4		300	15,000
3677	Bradner	do.*	W. M. Coon	Dept.	1	1	22	31	0	0	0	0	1	0	0	0	0	0	3		93	18,000
3678	Brandt	Bethel Township High School.	R. S. Parsons	Dept.	2	0	37	31	0	0	5	7	10	3	2	2	1	2	4		700	7,500
3679	Brecksville	High School	Clement E. Thomas	Dept.	1	1	11	19	0	0					3	1	1	0	4		600	5,000
3680	Bridgeport	do	James Vance Stillwell	Dept.	3	0	39	56	0	0	3	2	2	2	3	13			4			27,000
3681	Brilliant	do	J. E. Scamahorn	Dept.	1	0	4	16	0	0					0	3			3		0	
3682	Bristolville	do	J. H. Craig	Dept.	1	0	19	21	8	7					2	4			3		50	3,500
3683	Brooklyn	do	Charles M. Knight	Dept.	1	1	18	23	0	0									3		100	
3684	Brookville	do	W. W. Helwig	Dept.	1	2	15	10	0	0					4	1	2	0	3		200	6,000
3685	Bryan	do	May Trumper	Dept.	2	2	29	59	0	0	5	12			4	7	4	2	4		200	35,000
3686	Bucyrus	do	G. M. Plumb	Dept.	2	1	40	61	0	0	4	2	12	1	8	11	4	2	4		1,200	
3687	Burbank	do	H. H. Geitgey	Dept.	1	1	20	22	0	0			1	0					3		200	3,000
3688	Burlington	do	W. D. Sydenstricker	Ind	1	0	10	20	40	40									4		110	2,000
3689	Burton	do.*	H. A. Redfield	Dept.	2	1	35	30	0	0	5	2	0	0	7	7	3	2	4		500	20,000
3690	Butler	do	J. F. Lanehart	Dept.	1	0	19	13	0	0									3		250	7,000
3691	Byesville	do	T. Elmer Trott	Dept.	1	0	10	20	0	0					2	4	1	0	3			2,000
3692	Cadiz	do.*	Maude Potts	Dept.	1	2	23	22	0	0	0	0	0	0	1	5	0	0	3		50	
3693	Calais	do	James H. Hamilton	Dept.	2	1	55	35	0	0			8	4								
3694	Caldwell	do	C. C. McMichael	Dept.	1	4	17	15	0	0		1	5	6	0	2	0	2	4		700	12,000
3695	Caledonia	do	H. T. Silverthorn	Dept.	2	2	17	22	0	0	1	0			6	3	1	0	3		400	8,000

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3696	Cambridge	do	M. B. Whitaker	Dept.	2	1	40	64	0	0	1	2			6	12	4	0	3		1,400		
3697	Camden	do	J. E. Randall	Dept.	1	1	12	15	51	62	8		2	1	3	4	0	0	3		225	8,000	
3698	Canaan	do	E. J. Zook	Dept.	1	0	3	2	23	41	1	1							3				
3699	Canal Dover	do	F. P. Geiger	Dept.	2	1	37	40	0	0					11	8			3		600		
3700	Canal Winchester	do	U. S. Brandt	Dept.	2	3	30	27	0	0					4	4	2	0	4		250	8,000	
3701	Canton	do	John M. Sarver	Dept.	6	7	176	204	0	0					18	36			4		300	110,000	
3702	Cardington	Union School*	N. D. O. Wilson	Dept.	2	6	33	37	0	0	8	9	9	2	2	7			4		413	40,000	
3703	Carey	Union High School	Athal Bouser	Dept.	2	1	28	32	0	0	2	1	4	0	4	2			4		900	31,500	
3704	Carlisle	High School	C. H. Young	Ind.	1	0	7	16	38	36					1	4			3		75	10,000	
3705	Carroll	do	W. J. Brandt	Dept.	1	0	26	16	52	34									3			4,000	
3706	Carrollton	do	W. H. Ray	Dept.	2	0	20	28	0	0					2	8			4		200	15,000	
3707	Carthage	do	J. R. Fortney	Dept.	1	2	8	12	0	0									3		350	15,000	
3708	Casstown	do	H. G. Carter	Dept.	1	0	10	13	37	38					1	0			3		200	4,000	
3709	Castalia	Margaretta Township High School.	W. W. Overmeyer	Dept.	1	0	3	5	27	20					3	5			3		80	18,000	
3710	Cecil	High School	Edward Wahl	Dept.	1	0	5	4	56	46					0	0					25	3,000	
3711	Cedarville	Village High School	J. H. Sayrs	Dept.	1	1	8	14	0	0					3	7			4		200	15,000	
3712	Celina	Union School	R. W. Mitchell	Dept.	1	2	30	50	0	0			3	8	1	2	1	2	4		250	40,000	
3713	Centerburg	Village High School	Frank H. H. Roberts	Dept.	2	0	15	23	0	0	2	2			2	3	0	1	3		630	3,500	
3714	Centerville	Washington Township High School.	W. H. Leiter	Dept.	1	1	14	23	0	0	1	0			3	4			4		350	4,000	
3715	Chagrin Falls	High School	F. P. Shumaker	Dept.	1	2	48	36	0	0	8	10	10	12	11	11	7	6	3		700	45,000	
3716	Chardon	do.*	H. S. Foote	Dept.	1	2	45	75	0	0					7	10	1	8	4		700	20,000	
3717	Cheshire	do	E. S. McCall	Dept.	1	1	8	13	16	16	0	0	0	0	1	1			4		50	2,200	
3718	Chester Hill	Chesterfield High School	S. H. Mott	Dept.	2	0	24	16	38	34			3	1	2	2	1	1	4		450	7,000	
3719	Chesterville	High School*	John B. Gordon	Dept.	0	2	6	19	23	29	0	2	0	0	0	3			4		260	5,000	
3720	Chillicothe	do	G. B. Bolenbaugh	Dept.	2	4	80	107	0	0	2	0	8	0	10	12	3	8	4		200	10,000	
3721	Chippewa Lake	do	Manly S. Clark	Ind.	0	1	7	4	33	41					2	0			3		100		
3722	Christianaburg	Addison High School	John E. Swearingen	Dept.	1	0	18	19	20	20	2	4	2	3	2	1			4		450	6,000	
3723	Cincinnati	Hughes High School	E. W. Coy	Dept.	6	11	271	387	0	0	80	46	93	118	42	45			4		2,500	80,000	
3724	Cincinnati, Norwood.	Norwood High School	W. S. Cadman, supt	Dept.	1	3	27	48	0	0									3		300	10,000	
3725	Cincinnati	Woodward High School	George W. Harper	Dept.	7	10	340	401	0	0	38	26			31	60			4	120	4,000	250,000	
3726	Circleville	Everts High School	R. R. Upton	Dept.	2	2	49	112	0	0	5	0			7	17	2	3	4	42	800		
3727	Clarington	High School	Charles Troy	Dept.	1	0	15	16	0	0					0	0	0	0	4		0		
3728	Clarksburg	do	John W. Reynolds	Dept.	1	2	10	20	50	55	1	0	2	0	3	5	2	0	3		50	4,000	
3729	Clarksville	do	John T. Seaton	Dept.	1	0	18	10	0	0					1	3			3			5,000	
3730	Cleveland	Central High School	Edward L. Harris	Dept.	22	31	804	1143	0	0	298	243	140	200	91	150	50	96	4		4,550		
3731	do	South High School	Gustav A. Ruetenik	Dept.	5	7	135	221	0	0	19	35	16	26	15	35	10	20	4		400	60,000	
3732	do	West High School	Theo. H. Johnston	Dept.	20	10	365	576	0	0	102	51	31	65	40	105	20	15	4		1,200		
3733	Clifton	High School	G. D. Smith	Dept.	1	0	13	12	0	0	4	8	2	1	2	2	1	1	3		300	6,000	
3734	Clinton	do	W. H. Sullivan	Ind.	1	0	14	12	54	53					5	5	0	0	4			2,000	
3735	Clyde	do	W. L. Fulton, supt	Dept.	2	1	20	39	0	0					1	13			4				
3736	Coalton	do	W. T. Morgan	Dept.	1	1	10	20	0	0	1	0	0	1	0	4	0	0	3		100	4,000	
3737	College Corner	Union School*	U. G. Smith	Ind.	2	0	22	34	94	76					0	0	0	0	4		10	12,000	
3738	Collinwood	High School	Lettie Bennett	Dept.	1	2	17	25	16	13					4	3	1	3	4		1,000	32,000	
3739	Columbiana	do	Linda L. Snyder	Dept.	1	1	24	25	0	0	3	1			6	4	3	1	3		389	4,000	
3740	Columbus	Central High School	Abram Brown	Dept.	10	17	312	466	0	0					28	62			4		150		
3741	do	East High School	John Calvin Hanna	Dept.	6	10	148	269	0	0	9	3	10	15	5	13	2	4	4		275		
3742	do	North High School	Charles D. Everett	Dept.	9	11	299	361	0	0					16	44	13	44	4				

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							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
3743	Columbus	South High School *	J. C. Hanna	Dept.	4	10	146	249	0	0	1	0							4		250	
3744	Columbus Grove	High School	A. L. Belch	Dept.	2	1	21	21	0	0	2	5			1	5			4		300	$25,000
3745	Commercial Point	Scioto Township High School.	J. A. Marburger	Ind.	1	0	11	10	26	24					8	3	8	3	3			
3746	Conneaut	High School	Miss Susan Leet	Dept.	1	4	65	110	0	0					1	10			4		400	
3747	Conover	Lena and Conover High School.	J. F. Smith	Dept.	1	0	14	17	27	29					3	7			3			4,000
3748	Continental	High School	O. H. Peters	Dept.	1	0	5	20	0	0			0	1	1	3	0	1	3		50	8,000
3749	Convoy	do	J. L. Fortney	Dept.	1	1	12	13	0	0					1	1	0	0	3		200	10,000
3750	Copley	do	F. L. Lytle	Dept.	1	1	16	30	14	26					2	4	2	2	4		275	3,000
3751	Corning	do	George W. De Long	Dept.	1	0	24	25	0	0					0	1			4		600	10,000
3752	Cortland	do.*	D. F. Grier	Dept.	1	2	28	37	0	0					4	11			4		500	10,000
3753	Coshocton	do	B. R. McClelland	Dept.	2	1	34	59	0	0	0	1	1	2	3	11			4		2,500	57,000
3754	Covington	Village High School	Lee A. Dollinger	Dept.	2	1	49	56	0	0	2	2	0	2	3	6	2	4	4			35,000
3755	Crestline	High School	W. F. Rimer	Dept.	2	1	31	33	0	0	2	0	0	0	2	5	1	0	4		500	
3756	Creston	do	J. L. Zaring	Dept.	1	1	25	25	0	0	2	3			1	2			4		208	5,000
3757	Cridersville	do	G. E. Kelly	Dept.	1	0	10	14	0	0					1	4			3		180	
3758	Cumberland	do	D. R. Wallace	Dept.	1	0	13	15	0	0	1	0			2	2			3		200	
3759	Custer	do	I. N. Van Tassel	Dept.	1	0	9	7	29	31					1	3			3		25	14,000
3760	Dalton	do	T. W. Kimber	Dept.	1	0	20	12	0	0					3	1			3		350	10,000
3761	Dayton	do.*	Malcolm Booth	Dept.	17	10	364	503	0	0					32	77			4			
3762	Deerfield	do	J. J. Armstrong	Dept.	1	0	13	18	0	0					2	4			3		60	600
3763	Defiance	do	Mrs. Ella H. Perkey	Dept.	0	4	30	40	0	0					11	12	11	12	3			
3764	Degraff	do.*	Charles J. Britton	Dept.	1	6	56	30	0	0			10	5	4	4	4	4	4		800	25,000
3765	Delaware	do.*	Charles E. Copeland	Dept.	2	2	89	119	0	0					3	1			4		500	60,000

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3766	Dellroy	do	John R. Kail	Dept.	1	1	18	20	55	47					4	2			4		150	8,000
3767	Delphos	do	E. W. Hastings	Dept.	2	0	33	41	0	0	1	0			4	5	1	0	3		600	15,000
3768	Delta	do	R. H. Dunbar	Dept.	2	1	45	51	0	0	3	0	0	0	5	8			4		300	20,000
3769	Derby	do	S. M. Sark	Dept.	1	0	15	16	40	43					0	4			3			8,000
3770	Deshler	do	E. F. Sanders	Ind.	1	1	20	30	0	0			3	7	2	4			4		300	20,000
3771	Dexter City	do	W. E. Ellison	Dept.	1	0	7	9	40	36	3	4									15	1,500
3772	Doylestown	do	E. E. Adair	Dept.	1	1	17	25	0	0					2	8			3		500	20,000
3773	Dresden	do	L. E. Baughman	Dept.	2	0	28	48	0	0			2	2	0	8	0	2	4		525	15,000
3774	Dublin	do	S. T. Price	Dept.	1	1	15	12	0	0	2	0			0	3	0	0	3		52	
3775	Dunkirk	do	Frank J. Stinchcomb	Dept.	2	0	10	22	0	0	0	0	0	0	3	4	0	0	4		200	40,000
3776	Dupont	do	E. R. Hunt	Dept.	1	0	4	1	15	23									3		100	
3777	East Cleveland	do	W. H. Kirk	Dept.	1	2	29	39	0	0	2	4	12	18	2	6	2	4	4		1,000	85,000
3778	East Liverpool	do	Florence Updegraff	Dept.	3	3	53	100	0	0					4	5	2	3	4		1,500	
3779	East Palestine	do	L. O. Eldredge	Dept.	2	1	38	43	0	0					4	9			4		700	26,000
3780	Eaton	do	George R. Eastman	Dept.	1	1	28	39	11	18					4	7	1	0	4			
3781	Edgerton	do	G. R. Anderson	Dept.	1	1	20	17	0	0			2	1	2	1	2	1	3		50	
3782	Edison	do	E. W. Green	Ind.	1	0	15	10	55	45	0	0	0	0	2	3	0	0	3		400	9,000
3783	Eldorado	do	C. S. Bunger	Dept.	1	0	10	12	0	2					2	2	0	0	4		500	5,500
3784	Elida	do	Wm. McGirr	Dept.	1	0	18	4	7	11	1	0			0	0	0	0	3			6,000
3785	Elyria	do	H. M. Ebert	Dept.	1	5	96	149	0	0			12	14	11	21			4		600	20,000
3786	Empire	do*	H. Z. Hobson	Dept.	0	3	12	6	0	0					1	0			3		100	3,500
3787	Enon	do	J. A. Hersbey	Dept.	1	0	1	8	36	41					0	0	0	0	3			3,000
3788	Etna	do	C. V. Bebout	Dept.	1	0	4	9	31	21					4	4			5		100	
3789	Euclid	do	Everett L. Abbey	Dept.	2	0	28	27	0	0	2	4	1	1	3	1	2	1	3		225	16,000
3790	Euphemia	do	F. M. De Motte	Dept.	1	0	21	6	0	0			2	0	4	1	0	0	3		125	
3791	Fairfield	High School	C. C. Huntington	Dept.	1	0	13	16	35	34	1	1			1	5	1	1	3		200	5,000
3792	Fair Haven	do	Daniel N. Shoemaker	Dept.	1	0	18	9	0	0					2	1	1	0	3		50	
3793	Fairport Harbor	Fairport High School	T. W. Byrns	Dept.	1	0	4	3	21	24	0	0	0	0	0	3	0	0	4		100	5,000
3794	Fayette	High School*	J. E. Dodds	Dept.	5	1	26	33	0	0					4	1			4		560	15,000
3795	Felicity	do	A. T. Marsh	Dept.	1	0	4	11	56	69	0	0	1	0	0	0	0	0	3		50	6,000
3796	Findlay	do	J. F. Smith	Dept.	2	4	105	142	0	0					8	18			4		500	
3797	Fletcher	do	S. S. Robinson	Dept.	1	0	15	14	43	43					2	0	2	0	4		150	5,000
3798	Florida	do	L. Baylis	Dept.	1	0	13	18	0	0												3,000
3799	Forest	do	A. R. Taylor	Dept.	2	0	14	26	0	0					1	7	1	2	4		200	10,200
3800	Forgy	Bethel Township High School.*	C. S. Voorhees	Dept.	1	1	30	18	7	2					10	3			4		500	2,500
3801	Fort Recovery	High School	T. W. Shimp	Dept.	2	0	21	21	0	0	0	3	2	0	0	6	0	3	4		500	25,000
3802	Fostoria	do	Ida McDermott	Dept.	2	3	75	92	0	0	4	3	5	0	11	12	3	0	4		580	
3803	Frankfort	do	J. W. Jones	Dept.	1	0	14	17	0	0					2	1			4		200	9,000
3804	Franklin	do	Hinckley Smith	Dept.	3	0	24	44	0	0					0	2			4			40,000
3805	Frazeysburg	do	James M. Carr	Dept.	0	2	35	38	30	35					1	5			3		150	15,000
3806	Fredericksburg	do	W. E. Wenner	Dept.	1	0	15	23	0	0	2	5			0	1	0	0	4		150	13,000
3807	Fredericktown	do	W. F. Allgire	Dept.	2	0	21	31	0	0					2	3	1	2	4		350	17,000
3808	Freeport	do	B. W. Rowland	Dept.	1	0	12	20	0	0	4	6			0	2	0	1	4		0	5,000
3809	Fremont	do	Will D. Ross	Dept.	4	1	103	117	0	0					15	23			4			25,000
3810	Fulda	do	Bell Archer	Dept.	1	0	15	13	0	0									5		150	3,000
3811	Gahanna	do	E. A. Brobst	Ind.	1	1	30	12	30	53									3		50	8,000
3812	Galena	do	E. W. Van Fleet	Dept.	1	0	25	14	40	26					2	2	0	1	3		120	5,000
3813	Galion	do	D. C. Rybolt	Dept.	2	1	59	74	0	0					9	24			4		3,000	60,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.															
											Classical course.		Scientific course.													
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22				
	OHIO—continued.																									
3814	Gallipolis	Washington High School.	T. W. Karr	Dept.	2	1	50	77	0	0	1	0	0	0	6	3	1	0	4	....	200	$4,000				
3815	Gambier	High School	U. S. Lyberger	Dept.	3	2	20	20	0	0	4	1	....	....	6	2	4	1	4	....	300	20,000				
3816	Garfield	....do	A. Y. Taylor	Ind.	0	1	18	17	24	31	....	....	12	8	0	1	0	1	3	....	....	5,000				
3817	Garrettsville	....do	C. T. Northrop	Dept.	2	1	40	45	0	0	0	0	7	10	8	4	2	1	4	....	2,700	25,000				
3818	Georgetown	....do	Isaac Mitchell	Dept.	2	0	31	22	0	0	....	....	....	....	0	0	0	0	3	....	0	10,000				
3819	Germantown	....do	N. H. Stull	Dept.	2	0	29	32	0	0	4	2	3	2	7	2	1	0	4	....	....	38,000				
3820	Gettysburg	....do	B. O. Martin	Dept.	1	0	32	13	0	0	0	4	12	0	0	0	....	....	3	....	146	5,000				
3821	Gibsonburg	....do	Orrin Bowland	Dept.	1	0	19	18	0	0	0	0	0	0	3	2	0	0	3	....	....	18,000				
3822	Girard	....do	A. W. Kennedy	Dept.	1	1	20	18	0	0	1	2	3	3	3	4	1	1	3	....	300	18,000				
3823	Glendale	....do	R. H. Foster	Dept.	1	1	15	14	0	0	1	2	....	....	1	0	1	0	4	....	100	15,000				
3824	Glenville	....do	H. H. Cully	Dept.	1	2	45	30	0	0	25	20	10	6	3	5	....	....	4	....	700	50,000				
3825	Glouster	....do	R. S. Hooper	Dept.	1	0	15	23	0	0	5	11	....	....	1	0	....	....	....	....	....	....				
3826	Gnadenhutten	....do	S. K. Martin	Dept.	1	0	22	26	0	0	....	....	....	....	3	4	....	....	3	....	500	20,000				
3827	Goodhope	....do	Jesse McCord	Dept.	1	0	22	6	0	0	....	....	....	....	0	0	....	....	4	....	....	4,000				
3828	Grafton	....do	W. A. Hiscox, supt.	Dept.	1	0	12	11	0	0	....	....	....	....	3	2	....	....	3	....	100	20,000				
3829	Grand Rapids	....do	J. A. Feik	Ind.	1	0	16	19	73	71	4	4	0	0	1	4	1	1	3	....	85	10,000				
3830	Granville	....do	Geo. A. Chambers	Dept.	1	2	37	43	0	0	1	1	3	3	6	9	3	4	3	....	500	....				
3831	Greenfield	....do	J. S. Arnott	Dept.	1	2	20	36	0	0	3	2	1	1	0	0	0	0	4	....	800	35,000				
3832	Greenford	....do	L. U. Hulin	Dept.	1	0	5	9	15	23	....	....	....	....	4	4	....	....	3	....	200	5,000				
3833	Greentown	....do	A. H. Syler	Dept.	1	0	27	10	0	0	....	....	....	....	0	0	0	0	3	....	140	6,500				
3834	Greenville	....do	J. W. Morrison	Dept.	4	1	67	102	0	0	....	....	....	....	6	13	1	2	4	50	4,250	80,000				
3835	Greenwich	....do	Gertrude Taber	Dept.	1	1	20	35	0	0	1	2	1	0	1	2	0	1	4	....	500	10,000				
3836	Grove City	....do	A. C. Fries	Dept.	1	0	10	25	0	0	....	....	....	....	3	6	3	5	3	....	127	5,000				
3837	Groveport	....do	Geo. C. Dietrich	Dept.	2	0	26	29	0	0	....	....	3	5	3	11	....	....	3	....	100	12,000				

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3838	Hamden Junction	....do	M. E. Wilson	Dept..	1	0	7	12	0	0	0	1	....	....	0	0	....	....	3	....	25	10,000
3839	Hamersville	Clark Township High School.	E. V. Stephan	Ind...	1	0	17	18	0	0	....	....	2	0	....	....	....	....	....	....	.....	300
3840	Hamilton	High School	W. P. Cope	Dept..	8	5	101	177	0	0	4	2	6	8	10	22	2	2	4	....	1,065	60,000
3841	Hanging Rock	....do	C. A. Woodworth	Dept..	1	0	5	10	70	55	....	....	....	....	1	1	0	1	4	....	200	.....
3842	Hanover	....do	Everett Beeks	Ind...	1	0	16	10	48	66	....	....	....	....	1	0	....	....	4	....	200	.....
3843	Hanoverton	....do.*	Bert E. Babcock	Dept..	1	0	7	5	36	25	2	1	....	....	....	....	....	....	3	....	.....	5,000
3844	Harrisburg	....do	G. E. McCarty	Dept..	1	0	1	5	39	57	....	....	....	....	0	0	....	....	4	....	100	4,000
3845	Harrison	....do	E. E. Ellis	Dept..	1	2	33	29	0	0	....	....	....	....	5	6	2	1	4	....	.....	10,000
3846	Harrisonville	....do	John H. Peyton	Dept..	1	0	8	2	35	50	0	0	0	0	....	....	....	....	....	....	.....	2,500
3847	Harrisville	....do	W. N. Beetham	Dept..	1	0	15	13	0	0	1	0	1	1	4	4	2	1	3	....	170	6,000
3848	Hartford	....do	W. C. Leffingwell	Dept..	1	1	14	18	13	12	....	....	....	....	4	2	3	1	4	....	100	5,000
3849	Hartwell	....do	J. L. Trisler	Dept..	1	2	30	45	0	0	1	2	4	3	1	6	1	1	4	....	1,000	50,000
3850	Harveysburg	....do	Ira F. Bigony	Dept..	1	0	10	13	0	0	0	0	1	0	0	3	0	0	3	....	225	12,000
3851	Hayesville	....do	D. K. Andrews	Dept..	2	1	21	29	26	34	4	4	....	....	5	8	2	0	4	....	.....	.....
3852	Hebron	....do	F. E. Slabaugh	Dept..	1	2	20	20	0	0	2	5	8	3	3	5	2	1	4	....	600	6,000
3853	Hemlock	....do.*	F. P. Reed	Dept..	1	0	16	24	0	0	....	....	....	....	1	1	....	....	4	....	.....	.....
3854	Hicksville	....do	W. A. Salter	Dept..	2	0	33	51	0	0	....	....	....	....	3	10	3	6	4	....	.....	25,000
3855	Highland	New Lexington High School.	D. S. Ferguson	Dept..	1	0	11	25	48	42	....	....	....	....	2	1	1	1	4	....	40	6,000
3856	Hilliard	High School	H. E. Axline	Dept..	1	0	28	24	0	0	....	....	1	2	4	5	2	1	4	....	300	.....
3857	Holgate	....do	W. H. Richardson	Dept..	1	0	13	18	0	0	0	0	0	0	0	0	0	0	3	....	.....	15,000
3858	Homer	Burlington Township High School.	Ben Jones	Dept..	0	2	16	22	0	0	....	....	....	....	0	0	....	....	4	....	.....	5,400
3859	Hoytville	High School	F. P. Riegle	Dept..	1	0	11	13	0	0	....	....	9	10	1	3	1	1	2	....	50	10,000
3860	Hubbard	Central High School	L. T. McCartney	Dept..	1	0	16	16	17	8	....	....	....	....	4	4	....	....	3	....	500	15,000
3861	Hudson	High School	W. B. Randolph	Dept..	1	2	24	20	0	0	....	....	5	5	6	5	5	3	3	....	500	10,000
3862	Huntsburg	....do	Wm. P. Dunlevy	Dept..	2	0	20	19	40	41	4	0	2	1	0	0	0	0	4	....	250	6,000
3863	Huntsville	....do	E. M. Day	Dept..	1	0	12	15	0	0	....	....	1	1	1	2	1	1	3	....	50	3,500
3864	Huron	....do	B. B. Hall	Dept..	1	1	19	33	0	0	0	0	0	0	0	9	0	0	3	....	.....	21,000
3865	Independence	....do	Geo. P. Kerr	Ind...	1	0	13	13	53	36	....	....	1	0	0	1	0	0	4	....	175	.....
3866	Jackson	....do.*	John R. Smith	Dept..	3	0	51	69	0	0	....	....	....	....	10	12	5	2	4	....	300	.....
3867	Jackson Center	....do	Chas. A. Sager	Dept..	2	2	15	14	0	0	0	0	0	0	4	3	0	0	2	....	75	.....
3868	Jacksontown	....do	W. L. Atwell	Dept..	1	0	20	10	20	36	1	1	4	5	0	0	....	....	5	....	300	2,000
3869	Jacksonville	....do	Geo. W. Hixson	Dept..	0	1	10	8	0	0	3	1	....	....	*	2	3	1	....	....	.....	2,800
3870	Jamestown	Village High School	H. S. Lawyer	Dept..	2	0	25	34	0	0	5	6	....	....	2	5	1	4	4	....	150	16,000
3871	Jefferson	Educational Institute	Claude S. Larzelere	Dept..	2	2	46	57	4	5	1	2	7	0	6	8	4	2	4	....	200	25,000
3872	Jeffersonville	High School	G. W. Hoffman	Dept..	1	1	20	25	0	0	2	1	....	....	1	4	0	0	4	....	200	22,000
3873	Jerome	....do	Z. X. Corey	Dept..	1	0	17	6	63	56	2	1	....	....	2	2	1	0	4	....	300	5,000
3874	Jerry City	....do	J. C. Buto	Dept..	1	0	7	8	0	0	....	....	....	....	1	3	....	....	3	....	.....	2,500
3875	Jersey	....do	F. P. Housholder	Ind...	1	1	24	22	22	26	....	....	....	....	....	....	....	....	4	....	60	.....
3876	Jewett	....do	Geo. W. Grissinger	Dept..	1	3	11	20	0	0	....	....	....	....	....	....	....	....	3	....	150	5,300
3877	Johnstown	....do	G. A. Wyly, supt	Dept..	2	0	13	30	0	0	....	....	3	2	2	7	1	2	3	....	300	9,000
3878	Junction City	....do	R. M. Small	Dept..	1	0	17	18	0	0	....	....	....	....	1	3	....	....	3	....	.....	6,000
3879	Kalida	....do	George R. Miller	Dept..	1	2	12	20	0	0	....	....	....	....	1	1	....	....	3	....	100	5,000
3880	Kelleys Island	Central High School	J. F. Hertlein	Dept..	1	0	20	18	0	0	....	....	....	....	3	5	....	....	3	....	.....	1,000
3881	Kent	High School	C. A. Niman	Dept..	4	3	45	105	0	0	8	12	8	10	5	19	....	....	3	....	580	40,000
3882	Kenton	....do	J. A. Culler	Dept..	6	1	90	130	0	0	8	5	0	0	12	13	2	4	4	....	100	60,000
3883	Killbuck	....do	L. L. Woods	Dept..	1	0	15	19	0	0	....	....	....	....	....	....	....	....	3	....	47	6,555
3884	Kings Creek	....do	David C. Bryant	Dept..	1	1	10	10	20	25	1	1	1	0	3	0	1	0	3	....	150	3,500

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
3885	Kings Mills	High School*	Hampton Bennett	Dept.	1	0	8	13	40	42	0	2	0	0	0	0	0	0	3		20	$7,000
3886	Kingston	do	A. L. Ellis	Dept.	1	0	20	20	0	0	1	0			4	2	1	0	3		100	6,000
3887	Kingsville	do	F. E. Morrison	Dept.	1	1	43	29	0	0	1	0			2	4			4			15,000
3888	Kinsman	do	Byron D. Hirst	Ind	1	3	28	47	52	45			1	6	1	9	1	5	4		612	11,000
3889	Kirkersville	do	C. H. Emswiler	Dept.	1	0	10	12	40	38									4		75	5,000
3890	Lagrange	do	H. O. Merriman	Ind	1	1	23	13	72	72	4	3			5	8			3			15,000
3891	Lakeside	do	Harvey Brugger	Dept.	1	1	21	31	0	0					0	2			4		200	5,000
3892	Lancaster	Crawfis Collegiate Institute.	Wm. J. Dum	Dept.	2	0	13	15	20	14	2	2	2	2	0	0	0	0	4		200	10,000
3893	do	High School*	T. C. Coates	Dept.	2	2	75	100	0	0					9	20			4		814	100,000
3894	Larue	do	Alfred E. Gladding, A. M.; Ph. D.	Dept.	1	1	18	23	0	0	5	6	1	1	4	4	3	1	4		200	25,000
3895	Latty	do	M. E. Klingler	Dept.	1	1	10	20	0	0									3		100	12,000
3896	Lebanon	do	G. W. Lewis, supt	Dept.	2	1	33	63	0	0	0	3	2	3	5	10	2	7	4		1,500	
3897	Lee	Albany High School*	S. D. Webb	Dept.	1	1	9	9	48	40									3			3,000
3898	Leesburg	High School	J. F. Lukens	Dept.	1	0	19	8	0	0	0	0	0	0	1	1	0	0	3		50	10,000
3899	Lees Creek	Wayne Township High School.	Milo C. Powers, B.S.	Dept.	1	0	5	1	31	12	2	1	0	0	0	0	0	0	5		75	2,000
3900	Leetonia	High School	Miss Lidie Harrold	Dept.	1	1	18	24	0	0	1	5	1	2	0	2	0	1	4			
3901	Leipsic	do	Florence B. McClure	Dept.	1	1	17	26	0	0	1	0			3	6	1	0	3		71	15,000
3902	Leroy	do	J. F. Smith	Dept.	1	2	20	26	0	0	4	5	0	0	2	1	1	1	4		800	4,500
3903	Lewisburg	do	L. Disher	Ind	1	0	16	14	48	46	0	2	3	0	2	0	2	0	4		155	3,000
3904	Lewistown	do	Lovinus R. Yeager	Dept.	1	1	20	20	0	0			5	5	3	3	2	2	4		150	5,000
3905	Lexington	do	Prof. H. H. Phelps	Dept.	1	1	26	28	0	0	2	3	4	0	0	12			4			10,000
3906	Lima	do	S. Steffins	Dept.	2	4	65	154	0	0	4	10	2	0	7	25	1	3	4		900	32,000

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3907	Lindsey	do	C. N. Helter	Ind	2	1	10	15	40	45	6	1	1	0					3			
3908	Lisbon	do	W. H. Van Fossan	Dept.	2	0	27	23	0	0					3	1			4		600	25,000
3909	Litchfield	do	A. W. Breyley	Ind	1	0	15	17	48	40					2	4	1	1	3		250	
3910	Lithopolis	do	Henry C. Bailey	Dept.	2	0	25	10	23	18	2	7	1	0	4	1			4		16	6,000
3911	Lockbourne	Hamilton Township High School.	W. H. Hoffman	Dept.	1	0	15	12	58	63					4	0			4		25	8,000
3912	Lockington	High School	J. A. Kirby	Dept.	1	0	8	8	7	7									4		200	4,000
3913	Lockland	do	S. T. Dial	Dept.	1	2	18	33	0	0	2	1			3	6	2	1	4		510	32,000
3914	Locustgrove	do.*	E. G. Tener	Dept.	1	0	7	7	20	18											12	
3915	Lodi	do	B. F. Hoover	Dept.	1	1	15	30	0	0					2	4	0	2	4		850	20,000
3916	Logan	do	Charles L. Boyer	Dept.	1	2	48	70	0	0	10	20	5	5	7	13	3	4	4		500	40,500
3917	London	do	Miss Frances Baker	Dept.	1	4	47	73	0	0	2	3	2	0	4	7	4	3	4			40,000
3918	Lorain	do	Elizabeth N. McConnell.	Dept.	2	3	38	65	0	0					5	11			4		350	12,200
3919	Loudonville	do.*	J. W. Scott	Dept.	2	1	35	32	0	0	12	8			11	9	5	0	4		800	30,000
3920	Louisville	do	H. C. Koehler	Dept.	1	0	20	20	0	0	3	4	3	2	5	2	2	0	3		200	18,000
3921	Loveland	do	O. M. Patton	Dept.	1	0	16	17	0	0	2	5			0	7	0	3	3		200	16,500
3922	Lowellville	do	H. H. Bower	Dept.	1	0	4	5	14	7					4	5			4		500	
3923	Loyaloak	Norton High School	D. C. Cooper	Dept.	1	0	20	19	0	0	1	0			5	2	2	0	4		100	
3924	Lucas	High School	John P. Kramer	Dept.	1	0	28	14	0	0	1	0	2	0	5	2	0	0	4		40	4,000
3925	Lucasville	do	J. H. Finney	Dept.	1	1	33	29	0	0												
3926	Lynchburg	do	U. L. Munce	Dept.	2	0	16	15	0	0					0	1	0	0	3		500	13,000
3927	Lyons	do.*	J. B. Kahle	Dept.	1	0	5	5	45	55									4			
3928	Lytle	do	W. E. Keever	Ind	1	0	4	7	62	51					1	2			3		100	1,000
3929	McArthur	do	M. A. Henson	Dept.	1	1	25	24	0	0	1	3			3	4	2	3	4		150	
3930	McComb	do	C. J. Foster	Dept.	2	0	32	47	0	0	1	0	2	0	4	5	1	0	4			16,400
3931	McConnelsville	do	H. M. Finley	Dept.	2	1	15	25	0	0	3	3			0	3	0	2	4		400	
3932	Macksburg	do	F. P. Wheeler	Dept.	1	1	15	15	0	0	3	2	4	1					4		800	
3933	Madison	do	Homer N. Kimball	Dept.	1	1	25	30	0	0	4	2	3	0	7	5	2	2	3			12,000
3934	Madisonville	do	F. B. Dyer	Dept.	1	2	35	48	0	0			12	8	7	7	3	2	4		500	30,000
3935	Magnolia	do	H. A. Richardson	Dept.	1	1	24	48	16	20	0	0	0	0	2	3	0	0	4		100	5,000
3936	Malinda	do	R. C. Schlotman	Dept.	1	0	8	6	45	51												3,000
3937	Malta	do.*	Mott H. Arnold	Dept.	2	1	21	15	0	0					2	2			4		150	20,000
3938	Malvern	do	C. H. Carlisle	Dept.	1	2	20	25	0	0	8	6	7	9	3	6	3	6	4		400	27,000
3939	Manchester	do	D. S. Clinger	Dept.	3	0	45	53	0	0	5	7	3	3	4	7	2	1	4		500	16,000
3940	Mansfield	do	D. C. Meek	Dept.	2	8	114	152	0	0	4	4			10	17			4		600	85,000
3941	Mantua	do	Frank A. Turner	Dept.	1	0	3	15	10	1			2	3	0	0			4		0	1,800
3942	Mantua Station	do	D. W. McGlenen	Dept.	2	3	21	27	0	0	5	3							3		800	15,000
3943	Marengo	do	R. P. Gage	Dept.	1	0	17	16	28	27	2	1	1	0	2	1			3		100	5,000
3944	Marietta	do	H. E. Smith	Dept.	3	4	64	119	0	0	5	1	1	0	5	26	1	6	4	40	500	10,000
3945	Marion	do	Anna M. Eaton	Dept.	1	5	94	129	0	0	2	1			10	16	2	1	4			
3946	Marlboro	do	H. C. Knowles	Dept.	1	1	19	18	0	0			2	3	2	5	2	3	4		200	8,000
3947	Marshallville	do	R. A. Leisy	Dept.	1	0	25	23	35	39					0	0			3		100	8,000
3948	Marshfield	do	A. H. Dixon	Ind	1	0	4	13	43	44					1	2	1	1	3		100	1,500
3949	Martinsburg	do	C. V. Trott	Dept.	1	0	9	9	40	39	6	6			2	1	2	1	4		300	5,000
3950	Martins Ferry	do.*	Edward D. Meek	Dept.	2	2	40	85	0	0	0	0	2	0	6	14	1	0	4		500	12,500
3951	Martinsville	do	R. B. Fairley	Dept.	1	0	7	11	44	51	0	0	1	0	0	1	0	0	3		20	2,100
3952	Marysville	do	L. B. Demorest	Dept.	2	2	33	65	0	0	2	3	2	2	12	19	4	5	3		1,200	15,000
3953	Massillon	do	William Johns	Dept.	2	2	60	105	0	0					10	22			3		950	
3954	Maumee	do	C. E. Geve	Dept.	1	0	13	21	0	0			2	0	4	6	2	0	3		250	30,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
3955	Mechanicsburg	High School	S. H. Layton	Dept.	1	2	25	35	0	0	...	...	...	...	2	6	2	3	4	....	300	$38,000
3956	Medina	do	Fannie E. Thomson	Dept.	2	3	45	64	0	0	1	2	3	2	6	21	1	4	4	....	500	25,000
3957	Mendon	Union Township High School.	W. E. Kershner	Dept.	1	0	30	24	0	0	...	...	...	...	4	5	...	...	3	....	...	...
3958	Mesopotamia	High School	E. J. Southwick	Dept.	1	1	13	15	41	27	1	0	0	0	2	1	0	0	4	....	113	4,500
3959	Miamisburg	do	J. C. Conway	Dept.	3	1	41	60	0	0	...	...	1	3	2	11	1	3	4	....	800	2,000
3960	Middleburg	do	O. S. Kibler	Dept.	1	1	6	8	44	52	...	...	2	0	0	0	0	0	3	....	200	2,500
3961	Middlefield	do.*	D. Carl Yoder	Dept.	1	1	10	14	55	40	...	...	2	7	2	7	...	...	3	....	200	10,000
3962	Middleport	do	W. P. Stewart	Dept.	2	0	19	47	0	0	...	...	...	...	3	10	...	...	4	....	200	.....
3963	Middletown	do	Ira King	Dept.	1	4	44	72	0	0	...	...	...	...	5	6	...	...	4	....	600	10,000
3964	Midland	do	T. L. H. Daggy	Dept.	1	1	15	10	60	53	2	1	...	...	1	3	...	...	4	....	13	1,800
3965	Milan	do	J. J. Houser	Dept.	1	1	20	36	0	0	...	...	...	...	2	10	...	...	4	....	140	15,000
3966	Milford	do	George W. Witham	Dept.	2	0	17	16	0	0	...	...	...	...	...	...	...	...	3	....	...	10,000
3967	Milford Center	do	J. A. Runyan	Dept.	1	0	10	11	0	0	...	...	0	4	4	6	0	1	3	....	200	25,000
3968	Millbury	do	F. E. Calkins	Dept.	1	1	5	6	37	35	0	0	0	0	2	1	0	0	4	....	20	1,500
3969	Millersburg	do	S. H. Maharry	Dept.	2	0	43	45	0	0	...	...	...	...	8	8	...	...	3	....	500	20,000
3970	Mineral Point	do.*	J. M. Richardson	Dept.	1	0	12	18	0	0	...	...	...	...	0	0	...	...	4	....	200	27,000
3971	Mineral Ridge	do	Herbert L. Jones	Dept.	1	0	5	15	14	8	...	...	...	...	0	5	...	...	2	....	300	.....
3972	Minerva	do	O. W. Kurtz	Dept.	2	0	24	25	0	0	...	...	...	...	2	6	...	...	4	....	5	20,000
3973	Minster	do	F. J. Boerger	Dept.	1	0	14	16	0	0	...	...	...	...	...	...	...	...	3	....	162	20,000
3974	Monroe	do	H. G. Frost	Ind.	1	0	5	14	0	0	3	4	...	...	2	1	1	0	4	....	...	.....
3975	Monroeville	do	Miss Carrie Curtland	Dept.	1	1	20	24	0	0	3	5	...	...	3	10	1	3	3	....	400	8,500
3976	Montpelier	do	H. D. Grindle	Dept.	2	0	20	16	12	42	2	2	1	0	1	5	1	1	4	....	250	25,000
3977	Morning Sun	Israel Township High School.	C. B. McLinn	Dept.	1	0	10	8	0	0	0	1	2	0	3	1	2	1	3	....	150	1,000

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3978	Morristown	High School	E. F. Barnes	Ind	1	2	17	18	28	30					3	2	2	0	4		100	4,000
3979	Moscow	do	D. S. Richards	Dept.	1	0	10	10	0	0			8	1					3		150	4,500
3980	Mount Carmel	do	A. L. Clark	Ind	2	0	19	19	43	61					0	0	0	0	3		60	8,000
3981	Mount Eaton	do	A. H. Etting	Dept.	1	0	20	23	34	39					1	2	1	0	4		300	3,000
3982	Mount Gilead	do	M. W. Spear	Dept.	3	0	17	40	0	0					4	10	1	3	3		1,050	35,000
3983	Mount Orab	do	W. R. Johnson	Dept.	1	0	10	9	0	0					0	0			4			
3984	Mount Pleasant	do	William M. White	Dept.	1	0	11	10	12	15					5	5			4		50	10,000
3985	Mount Sterling	do	E. E. Baker	Dept.	2	1	15	25	0	0	4	0			5	3			4		100	15,000
3986	Mount Vernon	Central High School	John K. Baxter	Dept.	2	3	98	133	0	0	1	5	20	30	12	15	4	6	4			
3987	Mount Victory	High School	J. Edson Gordon	Dept.	2	0	21	27	0	0			5	4	4	1	4	1	4		200	7,000
3988	Navarre	Union High School	E. E. Sluss	Dept.	1	0	14	11	0	0	0	0	0	0	0	2	0	0	3		500	8,000
3989	Nelson	High School*	T. P. McCorkle	Dept.	1	0	12	17							3	3			4		125	1,000
3990	Nelsonville	do.*	H. Vernon Kantner	Dept.	1	3	30	53	0	0					4	6			4			10,000
3991	Nevada	do	F. M. Ramsdell	Dept.	2	0	10	12	0	0	0	0	1	3	3	6	1	3	4		50	30,000
3992	Newark	do	E. E. Richards	Dept.	3	5	100	135	0	0	20	10	25	5	18	19	10	5	4		1,500	60,000
3993	New Berlin	do	James A. Syler	Dept.	1	0	16	14	0	0	2	1	0	0	4	2	2	1	3		175	8,500
3994	New Bremen	do	George W. Tooil	Dept.	2	0	15	20	0	0	0	1	0	0	0	2	0	1	3		500	25,000
3995	New Carlisle	do	C. N. Helter	Dept.	2	0	18	24	0	0	4	6			4	4			4		300	30,000
3996	New Comerstown	do.*	Nettie E. Myers	Dept.	1	1	16	17	0	0	2	0			2	3			4			5,500
3997	New Dover	do	Emma Herd	Dept.	0	1	12	15	3	0					2	3			3		15	700
3998	New Holland	do	Geo. P. Ginn	Dept.	1	0	12	11	0	0	2	0	0	1	3	3	2	1	3		150	14,000
3999	New Lexington	do	James C. Fowler	Dept.	3	0	30	33	0	0	6	11			3	8	2	3	4	30	250	30,000
4000	New London	do	Albert C. Hood	Dept.	2	1	21	42	0	0	2	0	5	8	3	8	2	3	4		500	25,000
4001	New Madison	do	M. A. Brown	Ind	2	0	26	16	53	56	0	0	0	0	4	1	0	0	4		275	10,000
4002	New Matamoras	do	S. A. Wiggins	Dept.	1	0	22	23	0	0					0	3			3		35	12,000
4003	New Paris	do	C. R. Coblentz	Dept.	1	0	20	24	0	0	0	0	0	1	4	0	0		3		200	20,000
4004	New Philadelphia	do	Charles L. Cronebach	Dept.	3	3	33	60	0	0	6	18	7	12	7	8	3	4	4		1,000	10,000
4005	Newport	do	F. L. Bailey	Dept.	1	0	4	9	13	9	0	1			0	3	0	2	3		100	5,000
4006	New Richmond	do	Wade J. Beyerly	Dept.	1	1	12	20	0	0			4	4	0	4	0	1	3		150	6,000
4007	New Straitsville	do	Charles W. Cookson	Dept.	1	1	11	27	0	0					1	4			3		1,200	16,000
4008	Newton Falls	do	W. G. Cope	Dept.	2	0	22	41	0	0	2	0	1	2	2	0	1	0	3		100	9,000
4009	New Vienna	do.*	E. M. Craig	Dept.	2	0	16	28	0	0					2	4			3		50	10,500
4010	New Washington	do	J. B. Ledman	Dept.	2	0	36	28	0	0			5	0	1	2	1	0	4		385	20,000
4011	Niles	do	W. H. E. Newington	Dept.	4	1	42	89	0	0	2	0	0	0	2	8	2	0	3			
4012	North Amherst	do	W. H. Schibley	Dept.	1	1	19	29	0	0	2	2			5	13	2	2	3		300	30,000
4013	North Baltimore	do	J. E. McFadden	Dept.	2	1	16	41	0	0	0	0	0	0	0	9	0	0	4		200	16,000
4014	North Bloomfield	do	H. M. Morrison	Dept.	1	1	6	17	43	33					1	1			4			4,000
4015	North Fairfield	do	B. W. Strohl	Dept.	1	1	12	20	38	40	3	6	2	2	3	5	2	4	4		50	8,500
4016	Northfield	Central High School	C. L. Burrell	Dept.	1	0	17	9	0	0					3	1			4		150	
4017	North Kingsville	High School	Martin Smith	Ind	1	0	17	12	25	37									4			3,500
4018	North Lewisburg	do	D. D. Bates, supt	Dept.	1	1	10	20	0	0					2	2			3		200	10,000
4019	North Lima	Beaver Township High School.	A. A. Prentice, B. S	Ind	1	0	13	12	0	0					2	3	1	0	3		125	6,000
4020	North Monroeville	High School	Fred'k P. Tompkins	Ind	1	0	2	4	30	21	1	1	0	0	0	0	0	0	4		0	1,500
4021	Norwalk	do	James E. Cole	Dept.	1	4	76	134	0	0	30	64	5	15	5	19	3	5	4		300	
4022	Oakharbor	do	Sue E. Harrison	Dept.	1	2	30	33	9	11	3	2	1	2	9	9	2	4	4		1,000	25,000
4023	Oakwood	do	L. M. Eschbach	Ind	1	0	1	10	35	60	0	0	0	0	0	0	0	0	4			5,000
4024	Oberlin	do.*	Mary E. Edwards	Dept.	1	3	44	58	3	2	20	25			0	12	5	11	3			
4025	Ohio City	do.*	I. O. Jones	Dept.	1	0	1	15	0	0					1	2			2			15,000
4026	Olmsted Falls	do	W. E. Locke	Dept.	1	0	8	7	50	44					1	4			4			

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
4027	Oregonia	High School	Leroy Robinson	Dept.	1	0	6	12	22	20	....	....	2	7	1	2	1	2	3	....	20	$3,000
4028	Orrville	do	W. A. McBane	Dept.	2	0	16	14	11	16	0	0	0	0	0	1	0	0	3	....	500	.....
4029	Orwell	do	L. J. Addicott	Dept.	0	2	18	30	37	36	....	....	....	....	5	5	....	....	4	....	.....	7,000
4030	Osborn	do	George P. Harmount	Dept.	1	1	15	24	0	0	0	1	....	....	2	4	0	1	4	....	180	1,200
4031	Osnaburg	do	J. A. Maurer	Dept.	1	0	11	3	0	0	0	0	0	0	0	0	0	0	3	....	0	6,000
4032	Ostrander	do.*	J. W. Cross	Dept.	1	1	13	17	50	50	10	10	....	....	1	3	1	3	3	....	100	8,000
4033	Ottawa	do	F. E. Brooke	Dept.	2	0	26	52	0	0	....	....	....	....	6	14	....	....	3	....	250	40,000
4034	Oxford	do	Mary E. Grennen	Dept.	2	1	17	51	0	0	0	0	9	43	2	8	....	....	3	....	600	30,000
4035	Painesville	do	F. H. Kendall	Dept.	4	4	96	128	0	0	....	....	....	....	11	17	....	....	4	....	500	10,000
4036	Palmyra	do	J. A. Dufford	Ind.	1	0	6	6	29	35	5	2	....	....	4	2	4	2	4	....	20	2,000
4037	Parkman	do	O. M. Owry	Dept.	2	0	12	17	36	34	....	....	....	....	1	6	0	0	4	....	300	5,000
4038	Pataskala	do	Ed. A. Evans	Dept.	3	0	30	34	0	0	....	....	....	....	4	2	....	....	4	....	200	6,500
4039	Patterson	do	U. F. Cramer	Dept.	1	0	1	7	46	43	....	....	....	....	0	0	0	0	3	....	100	2,000
4040	Paulding	do	W. H. Yant	Dept.	2	0	25	35	0	0	....	....	....	....	....	....	....	....	4	....	200	35,000
4041	Payne	do	L. F. Chalfant	Dept.	2	0	16	28	0	0	....	....	....	....	1	2	....	....	....	....	53	.....
4042	Pemberville	do	S. S. Simpson	Dept.	1	0	13	14	0	0	....	....	....	....	0	0	....	....	....	....	.....	.....
4043	Peninsula	do	Frederic Heckman	Dept.	1	0	11	14	0	0	....	....	....	....	1	2	....	....	4	....	270	6,500
4044	Perry	do.*	H. L. Cosgrove	Ind.	1	1	13	10	0	0	....	....	....	....	0	1	....	....	3	....	200	1,400
4045	Perrysburg	do	F. A. Cosgrove	Dept.	1	1	30	40	0	0	2	0	....	....	5	7	2	1	4	....	.....	45,000
4046	Perrysville	do	E. C. Kiplinger	Dept.	1	1	13	26	0	0	5	8	....	....	1	7	0	2	3	....	75	10,000
4047	Petersburg	do	C. C. Lipp	Dept.	1	0	6	9	46	49	....	....	....	....	3	3	0	0	2	....	100	3,000
4048	Pioneer	do	Samuel I. Henry	Dept.	1	0	27	13	0	0	....	....	....	....	5	2	....	....	3	....	.....	15,000
4049	Piqua	do	Miss Mary E. Hall	Dept.	2	2	66	102	0	0	4	0	....	....	10	14	4	5	4	....	7,623	.....
4050	Plain City	do	D. N. Cross	Dept.	2	0	24	32	0	0	....	....	4	5	8	2	3	1	4	....	500	36,000
4051	Plainfield	do	Geo. E. Miller	Dept.	1	0	5	9	37	61	....	....	....	....	2	3	....	....	4	....	250	5,000

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4052	Pleasant Hill	do	C. H. Teach	Dept.	1	0	15	10	0	0									4		100	8,000
4053	Plymouth	do.*	T. S. Orr	Dept.	1	2	20	26	0	0	6	17			1	7	1	2	4		600	12,000
4054	Poland	do	M. A. Kimmel	Dept.	1	1	8	6	57	49					2	3			3		450	12,000
4055	Polk	do.*	E. O. Parker	Dept.	1	0	6	8	35	35	0	0	0	0	0	0	0	0	3		55	2,000
4056	Pomeroy	do.*	T. C. Flanegin	Dept.	2	1	36	35	0	0	0	1			3	4	1	1	4		750	5,000
4057	Portage	do	F. W. Toan	Dept.	0	2	18	32	0	0					2	0			3		200	10,000
4058	Port Clinton	do	W. A. Richardson	Dept.	3	0	27	43	0	0	0	0	0	0					4		300	30,000
4059	Portsmouth	do.*	J. I. Hudson	Dept.	1	4	58	123	0	0					7	17			4		200	
4060	Port Washington	Union School	A. B. Newton	Dept.	1	0	10	18	52	50	0	0	0	0	0	0			4		120	5,000
4061	Powhatan Point	Powhatan High School	Frank Linton	Dept.	1	0	13	19	0	0					2	6			3		305	5,000
4062	Prospect	Village High School	T. B. Weaver	Dept.	1	1	20	34	0	0					4	2			4		300	10,000
4063	Put in Bay	High School	J. C. Oldt	Dept.	1	0	12	13	8	3					2	5	1	0	4		400	6,000
4064	Quaker City	do	W. G. Wolfe	Dept.	2	0	25	27	0	0					7	8	2	2	3			15,000
4065	Quincy	Union School	Will L. C. Sturm	Dept.	1	0	11	10	0	0	0	0	2	8					3		50	6,000
4066	Racine	High School	C. W. Wright	Dept.	1	0	21	23	0	0					2	1			3		500	2,500
4067	Randolph	do.*	J. R. Campbell	Ind	1	1	25	16	19	18	0	0	0	0	2	6	0	0	3		100	3,600
4068	Ravenna	do	W. J. Dodge	Dept.	4	3	43	57	0	0					5	7			4		1,700	25,000
4069	Reedsville	do	J. A. Smith	Dept.	1	0	9	6	27	32									2		175	1,500
4070	Reesville	do	A. I. McVey	Dept.	1	0	7	16	30	43					0	0			3			5,000
4071	Republic	do	Prof. O. J. Cory	Dept.	1	0	11	13	37	52	0	1	2	0	1	3			3		200	4,000
4072	Richfield	Central High School	J. W. Severy	Ind	1	1	14	25	57	58					2	6			5		250	3,500
4073	Richmonddale	High School	F. W. Yaple	Dept.	0	2	17	17	41	31	1	0			0	0	0	0	4		125	5,000
4074	Richwood	Union High School	G. H. Booth	Dept.	2	0	25	27	0	0	4	5			7	9	2	2	3		350	20,000
4075	Ridgeville Corners	Ridgeville Union School	T. J. Williams	Ind	0	1	22	19	33	28									4		30	5,000
4076	Ridgeway	High School	Wilbur O. Weir	Dept.	1	0	10	20	0	0	4	2			1	3	1	2	3			5,000
4077	Risingsun	do	C. E. Stinebaugh	Dept.	1	0	5	14	0	0	0	0			1	5	1	0	4		115	1,200
4078	Rittman	do	E. J. Zook	Ind	1	0	15	16	25	25					3	1			4		200	6,000
4079	Rockcreek	do	Benj. F. Stanton	Ind	1	1	10	17	83	78					0	0	0	0	4		82	9,000
4080	Rockford	do	Ira W. Stahl	Dept.	2	0	24	17	0	0					3	0	2	0	4		200	20,000
4081	Rockyridge	do	Geo. H. Myers	Dept.	1	0	5	5	20	10					2	3			4			3,000
4082	Rootstown	do	Miss Blanche Palmer	Dept.	1	1	30	25	0	0					0	3	0	0	4		125	10,000
4083	Roscoe	do	L. C. Shaw	Dept.	2	1	41	37	0	0	4	3			5	0			3		100	6,500
4084	Roseville	do	D. W. Macklin	Dept.	1	0	10	22	0	0	4	0	2	0	4	2	4	0	3		25	20,000
4085	Russellville	do	G. E. Fennen	Dept.	0	1	17	18	34	50	5	0			5	0			5		30	4,000
4086	Sabina	do.*	J. E. Ockerman	Dept.	2	0	29	31	0	0	2	1	0	0	4	8	2	1	4		200	10,000
4087	St. Clairsville	do	George Rossiter	Dept.	2	0	22	29	0	0					5	5			3		450	20,000
4088	St. Louisville	do	E. J. Ramey	Dept.	1	1	20	20	50	40			4	6	1	6	1	1	4		200	10,000
4089	St. Mary	do	Angeline Sherwood	Dept.	2	3	75	113	0	0					9	15			4		2,000	75,000
4090	St. Paris	do.*	John M. Reason	Dept.	1	1	17	25	0	0			2	0	1	6	0	0	4		200	25,000
4091	Salem	do	W. H. Maurer	Dept.	3	2	54	85	0	0	2	4	1	1	5	16	4	12	4			500
4092	Salineville	do	Ella M. Scaife	Dept.	1	1	22	22	0	0					2	1			4		100	28,000
4093	Sandusky	do	H. M. Linn	Dept.	3	3	74	148	0	0	0	10	12	20	8	22	5	7	4		1,200	
4094	Savannah	do	V. E. Rudy	Ind	1	0	10	8	32	30	1	1			0	1	0	1	3		25	800
4095	Scio	do	J. E. Clark	Dept.	1	0	20	26	0	0					1	0	1	6	3		305	10,000
4096	Sciotoville	do	C. D. Walden	Dept.	1	0	11	15	0	0					4	2			3		120	4,000
4097	Scott	do	G. M. Hoaglin	Dept.	1	0	10	11	0	0					1	1			3			7,500
4098	Senecaville	do	J. R. Hartup	Dept.	1	0	19	16	0	0					0	6			3		65	500
4099	Sevenmile	do	O. M. Soule	Dept.	1	0	17	18	41	52	0	1			2	5	0	1	2		100	600
4100	Seville	do	J. S. Miller	Dept.	1	1	15	16	0	0					3	2	1	1	3		300	15,000
4101	Sharon Center	do	John G. Pheil	Dept.	1	1	23	29	0	0	4	4	1	0	2	2	1	1	4		300	14,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
4102	Shauck	Johnsville High School	W. E. Simms	Ind	1	0	21	11	42	18	0	0	0	0	0	0			2		75	$5,500
4103	Shawnee	High School	C. L. Williams	Dept.	1	1	15	16	0	0	2	3			7	4	1	0	4		500	20,000
4104	Sherodsville	do	B. E. Worley, supt	Dept.	1	2	10	15	0	0									4			3,000
4105	Shiloh	do	C. E. Smith	Dept.	2	0	7	17	0	0					2	2	1	0	3		208	
4106	Shreve	do	Leander Hostetter	Dept.	2	1	20	30	0	0	6	4			2	7	1	1	3		400	10,000
4107	Sidney	do	John G. Kaufman	Dept.	3	3	53	75	0	0	4	4	2	0	3	5	1	3	4		560	
4108	Somerset	do	H. R. McVay	Dept.	2	0	28	24	0	0	5	3			5	4	1	0	4		100	12,000
4109	Somerton	do.*	T. P. Harris	Dept.	1	0	8	13	31	33					2	3			4			2,500
4110	Somerville	do	Orion Amerman	Dept.	1	0	4	5	25	28					0	0	0	0	2		80	2,500
4111	South Bloomfield	do	O. A. Peters	Dept.	1	0	4	8	36	31					1	1			3		200	3,000
4112	South Charleston	do	F. F. Main	Dept.	2	0	15	20	0	0	3	4			3	5	3	5	3		450	22,000
4113	South Perry	do.*	C. W. Ebert	Dept.	0	1	12	13	21	19	4	3			4	3	4	2			120	1,000
4114	South Solon	Stokes Township High School.	D. J. Schurr	Dept.	1	0	23	14	0	0					3	3			3		225	4,000
4115	Sparta	High School	Thomas Leonard	Dept.	1	0	12	15	18	30	1	0	0	0	1	2	0	0	3		300	5,000
4116	Spencer	do	T. A. Martin	Dept.	0	2	19	12	37	36	1	0			0	0	0	0	4		60	6,000
4117	Spencerville	do.*	N. H. Stull	Dept.	2	0	8	20	26	40					2	6	2	2	3			25,000
4118	Springboro	do.*	J. M. Lane	Dept.	1	0	10	20	0	0	0	0	2	2	2	3	0	0	3		300	2,500
4119	Springfield	do	John S. Weaver	Dept.	9	7	262	401	0	0					21	41	12	11	4		275	125,000
4120	Springvalley	do	E. H. Colvin	Dept.	1	0	19	21	0	0					1	4			3		180	4,000
4121	Steubenville	do	Charles E. Flanagan	Dept.	3	5	75	121	0	0	2	3	0	0	9	30	4	10	4		4,800	20,000
4122	Stockport	do	C. W. Newberry	Dept.	1	1	13	5	39	52			1	0	0	0	0	0	4		200	3,200
4123	Stout	Rome High School	C. H. Cosby	Dept.	1	1	18	22	39	60					0	0						1,000
4124	Stoutsville	High School	C. Myres	Dept.	1	1	17	17	33	53					0	0	0	0	3		25	5,000
4125	Stryker	do.*	C. C. Biglow	Dept.	1	4	42	44	0	0	6	5			3	3			4		50	

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4126	Sugargrove	do	Wm. Walter	Dept.	1	0	9	16	33	27	0	0	0	0	0	0	0	4		100	6,500
4127	Sullivan	do.*	W. E. Heichel	Dept.	1	2	15	20	40	45					2	3	2	0		100	
4128	Sulphur Springs	do.*	C. H. Miller	Dept.	1	0	7	12	40	41			0	1				4			2,000
4129	Summerfield	do	W. K. Greenbank	Ind	1	0	20	16	64	67					3	1	0	1	4	60	1,000
4130	Sunbury	do	Wm. McClain	Dept.	1	0	25	20	0	0	2	3	2	2	4	4	2	3	4	250	4,000
4131	Swanton	do	Cains Henery	Dept.	1	1	22	30	0	0	5	3	0	0	1	2	1	2	4	0	15,000
4132	Sycamore	do	A. W. McKay	Dept.	2	0	23	40	0	0	1	1			2	3	1	1	3	50	3,200
4133	Sylvania	do	W. B. Harris	Dept.	1	1	16	30	0	0					2	1			3	200	14,000
4134	Syracuse	do	C. T. Coates	Dept.	2	1	30	20	0	0					3	3			3	200	
4135	Tallmadge	do	W. L. Nida	Dept.	1	0	17	19	0	0	2	2	2	0	5	7	4	2	3	400	3,000
4136	Tarlton	do	J. F. Dumond	Ind	1	0	22	13	33	49					1	4			4	0	1,500
4137	Thornville	do	W. M. Wikoff	Dept.	1	1	21	12	42	29					5	7			3	200	
4138	Tiffin	Columbian High School	Charles A. Krout	Dept.	2	4	92	161	0	0	2	3	8	5	11	30	7	4	4	500	75,000
4139	Tippecanoe City	Union School	J. W. Swartz	Dept.	2	0	26	37	0	0	1	0			5	4	1	0	4	900	40,000
4140	Toledo	East Side High School	J. L. Richmond	Dept.	1	1	20	48	0	0			3	1	0	0			4	50	300
4141	Tontogany	High School*	J. F. Young	Dept.	1	0	18	14	57	46	1	1							3	36	3,000
4142	Toronto	Central High School	Abram Grove, Ph. D.	Dept.	1	2	19	28	0	0			6	10	4	7	3	2	4	650	26,000
4143	Trenton	High School	C. E. Woolford	Dept.	1	0	12	10	33	34	0	0	0	0	1	3	0	0	3	121	5,000
4144	Troy	do.*	H. H. Helter	Dept.	5	3	83	104	0	0	3	2	2	1	10	18	5	2	5	2,460	70,000
4145	Tuscarawas	Warwick Township High School.	E. G. Finical	Dept.	1	1	16	19	0	0					1	7			3		
4146	Twinsburg	High School	A. W. Carrier	Ind	1	1	28	31	26	28	8	6	12	0	3	4	2	3	4	268	10,000
4147	Uhrichsville	do	O. J. Luethi	Dept.	2	1	14	35	0	0					4	7	0	1	3	400	25,000
4148	Unionville Center	Darby Township High School.	J. A. Yealey	Ind	1	0	9	9	3	3					2	1	2	1	3	20	
4149	Upper Sandusky	High School	C. S. Coler	Dept.	2	1	25	60	0	0					0	6	0	0	4	450	20,000
4150	Urbana	do	J. P. Kalbfus	Dept.	1	2	69	68	0	0	3	2	4	3	8	10	1	2	4	100	30,000
4151	Utica	do	Edith Johnston	Dept.	1	1	20	25	0	0	10	5			1	6			4	250	10,000
4152	Vanlue	do	J. W. Yantis	Dept.	1	0	11	12	0	0	2	0	1	0	2	5	0	0	4	0	7,000
4153	Vanwert	do	H. A. Hartman	Dept.	2	2	56	76	0	0	0	0	0	0	5	4			4	850	
4154	Vermilion	do	C. W. Sloan	Dept.	1	0	7	22	0	0					0	5			3	100	15,000
4155	Versailles	do	J. C. Long	Dept.	1	1	26	26	0	0					3	4			4		12,000
4156	Wadsworth	do	F. M. Plank	Dept.	1	2	29	39	0	0	6	7			3	7	1	2	3		20,000
4157	Wakeman	do	C. C. Bebout	Dept.	1	0	10	18	10	0	0	1	0	0	0	2	0	0	3	100	5,000
4158	Wapakoneta	do	James E. Yarnell	Dept.	2	1	34	52	0	0	2	0	0	8	2	7	2	7	4	1,500	50,000
4159	Warren	do	F. E. Ostrander	Dept.	3	3	93	165	0	0	4	8	57	70	6	13	1	2	4		
4160	Warsaw	do	C. E. Crawford	Ind	1	1	17	18	58	43					1	0	1	0	4	250	13,500
4161	Washington	do	H. L. Cash	Dept.	1	0	6	15	39	42	1	0			0	5			3	100	8,000
4162	Washington C. H.	do.*	C. M. Humes	Dept.	2	3	49	71	0	0					1	2	1	2	4	500	30,000
4163	Washingtonville	do	W. A. Hiscox	Dept.	1	0	10	30	0	0					0	4			4	350	15,000
4164	Waterford	do	C. S. Joseph	Dept.	1	1	24	27	0	0	3	0	5	2	4	3	3	1	4	0	2,500
4165	Waterville	do	W. H. Block	Dept.	1	0	22	19	0	0	0	0	0	0	4	1	1	0	2	30	13,000
4166	Watkins	do	F. Z. Ballinger	Ind	1	0	12	13	60	60					3	4	2	0	3	20	5,000
4167	Wauseon	do	C. M. Carrick	Dept.	2	1	40	45	0	0					2	2			4	150	25,000
4168	Waverly	do	J. W. Chesrown	Dept.	2	1	30	35	0	0	3	2			3	3	2	1	4	762	24,000
4169	Waynesfield	do	S. B. Meeks	Dept.	1	0	14	18	50	54									4		
4170	Waynesville	do	S. A. Stilwell	Dept.	3	0	25	35	0	0			5	5	2	6	2	2	4	500	25,000
4171	Wellington	do	Miss Emma C. Bates	Dept.	2	1	46	66	0	0					7	10			4	100	20,000
4172	Wellston	do	R. L. Ervin	Dept.	2	0	20	67	0	0	2	10			2	13	2	10	3	500	20,000
4173	Wellsville	do	Sarah Louise Magone	Dept.	0	3	32	59	0	0					7	8			4	400	60,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	OHIO—continued.																					
4174	West Alexandria	High School	B. A. Landis	Dept.	1	0	12	13	0	0	.....	.....	.....	.....	1	4	.....	.....	3	.....	200	.....
4175	West Baltimore	....do	C. R. Leas	Dept.	1	0	23	6	0	0	0	0	0	0	6	1	1	0	3	.....	16	.....
4176	Westboro	....do.*	Miss Etta Gallaher	Dept.	0	1	2	3	31	32	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	.....	$1,000
4177	West Cairo	....do	J. Fielding Snodgrass	Ind.	1	1	25	25	35	30	.....	.....	.....	.....	1	2	.....	.....	3	.....	6	1,000
4178	West Carlisle	....do	W. S. Dean	Dept.	1	0	16	20	18	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	200	1,500
4179	West Carrollton	....do	W. C. Wilson	Dept.	1	0	7	5	0	0	2	2	1	0	0	0	.....	.....	2	.....	225	.....
4180	West Elkton	....do	J. H. Gabbine	Dept.	1	1	11	15	43	30	0	0	0	0	1	3	.....	.....	3	.....	50	2,000
4181	Westerville	....do	J. R. Walton	Dept.	1	0	10	11	0	0	2	3	.....	.....	4	5	2	2	3	.....	400	2,100
4182	West Jefferson	....do	J. E. Ockerman, Ph. D.	Dept.	1	0	12	24	0	0	1	0	0	0	0	0	0	0	4	.....	300	10,000
4183	West Lafayette	....do	N. S. McClure	Dept.	1	0	20	25	0	0	.....	.....	.....	.....	6	2	2	0	4	.....	50	10,000
4184	West Liberty	....do	W. S. Jones	Dept.	2	0	10	10	0	0	1	1	.....	.....	4	4	0	2	3	.....	200	5,000
4185	West Manchester	Monroe Township High School.	William Buck	Dept.	1	0	22	8	.....	.....	.....	.....	.....	.....	1	2	.....	.....	3	.....	50	.....
4186	West Mansfield	High School	M. R. Ballinger	Ind.	1	0	8	11	67	79	1	1	0	1	4	7	1	2	3	.....	70	7,000
4187	West Mentor	Village High School	David M. LeFevre	Dept.	1	0	10	15	25	30	.....	.....	.....	.....	0	0	.....	.....	3	.....	.....	8,000
4188	West Milton	Milton High School	F. B. Harris	Dept.	2	0	26	22	0	0	4	6	2	2	1	2	1	2	4	.....	300	12,000
4189	Weston	High School	Chas. Moore Merry	Dept.	1	0	13	20	0	0	4	0	.....	.....	3	4	3	0	4	.....	250	25,000
4190	West Richfield	Special District High School.	A. A. McNeil	Dept.	1	0	8	7	23	18	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	265	3,500
4191	West Rushville	High School*	J. H. Horton	Dept.	1	0	11	12	27	29	3	0	.....	.....	0	3	.....	.....	3	.....	.....	4,500
4192	West Salem	....do	G. W. Goshorn	Dept.	1	0	13	20	0	0	.....	.....	.....	.....	1	3	1	0	4	.....	250	15,000
4193	West Union	....do.*	J. E. Collins	Dept.	2	0	15	17	0	0	.....	.....	10	12	6	6	.....	.....	3	.....	100	12,000
4194	West Unity	....do	J. H. Diebel	Dept.	2	0	23	24	0	0	0	0	0	0	1	4	0	0	4	.....	50	500
4195	Wharton	....do.*	T. J. Stoutt	Dept.	2	0	22	19	57	57	.....	.....	.....	.....	3	4	.....	.....	3	.....	.....	1,200
4196	Wheelersburg	....do	Frank Appel	Dept.	1	0	24	18	0	0	0	0	0	0	0	0	0	0	3	.....	23	5,000

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4197	Whisler	do	H. B. Schaal	Dept..	1	0	2	3	23	26					2	1			6			2,500
4198	Whitehouse	do.*	T. B. Pinkerton	Dept..	0	2	5	4	55	66	0	1							4			10,000
4199	Williamsburg	do	S. L. Turnipseed	Dept..	1	1	29	27	0	0	0	0	0	0	9	2	0	1	3		200	10,000
4200	Williamsport	do	John P. Adkins	Ind	1	0	16	10	0	0			1	0	2	1	1	0	3		50	10,000
4201	Willoughby	do	S. D. Shankland	Dept..	1	3	43	45	0	0	5	2	7	8	9	7	5	1	4		754	10,000
4202	Willshire	do	G. W. Hurless	Dept..	1	0	9	8	0	0					2	2			3			5,000
4203	Wilmington	do	J. H. Painter	Dept..	3	1	58	62	0	0					8	10	3	5	4		500	20,000
4204	Wilmot	do	E. A. Richardson	Dept..	1	0	20	13	43	38					6	3			4		200	3,000
4205	Winchester	do.*	C. A. Wilson	Dept..	1	0	9	23	0	0	0	0	0	0	2	7	0	0	3		50	4,000
4206	Windham	do	E. W. Morton	Dept..	2	0	13	13	31	28			1	0	1	3			4		500	8,000
4207	Woodsfield	do	J. S. Beck	Dept..	1	0	10	16	0	0	1	0	1	0	0	3	0	0	3		275	30,000
4208	Woodstock	do	J. W. Cross	Dept..	1	0	10	14	0	0	5	7			0	0			3		100	14,000
4209	Woodville	Village High School	S. E. Lantz	Dept..	1	0	7	17	0	0	1	0			0	3	0	2	3		50	8,000
4210	Wooster	High School	Lura B. Kean	Dept..	0	5	95	125	0	0	25	30			27	45			4		800	
4211	Worthington	do	J. A. Harlor	Dept..	2	0	27	30	0	0	2	1	1	2	2	5	1	0	4		425	15,000
4212	Wyoming	do	C. S. Fay	Dept..	1	3	32	46	0	0	4	5	12	14	3	3	2	2	4			40,000
4213	Xenia	Central High School	G. J. Graham	Dept..	2	5	71	123	0	0					0	5	0	0	4		800	
4214	Youngstown	Rayen High School	George F. Jewett	Dept..	4	9	200	254	0	0					26	40			4		1,000	
4215	Zaleski	High School	W. F. McNamara	Dept..	1	0	15	21	0	0					1	4			3		200	5,000
4216	Zanesfield	do	D. W. Crouse	Dept..	1	0	13	19	41	41	2	3			2	8	1	3	3		80	4,000
4217	Zanesville	do	W. M. Townsend	Dept..	3	7	115	175	0	0					12	26			4		232	30,000
	OKLAHOMA.																					
4218	Guthrie	High School	W. W. Holliday	Dept..	2	2	39	63	0	0					0	9			4		200	60,000
4219	Oklahoma	do	M. J. Patterson	Dept..	1	2	58	86	0	0					3	6	3	6	4		200	58,000
	OREGON.																					
4220	Ashland	High School	C. A. Hitchcock	Dept..	1	1	25	30	0	0					6	7	2	1	3		75	3,600
4221	Astoria	do	R. N. Wright	Dept..	1	3	48	50	0	0	15	20			5	5	3	4	4		325	40,000
4222	Baker City	do	S. P. Barrett	Dept..	2	1	33	37	0	0	2	0			3	8	1	1	3		600	38,700
4223	Dufur	do.*	Aaron Frazier	Dept..	2	0	25	30	40	45			1	3	0	4						
4224	Heppner	do	W. C. Howard	Dept..	1	1	35	42	0	0					1	6	0	2	3		300	
4225	Independence	do	Thomas A. Hayes	Dept..	1	0	5	7	0	0	0	0	0	0	0	0			1		250	
4226	Jacksonville	do	M. A. Floyd	Dept..	1	0	4	6	0	0	0	0	0	0	0	0	0	0	3		100	6,000
4227	McMinnville	do	W. I. Reynolds	Dept..	1	1	14	31	0	0	2	15			3	11			2		100	30,000
4228	Medford	do	G. A. Gregory	Dept..	1	1	15	17	0	0	0	0	0	0	9	8	0	0	2		368	21,000
4229	Oregon City	do	L. W. McAdam	Dept..	2	0	25	40	0	0	3	0			5	13			3		400	20,000
4230	Pendleton	do	H. L. Talkington	Dept..	1	1	10	20	0	0									3		100	
4231	Portland	do	T. T. Davis	Dept..	9	12	369	610	0	0					31	63			4		1,019	
4232	Union	do	E. B. Conklin	Dept..	2	1	30	36	0	0	8	12	5	2	1	4			3		480	10,000
	PENNSYLVANIA.																					
4233	Abington	High School	E. L. Flack	Dept..	1	1	20	14	0	0					2	4			3		213	
4234	Alexandria	do	John D. Meyer	Dept..	1	0	9	20	0	0	3	4	1	0	1	5	1	3	3		85	
4235	Allegheny	do	James E. Morrow	Dept..	10	6	185	333	0	0	24	35	16	41	6	6	0	0	4		200	176,000
4236	Allentown	do	J. Hiram Schwartz	Dept..	5	3	139	188	0	0	6	0			14	42	6	0	3		1,200	40,000
4237	Altoona	do	G. D. Robb	Dept..	2	6	120	240	0	0	3	1	1	0	14	23	5	1	4		250	70,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.										Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.													
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	PENNSYLVANIA—continued.																							
4238	Ambler	High School	Warren R. Rahn	Dept.	1	1	12	19	0	0	0	0	0	0	0	2			3		320	$16,000		
4239	Apollo	do	D. R. Sumstine	Dept.	2	0	23	25	0	0	3	2			7	10	2	2	2		300	4,000		
4240	Archbald	do	W. A. Kelly	Dept.	1	2	20	34	0	0					3	8			2		225	26,000		
4241	Ardmore	Lower Merion High School.	Clarence G. Bausman	Dept.	2	2	43	52	0	0	5	9	2	0	7	12	4	5	3		420			
4242	Ashbourne	Cheltenham High School	W. F. Ziegler	Dept.	2	2	35	30	0	0					3	8			3		700	10,000		
4243	Ashland	High School*	Samuel H. Clair	Dept.	1	1	27	55	0	0					3	3	0	0	3		1,463	17,000		
4244	Ashley	do	G. Crump	Dept.	1	2	23	40	0	0					2	12	0	0	3					
4245	Athens	do	W. O. Robinson	Dept.	2	2	46	81	0	0					4	12	0	8	4		1,146			
4246	Austin	do	W. O. Woodring	Dept.	1	0	10	15	0	0	0	1			0	2			2		100			
4247	Bangor	do	Wm. H. Lindeman	Dept.	3	1	48	47	0	0	2	0	0	0	7	7	2	0	4		500			
4248	Bath	do	G. A. Weber	Dept.	1	0	17	11	0	0	0	0	0	0	2	2	0	0	3		200	7,000		
4249	Beaver	do	John H. Dunn	Dept.	3	0	44	56	0	0	4	13	7	0	3	14	2	2	4		700	25,000		
4250	Beaver Falls	do	W. S. Hertzog	Dept.	1	3	45	87	0	0	4	2	3	0	4	7	3	3	4		100			
4251	Bedford	do	D. C. Stunkard	Dept.	2	1	27	31	0	0	0	0	0	0	4	3	3	0	4		600	40,000		
4252	Bellefonte	do	A. Reist Rutt	Dept.	2	1	42	35	20	15	10	0	3	2	8	7	4	0	4		600	50,000		
4253	Bellwood	do	William M. Benson	Dept.	1	0	11	13	0	0					5	5			2					
4254	Berlin	do	John J. Brallier	Dept.	1	0	16	18	0	0	1	2	1	0	5	3	1	2	2		200	6,000		
4255	Berrysburg	do	John H. Myers	Dept.	1	1	31	41	11	19	1	0	2	0	0	0	0	0	4		300	15,000		
4256	Berwick	do	Elmer E. Garr	Dept.	2	0	30	33	0	0	1	0	6	1	3	9	1	2	4			10,000		
4257	Berwyn	Easttown High School	J. Alexander Clarke, A. M.	Dept.	2	1	18	18	0	0	5	4	1	0	0	2	0	1	4		500			
4258	Bethlehem	High School	C. T. Bender	Dept.	2	0	11	8	5	5	1	0			2	3	1	0	4		100	35,000		
4259	Birdsboro	do	J. A. Grier	Dept.	1	0	26	17	0	0	0	0	0	0	0	4	0	0	3		10	20,000		

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4260	Bismarck	do	H. B. Gladfelter	Dept.	1	0	7	15	11	15					0	0	0	0	3		300	14,000
4261	Bloomsburg	do	L. P. Sterner	Dept.	3	1	41	57	0	0					4	8			4		400	
4262	Blossburg	do	H. F. Walker	Dept.	1	2	8	22	43	74					1	4			2		400	20,000
4263	Blue Bell	Whitpain High School	W. D. Beyer	Dept.	1	5	36	38	0	0					1	4			2		70	
4264	Boyertown	High School	George R. Markel	Dept.	1	0	18	17	0	0	1	0			4	0	1	0	4		201	5,000
4265	Braddock	do	L. L. Todd	Dept.	1	2	24	37	0	0					3	9	2	0	4		250	1,000
4266	do	North High School	S. R. McClure	Dept.	2	0	25	41	0	0	1	0	4	0	7	13	1	0	3		50	10,000
4267	Bradford	High School	A. E. Colegrove	Dept.	5	3	132	195	0	0	10	12			13	31	0	5	4			
4268	Bristol	do	Mary E. Watson	Dept.	0	2	7	21	0	0	0	0	0	0	0	10	0	0	3		478	
4269	Brookville	do	T. B. Galbraith	Dept.	2	0	18	30	20	32									3		500	25,000
4270	Brownsville	do	Prof. Goodwin	Dept.	1	0	18	20	0	0			4	2	8	10	4	2	1			10,000
4271	Butler	do	V. K. Irvine	Dept.	3	3	63	98	0	0					15	17	0	4	3		1,000	20,000
4272	Cambridge Springs	Union School	Chas. F. Chamberlain	Dept.	1	1	15	25	0	0					2	8	1	2	3		400	10,000
4273	Canonsburg	High School	W. C. Black	Dept.	2	1	18	37	0	0			3	8	6	8	4	8	2		300	40,000
4274	Canton	do	Willis L. Rowlands	Dept.	1	2	21	23	0	0					3	3			3		200	20,000
4275	Carbondale	Central High School	H. J. Hockenberry	Dept.	3	6	88	158	0	0	15	10			1	10	1	1	4		1,638	45,000
4276	Carnegie	High School	T. J. George	Dept.	1	2	27	43	0	0	4	0							3		0	
4277	Carlisle	do*	Prof. E. L. Cross	Dept.	1	2	37	53	0	0					6	16			3		18	20,000
4278	do	High School (colored)*	Jesse P. Zeigler	Dept.	1	0	15	12	0	0					0	0			3			
4279	Catasauqua	High School	Thomas W. Bevan	Dept.	1	0	16	16	0	0	1	0			5	10	1	0	2		500	
4280	Catawissa	do	C. W. Corbin	Dept.	2	1	20	40	0	0					1	6			4		1,000	20,000
4281	Centralia	do.*	J. Harry Eisenhower	Dept.	1	1	8	21	14	18					0	7			4		436	
4282	Chambersburg	do	John G. Krichbaum	Dept.	2	1	68	84	0	0	8	4	1	0	12	19	8	4	4		1,000	
4283	Charleroi	do	J. A. Snodgrass	Dept.	0	1	14	16	0	0					3	5			2		500	40,000
4284	Chester	Central High School	Thomas S. Cole, A.M.	Dept.	3	5	51	147	0	0	4	2	4	0	14	36	4	2	4		300	17,000
4285	Clarion	High School	L. L. Himes	Dept.	1	0	9	22	0	0	1	1			3	9	1	1	2		300	20,000
4286	Claysville	do	J. D. Trussell	Dept.	1	0	7	9	0	0	1	3	2	2	0	0			2			
4287	Clearfield	do	B. C. Youngman	Dept.	2	1	11	31	0	0					5	1			4		200	
4288	Clifton Heights	do	Cilla A. Simpson	Dept.	0	1	10	15	0	0									3			
4289	Coaldale	do	M. C. Ryan	Dept.	1	1	5	29	0	0	0	0	0									17,500
4290	Cochranton	do	D. J. Morrow	Dept.	2	0	31	30	1	1					4	7			3		300	5,000
4291	Collegeville	do	A. B. Hess	Dept.	1	0	8	14	40	29	3	7			1	5	1	3	3		180	8,000
4292	Columbia	do	Mary Y. Welsh	Dept.	2	1	31	42	0	0	5	2	6	0	6	8	2	0	3		350	
4293	Conneautville	do	Grant Norris, A. B.	Dept.	3	3	28	54	0	0					1	9	1	1	4		200	30,000
4294	Connellsville	do	J. P. Wiley	Dept.	0	3	22	72	0	0					2	18			3			
4295	Conshohocken	do	J. Horace Landis	Dept.	2	3	21	38	0	0	2	0	1	0	5	10	1	0	3		872	32,000
4296	Coplay	do	P. Z. Cramer	Dept.	1	0	15	15	0	0					2	2			2		400	13,000
4297	Cornwall	do	W. G. Weigle	Dept.	0	3	18	16	0	0					3	3			3		35	
4298	Corry	do	Mrs. Ada K. Butts	Dept.	1	4	59	91	0	0	5	2			5	5	2	0	4		350	
4299	Coudersport	do	W. F. Du Bois	Dept.	1	1	30	50	0	0	4	6	0	0	0	0	0	0	5		350	37,500
4300	Cowan	do	Ammon J. Steese	Dept.	1	0	11	6	9	9												
4301	Danville	do	Raymond H. Wilson	Dept.	3	1	50	49	0	0	0	4	0	0	6	9	4	8	4		0	20,000
4302	Dauphin	do	William Minsker	Dept.	1	1	14	21	0	0									4			
4303	Delta	do	F. H. King	Dept.	1	0	9	13	4	3					2	0			3		110	6,800
4304	Downingtown	do	John R. Hunsecker	Dept.	2	0	15	28	0	0					3	5			3		60	10,000
4305	Doylestown	do	A. S. Martin	Dept.	1	2	14	43	0	0	1	0			0	7	0	0	3		600	45,000
4306	Dubois	do	Mary K. Bryan	Dept.	0	4	49	95	0	0					5	16	5	12	4		700	
4307	Dunbar	do	John S. Carroll	Dept.	1	0	10	12	0	0	2	3			5	6	2	3	2		200	6,000
4308	East Brady	do	W. M. McDonald	Dept.	1	0	10	19	0	0	1	0	1	0	6	9	2	0	2		300	

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	PENNSYLVANIA—continued.																					
4309	East Mauch Chunk.	High School	P. H. McCabe	Dept.	2	0	22	27	0	0	.....	.....	.....	.....	5	0	.....	.....	4	.....	25	$10,000
4310	Easton	do	Benjamin F. Sandt	Dept.	8	2	130	156	0	0	31	2	17	7	14	22	2	3	4	.....	.....	95,000
4311	do	High School (south)	W. S. Gruver	Dept.	4	0	24	24	46	8	13	0	12	0	8	13	5	1	4	.....	450	.....
4312	East Stroudsburg	High School	H. K. Strickler	Dept.	1	1	11	13	0	0	.....	.....	.....	.....	3	3	2	0	3	.....	300	30,000
4313	Edwardsdale	do	J. O. Hermann	Dept.	1	0	3	9	0	0	.....	.....	.....	.....	1	1	.....	.....	3	.....	125	.....
4314	Elizabethtown	do	B. F. Heiges	Dept.	1	1	20	24	0	0	.....	.....	.....	.....	5	4	.....	.....	3	.....	150	.....
4315	Elkland	do	M. F. Cass	Dept.	1	2	24	24	0	0	1	0	0	3	0	0	0	0	4	.....	120	4,000
4316	Elklick	Salisbury High School	Virgil R. Saylor	Dept.	1	0	8	4	0	0	.....	.....	3	1	4	2	2	0	2	.....	100	3,000
4317	Emaus	High School	H. L. Reber	Dept.	1	0	5	4	17	19	.....	.....	.....	.....	3	3	.....	.....	3	.....	165	14,000
4318	Emlenton	do	E. D. Carothers	Dept.	1	1	17	27	0	0	1	2	4	5	0	8	0	6	2	.....	450	20,000
4319	Emporium	do	Harry F. Stouffer	Dept.	2	0	18	30	10	12	1	0	1	1	3	8	3	0	4	.....	400	18,000
4320	Ephrata	do	H. E. Gehman	Dept.	1	0	26	26	0	0	0	0	2	0	6	5	1	0	4	.....	180	18,000
4321	Erie	do	John C. Diehl	Dept.	6	12	234	372	0	0	.....	.....	.....	.....	26	47	7	7	4	.....	.....	.....
4322	Everett	do	C. H. Bucher	Dept.	2	0	27	35	0	0	.....	.....	.....	.....	3	6	.....	.....	3	.....	650	15,000
4323	Fleetwood	do	F. W. Balthaser	Dept.	1	0	5	5	12	8	.....	.....	.....	.....	0	0	.....	.....	3	.....	145	5,000
4324	Frackville	do	I. G. Miller	Dept.	1	1	28	50	0	0	2	2	1	1	5	8	2	1	4	.....	800	26,000
4325	Franklin	do	Charles E. Lord	Dept.	2	2	49	101	0	0	8	4	.....	.....	4	17	1	0	4	.....	100	.....
4326	Freeport	do	Howard M. Welsh	Dept.	1	1	20	28	0	0	.....	.....	.....	.....	6	9	0	0	3	.....	1,000	8,000
4327	Gallitzin	do	R. H. Biter	Dept.	1	0	14	14	0	0	0	0	0	0	2	6	0	0	3	.....	0	22,750
4328	Gettysburg	do	J. D. Hunter	Dept.	1	1	14	47	0	0	1	1	.....	.....	4	7	.....	.....	3	.....	400	.....
4329	Greencastle	do	William D. Smiley	Dept.	2	0	11	12	10	8	1	0	1	0	2	5	1	0	3	.....	389	.....
4330	Greensburg	do	C. E. Heller	Dept.	3	1	45	59	0	0	.....	.....	.....	.....	4	5	.....	.....	4	.....	.....	.....
4331	Greenville	do	W. F. Hoyt	Dept.	2	2	35	74	0	0	8	20	6	0	6	12	3	5	3	.....	1,000	.....

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4332	Halifax	do	J. W. Snyder	Dept.	1	0	5	4	40	44	0	0	0	0	2	5	0	0	4		200	4,000
4333	Hamburg	do	E. J. Conner	Dept.	1	0	22	23	0	0					6	4			4		350	
4334	Hanover	do.*	W. L. Hoffheins	Dept.	2	1	42	45	0	0	10	5			7	11	2	1	3		300	
4335	Harrisburg	do	Samuel A. Baer	Dept.	12	9	295	390	0	0	25	20	25	28	33	40	4	4	4		2,000	150,000
4336	Hatboro	do	Wm. J. Zeiders, A. M.	Dept.	1	0	14	16	0	0	2	3			4	3			3			
4337	Hawley	do	Mark Creasy	Dept.	2	0	12	26	0	0	1	1			2	6	1	1	3		600	8,000
4338	Hazleton	do.*	Louis P. Byerly	Dept.	2	2	50	84	0	0	11	3	0	0	8	20	3	1	3		600	6,000
4339	Hokendauqua	do	M. P. Reagle	Ind.	1	0	8	10	10	12	1	0			5	0			2			20,000
4340	Hollidaysburg	do	I. D. Metzger	Dept.	2	1	40	50	0	0					2	6			4		500	50,000
4341	Honesdale	do	Thos. Stone March	Dept.	3	1	57	76	0	0	1	2			6	7	4	0	4		2,500	30,000
4342	Houtzdale	do.*	J. L. L. Bucke, Ph. D.	Dept.	1	0	15	16	0	0			2	0	2	5	2	0	4		400	12,000
4343	Hughesville	do	J. G. Dundore	Dept.	1	0	12	18	0	0			2	2	0	0	0	0	3		422	18,000
4344	Hummelstown	do.*	C. L. Arnold	Dept.	1	1	14	24	0	0					1	2			3		200	20,000
4345	Huntingdon	do	J. Hassler Reber	Dept.	4	1	99	113	0	0					4	12			4			
4346	Hyndman	do	Louis J. McGregor	Dept.	1	1	10	14	0	0					1	8			2		100	6,000
4347	Jeannette	do	Jno. W. Anthony	Dept.	1	1	11	25	0	0	2	0	0	0	5	6	2	0	3		30	
4348	Jenkintown	do	Sherman S. Barr	Dept.	1	1	8	10	0	0	0	0	0	0	2	3	0	0	3			10,000
4349	Jermyn	do.*	E. D. Bovard	Dept.	1	1	7	18	0	0									2		100	15,000
4350	Jersey Shore	do	M. G. Cocklin	Dept.	1	1	23	34	0	0	0	0	0	0	1	7	0	0	4		450	20,000
4351	Johnstown	do	William F. Long	Dept.	2	2	31	73	0	0	2	1	2	0	3	6	1	0	4		125	
4352	Kane	do	Owen C. Baker	Dept.	2	1	34	80	0	0	4	6	2	0	3	12	1	1	4		400	25,000
4353	Kennett Square	do	E. L. Poutz	Dept.	1	1	12	15	0	0					1	5			4			
4354	Kingston	do	D. M. Hobbes	Dept.	1	2	9	30	0	0					2	7			3		50	
4355	Kittanning	do	E. R. Shirey	Dept.	1	0	15	20	0	0					2	8			2		1,200	
4356	Knoxville	do	Geo. B. Strait	Dept.	1	1	29	32	0	0	0	0	0	0	2	3	0	0	2		12	4,300
4357	Laceyville	Braintrim High School.	D. C. Roe	Dept.	1	0	12	13	0	0					0	0	0	0	3		25	1,200
4358	Lancaster	Girls' High School	Miss S. H. Bundell	Dept.	2	5	0	225	0	0					0	27			4		19	35,000
4359	Lanadale	High School	H. Horace Beidler	Dept.	1	3	18	24	0	0					3	6			3		400	22,000
4360	Landsdowne	do	H. Emilie Groce	Dept.	0	6	20	53	0	0	0	3			0	3	0	0	4		735	25,000
4361	Lansford	do	I. K. Witmer	Dept.	1	1	16	31	0	0	0	0	0	0	3	6	0	0	3		250	20,000
4362	Latrobe	do	A. A. Streng	Dept.	3	0	25	35	0	0					5	2			4		500	
4363	Lebanon	do	Chas. K. Witmer	Dept.	2	3	68	112	0	0	4	5	0	0	9	22	4	5	4		4,500	
4364	Leechburg	do	S. C. Hepler	Dept.	2	0	9	23	0	0					4	7			3			20,000
4365	Lehighton	do	A. L. Custer	Dept.	1	1	29	33	0	0	1	0	2	0	4	10	0	0	3		250	
4366	Lewisburg	do.*	B. R. Johnson	Dept.	1	2	43	52	0	0			10	20	7	11	1	1			200	18,000
4367	Lewistown	do	W. F. Kennedy	Dept.	1	1	23	48	0	0	0	4	1	0	0	0	0	0	4		300	
4368	Linesville	do	J. H. Grandey	Dept.	2	3	24	30	0	0					8	13	3	1			50	6,000
4369	Lititz	do	G. Hermann Goetz	Dept.	1	1	30	27	33	19	5	1	2	0	6	6	1	2	3		400	12,000
4370	Liverpool	do	Milton W. Phillips	Dept.	1	0	22	9	0	0					2	5	0	0	3		323	7,000
4371	Lockhaven	do	I. H. Mauser	Dept.	3	0	43	47	0	0					9	12			4		500	35,000
4372	Luzerne	do	E. L. Whatenecht	Dept.	1	0	6	21	0	0	0	0	0	0	2	6	0	0	3			
4373	Lykens	do	Ira S. Wolcott	Dept.	1	1	16	15	0	0	1	0			3	7	1	0	3		400	25,000
4374	McDonald	do	J. M. Shaffer	Dept.	0	2	20	20	0	0	0	0	0	0	0	0	0	0	2		100	35,000
4375	McEwensville	do	Samuel A. Bower	Dept.	1	0	19	15	0	0	1	0			1	1	1	0	4		300	4,000
4376	McSherrystown	do	Miss Bernardina Corrigan.	Dept.	0	1	16	18	15	17	0	0	0	0	0	0	0	0	2		38	3,000
4377	Mahanoy City	do	Calvin D. Yost	Dept.	2	1	49	109	0	0					11	14			4			
4378	Manheim	do	C. K. Binkley	Dept.	1	1	17	24	0	0					2	5	1	2	4		450	10,500
4379	Marietta	do	L. E. Walter	Dept.	1	1	25	35	0	0											400	
4380	Marysville	do	J. O. Gray	Dept.	1	0	20	28	0	0	1	0			0	0	0	0	4		90	

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	PENNSYLVANIA—continued.																					
4381	Mauchchunk	High School	James J. Bevan	Dept.	1	2	50	44	0	0	...	...	...	...	5	6	4	5	4	....	400	$40,000
4382	Mayfield	....do	Wm. M. Taggart	Dept.	2	0	13	31	0	0	...	...	0	1	0	5	0	1	3	....	42	17,217
4383	Meadville	....do	Miss Euphemia Haxton.	Dept.	1	8	106	192	0	0	...	...	...	...	8	34	...	...	4	....	.....	.....
4384	Media	....do	Leon H. Watters	Dept.	1	1	21	27	0	0	1	1	...	...	5	7	1	1	3	....	468	25,000
4385	Mercer	....do.	J. R. Magoffin	Dept.	2	0	30	26	0	0	...	...	...	...	7	6	7	0	3	....	.....	20,000
4386	Meyersdale	....do	J. C. Speicher	Dept.	3	0	27	36	0	0	4	5	...	...	2	10	2	3	4	....	150	26,000
4387	Middletown	....do	H. J. Wickey	Dept.	1	2	45	62	0	0	6	1	2	1	7	10	1	1	3	....	500	.....
4388	Mifflinburg	....do	Calvin R. Neff	Dept.	1	1	17	20	0	0	1	0	...	...	3	3	1	0	3	....	200	15,000
4389	Mifflintown	....do.	Oden C. Gortner	Dept.	1	0	6	11	0	0	...	...	...	...	4	5	0	0	2	....	0	.....
4390	Millersburg	....do	R. Royal Pleam	Dept.	1	1	23	27	0	0	7	3	...	...	0	3	0	1	4	....	625	6,000
4391	Millville	....do	Boyd Trescott	Dept.	1	0	4	6	44	44	...	...	...	...	0	0	0	0	...	....	3	800
4392	Milton	....do	L. A. Beardsley	Dept.	3	1	65	53	0	0	...	...	10	8	6	8	3	2	4	....	2,000	.....
4393	Minersville	.... do	H. H. Spayd	Dept.	2	0	25	35	0	0	...	...	...	...	3	7	...	...	3	....	600	17,000
4394	Monongahela	....do.	E. W. Dalbey	Dept.	1	0	5	11	45	80	...	...	...	...	3	4	...	...	2	....	.....	65,000
4395	Montoursville	....do	M. C. Young	Dept.	2	0	31	46	0	0	1	0	1	0	2	5	...	...	3	....	200	8,000
4396	Moores	Prospect Park High School.	Clara E. McHenry	Dept.	0	1	12	13	0	0	...	...	...	...	4	5	...	...	3	....	.....	.....
4397	Morrisville	Wm. E. Case High School.	Charles M. Moore	Dept.	1	1	23	15	0	0	...	...	...	...	2	2	...	...	3	....	.....	25,000
4398	Mount Carmel	High School	John E. Williams	Dept.	1	1	16	34	0	0	...	...	2	0	4	11	0	0	3	....	.....	.....
4399	Mount Jackson	....do	R. R. Liebendorfer	Dept.	1	0	14	25	6	4	4	7	...	...	0	0	0	0	...	....	100	.....
4400	Mount Joy	....do	E. R. Barclay	Dept.	1	0	16	8	20	19	1	2	...	...	1	5	0	1	4	....	300	25,000
4401	Mount Pleasant	....do	W. G. Kintigh	Dept.	3	1	32	32	0	0	2	2	...	...	3	4	2	2	...	....	506	.....

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4402	Mount Union	....do	J. H. Swan	Dept..	1	0	23	20	0	0	...	...	...	...	5	1	...	...	3	....	.....	.....
4403	Muncy	....do	Call P. Bastian	Dept..	2	0	43	46	0	0	3	0	...	...	2	5	1	0	4	....	240	35,000
4404	Myerstown	....do	Samuel Haak	Dept..	2	0	15	16	12	12	...	...	...	...	4	6	...	...	3	....	400	.....
4405	Nanticoke	....do	A. P. Diffendafer	Dept..	2	1	34	37	0	0	2	1	...	...	0	0	...	...	4	....	400	.....
4406	Nazareth	....do	Frank Huth	Dept..	2	0	27	18	0	0	2	0	0	0	6	6	2	0	3	....	705	12,000
4407	New Bethlehem	....do	C. E. Hankey	Dept..	1	0	7	14	20	18	3	4	...	...	0	6	...	...	2	....	500	25,000
4408	New Brighton	....do	Miss Mary Aiken	Dept..	0	4	28	86	0	0	...	...	2	3	7	8	2	3	4	....	1,500	.....
4409	Newcastle	....do	Arthur C Tagge	Dept..	2	3	79	105	0	0	...	...	...	...	5	8	5	8	4	....	.....	.....
4410	Newport	....do	J. C. Wagner	Dept..	1	0	25	20	0	0	3	2	...	...	2	3	1	1	3	....	200	.....
4411	Newtown	....do	C. J. Walter	Dept..	1	2	16	34	0	0	...	...	...	...	4	4	0	0	3	....	135	25,000
4412	Newville	....do	S. C. Marty	Dept..	1	0	9	33	0	0	...	...	...	...	5	3	0	1	3	....	.....	12,000
4413	Nicholson	....do	Charles F. Osborne	Dept..	2	0	10	20	0	0	...	...	...	...	4	6	...	...	...	....	.....	.....
4414	Norristown	....do	A. D. Eisenhower	Dept..	2	6	146	170	0	0	...	...	...	...	19	10	...	...	4	....	5,879	.....
4415	Northeast	....do	G. F. W. Mark, M. S.	Dept..	1	3	13	32	0	0	...	...	...	...	5	6	...	...	4	....	300	30,000
4416	Northumberland	....do	Myron Geddes	Dept..	1	3	29	56	0	0	0	0	0	0	1	8	...	...	4	....	289	.....
4417	North Wales	....do	L. B. Landis	Dept..	1	1	9	11	0	0	...	...	...	...	0	0	...	...	3	....	.....	20,000
4418	Oakmont	....do	S. M. Meals	Dept..	1	0	5	5	0	0	...	...	...	...	5	3	...	...	1	....	285	.....
4419	Oil City	....do	F. J. Turnbull	Dept..	2	4	84	149	0	0	4	2	20	15	...	...	...	...	4	....	500	.....
4420	Orbisonia	....do.*	W. A. Parsons	Dept..	1	0	7	23	0	0	...	...	...	...	3	3	...	...	4	....	200	.....
4421	Orwigsburg	....do	P. W. M. Pressel	Dept..	0	1	7	14	0	0	1	0	1	0	4	0	3	0	4	....	600	20,000
4422	Osceola Mills	....do	W. R. Vaughan	Dept..	1	0	10	28	0	0	...	...	...	...	0	9	...	...	4	....	300	3,000
4423	Palmyra	....do	John B. Witmer, A. M.	Dept..	1	0	27	16	0	0	2	0	...	...	3	0	...	...	3	....	200	2,000
4424	Parkesburg	....do.*	E. P. Conley	Dept..	1	5	15	20	0	0	...	...	2	0	0	0	...	...	4	....	100	8,000
4425	Parryville	....do	Jacob H. Schropé	Dept..	1	0	13	18	66	44	...	...	...	...	0	2	0	0	...	....	.....	7,000
4426	Pen Argyl	....do	W. A. Wetzel	Dept..	2	0	8	8	0	0	...	...	...	...	...	...	...	...	3	....	.....	.....
4427	Petersburg	....do	C. V. L. Diener	Dept..	1	0	14	16	0	0	0	0	0	0	0	0	0	0	4	....	.....	3,000
4428	Philadelphia	Central Manual Training High School.	Wm L. Sayre	Dept..	18	0	443	0	0	0	0	0	18	0	70	0	19	0	3	....	5,000	70,000
4429	.....do	Girls' High School	Wm. D. Rorer	Dept..	1	80	0	2143	0	0	0	195	...	...	0	466	0	13	4	...	1,700	.....
4430	.....do	North East Manual Training High School.	J. Monroe Willard	Dept..	17	0	383	0	0	0	15	0	20	0	80	0	35	0	3	....	1,000	87,500
4431	Philipsburg	High School	Frank Albright, E. E.	Dept..	1	0	10	15	0	0	0	0	0	0	0	2	0	0	3	....	1,425	40,000
4432	Phœnixville	....do	H. F. Leister	Dept..	1	5	43	84	0	0	0	0	0	0	4	6	0	0	4	....	3,000	.....
4433	Pillow	....do	James A. Noll	Dept..	1	1	11	6	28	35	2	0	...	...	0	0	...	...	4	....	225	3,250
4434	Pinegrove	....do	George W. Channell	Dept..	1	2	23	22	0	0	3	0	1	0	7	6	2	0	3	23	1,200	18,000
4435	Pittsburg	Central High School	Charles B. Wood	Dept..	20	36	786	1076	0	0	49	44	...	...	125	185	10	6	4	....	3,000	255,000
4436	Pittsburg (Station D).	Wilkinsburg High School.	A. B. Allison	Dept..	2	1	20	40	0	0	0	5	...	...	0	6	0	5	2	....	400	.....
4437	Pleasantville	High School	P. E. Hovis	Dept..	1	0	12	15	0	0	...	...	2	3	3	8	...	...	2	....	300	20,000
4438	Plymouth	Central High School	F. E. Fickinger	Dept.	2	0	20	33	0	0	...	...	3	0	2	4	...	...	3	....	123	.....
4439	Port Allegany	High School	J. B. Southard	Dept..	1	1	20	34	0	0	0	0	0	0	1	9	0	0	3	....	200	14,000
4440	Portland	....do	A. D. Wannemaker, A. M.	Dept..	1	0	9	11	33	34	1	0	0	0	1	2	1	0	3	....	175	10,000
4441	Pottstown	....do	Wm. E. Pollison	Dept..	5	2	110	155	0	0	5	5	2	0	13	15	3	1	4	....	2,700	37,000
4442	Pottsville	....do	S. A. Thurlow	Dept..	2	2	73	52	0	0	9	1	10	4	16	14	8	1	4	....	1,000	.....
4443	Punxsutawney	....do	David M. Packer	Dept..	2	2	20	30	0	0	5	2	...	...	...	...	...	...	...	....	300	26,000
4444	Quakertown	....do	S. M. Rosenberger	Dept..	1	0	28	30	0	0	...	...	...	...	3	1	...	...	3	....	200	.....
4445	Reading	Boys' High School	M. E. Scheibner	Dept..	8	0	283	0	0	0	28	0	10	0	42	0	12	0	4	....	650	99,000
4446	.....do	Girls' High School	Mary H. Mayer	Dept..	0	11	0	370	0	0	0	3	...	...	0	46	...	...	4	....	2,250	130,000
4447	Renovo	High School	Jas. W. Elliott	Dept..	1	3	45	90	0	0	0	0	23	17	3	12	2	7	4	....	512	17,500

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	PENNSYLVANIA—continued.																					
4448	Reynoldsville	High School	G. W. Lenkerd	Dept.	2	0	18	33	0	0	3	3	...	...	1	6	1	2	3	....	750	$35,000
4449	Ridley Park	....do	A. P. Silverthorn	Dept.	1	0	10	16	0	0	...	...	...	...	2	6	...	...	2	....	1,300	20,000
4450	Rochester	....do	Rufus Darr	Dept.	2	0	18	44	0	0	...	...	...	...	5	9	...	...	3	....	150	.....
4451	Rouseville	Cornplanter Township High School.	C. H. Donnell	Dept.	1	0	18	17	0	0	...	...	...	...	2	2	...	...	3	....	80	.....
4452	Royersford	High School	Miss Mary Woodmansee.	Dept.	1	1	12	18	0	0	...	...	...	...	2	0	...	...	4	....	.....	.....
4453	Saegerstown	....do	John D. Goodwin	Dept.	1	1	18	24	0	0	5	3	6	2	5	3	3	4	4	....	1,000	5,000
4454	Saltsburg	....do	John P. Archibald	Dept.	1	1	16	30	0	0	2	6	2	4	2	1	...	...	3	....	50	8,000
4455	Saxton	....do.	George M. Evril	Dept.	1	0	17	14	0	0	...	...	...	...	5	5	0	0	3	....	.....	.....
4456	Sayre	....do	I. F. Stetler	Dept.	1	3	40	82	0	0	2	4	4	0	1	13	0	1	4	....	200	40,000
4457	Schuylkill Haven	....do	H. Day Gise	Dept.	1	1	16	22	0	0	...	...	...	...	3	0	...	...	3	....	500	10,000
4458	Scottdale	....do	Erastus L. Stoner	Dept.	2	1	34	24	0	0	...	...	4	0	8	2	1	0	3	....	350	55,000
4459	Scranton	....do	George W. Phillips	Dept.	9	8	239	358	0	0	...	...	...	...	15	34	6	1	4	....	.....	300,000
4460	Selinsgrove	....do	R. L. Schroyer	Dept.	2	0	34	17	40	42	...	...	3	1	4	1	3	1	4	....	250	.....
4461	Sellersville	....do	W. Reiff Nauman	Dept.	2	0	13	14	0	0	...	...	...	...	3	1	...	...	3	....	700	7,000
4462	Sewickley	....do	W. E. Borger	Dept.	2	1	23	20	0	0	2	1	8	12	4	4	4	1	3	....	3,500	.....
4463	Shamokin	....do	Joseph Howerth	Dept.	4	2	78	120	0	0	8	1	5	8	11	22	1	1	4	....	1,300	.....
4464	Sharon	....do	Marion Hoskin	Dept.	0	2	24	44	0	0	...	...	...	...	5	14	1	1	4	....	1,600	.....
4465	Sharpsville	....do	T. S. Vickerman	Dept.	1	1	12	22	0	0	...	...	...	...	2	9	2	4	3	....	1,000	40,000
4466	Sheffield	Union School	Jno. L. Lehman	Dept.	1	0	2	6	0	0	...	...	...	...	0	0	...	...	2	....	350	20,000
4467	Shenandoah	High School	Clara M. Cline	Dept.	2	3	50	88	0	0	0	0	0	0	6	14	...	...	3	....	4,200	.....
4468	Shippensburg	....do	J. H. App	Dept.	2	1	32	39	0	0	1	0	...	...	4	4	1	0	4	....	100	.....
4469	Slatington	....do	Charles P. Sweeny	Dept.	2	0	31	34	0	0	...	...	3	4	6	9	3	4	3	....	400	.....

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4470	Smethport	do	W. P. Eckels	Dept.	1	1	17	46	0	0					1	5			3		1,037	30,000
4471	Somerset	do	D. W. Seibert	Dept.	3	0	18	33	0	0					4	6	1	0	3			
4472	South Bethlehem	Central High School	M. Alton Richards	Dept.	4	0	58	52	0	0	2	2	2	3	6	12	2	2	4		300	
4473	Spartansburg	High School	Harley B. Critchall	Dept.	1	0	9	16	44	38					0	0	0	0	3		200	4,000
4474	Springboro	do	J. Laverne Free	Dept.	1	0	26	20	0	0	8	7	6	3	0	0	0	0	4		60	5,000
4475	Spring City	do	Jacob K. Jones	Dept.	1	1	18	35	25	35					1	4	1	0	4		200	2,000
4476	Starrucca	do	H. H. Rounds	Dept.	1	0	4	4	31	36												
4477	Steelton	do	Chas. S. Davis	Dept.	4	1	72	69	0	0					13	24			3		2,500	70,000
4478	Stoneboro	do	H. M. Tarr	Dept.	1	0	8	21	0	0					1	8			2			4,000
4479	Strasburg	do	Edw. Brown	Dept.	1	0	17	22	0	0	2	1			1	1	0	0	3		500	12,000
4480	Sugargrove	do	A. H. Hollister	Dept.	1	0	3	19	50	80					0	2			3		300	
4481	Summithill	do	E. E. Scott	Dept.	1	0	8	17	0	0	0	0	0	0	0	1	0	0	3		100	25,000
4482	Susquehanna	do	Hazlett Jas. Risk	Dept.	1	2	26	39	0	0	0	0	0	0	2	8	0	0	4		0	25,000
4483	Tamaqua	do	J. F. Derr	Dept.	2	0	45	60	0	0									4			
4484	Tarentum	do	S. M. Williamson	Dept.	3	0	30	44	0	0	8	4	15	7	2	1			3		0	
4485	Thurlow	South Chester High School.	Miss Hannah Sears	Dept.	1	2	18	28	0	0					2	7			4		322	
4486	Tidioute	High School	E. J. Robinson	Dept.	1	1	9	15	0	0					0	0			3		3,000	
4487	Tionesta	do	R. N. Speer	Dept.	1	0	9	21	0	0					1	2			3		240	
4488	Tiona	do	C. J. Taylor, J. W. Elliott, F. H. Pollock	Dept.	3	0	10	12							3	5			2			
4489	Titusville	do	H. D. Hopkins, A. M.	Dept.	1	9	122	166	0	0	0	0	8	20	14	24	3	6	4		250	30,000
4490	Tobyhanna Mills	do.*	D. H. Bucher	Ind	2	2	5	4	83	82					0	0					65	
4491	Towanda	do	Jos. M. Arnold	Dept.	2	3	45	60	0	0	2	1	1	0	5	4	2	2	4		3,000	
4492	Tower City	do	D. F. Detter	Dept.	3	4	22	20	0	0					7	4			3		450	18,000
4493	Townville	do	O. O. Coon	Dept.	1	0	15	20	43	53	2	0	4	0	4	2	0	0	3		100	6,000
4494	Tremont	Borough High School	H. G. Dornheim	Dept.	1	1	17	22	0	0					2	2			4		890	16,000
4495	Trevorton	High School	J. S. Zettlemoyer	Dept.	1	0	22	29	0	0					0	0	0	0	4		35	12,000
4496	Troy	do	Wm. S. Murray, M. S.	Dept.	1	2	44	61	0	0					6	5	2	0	4		1,800	28,000
4497	Turbotville	do	Thos. B. Shannon	Dept.	1	1	37	35	0	0	2	0	1	0	2	3	3	0	4		100	5,000
4498	Tyrone	do.*	C. E. Kauffman	Dept.	3	2	51	73	0	0	4	0			4	15	3	0	4		500	40,000
4499	Ulysses	Lewisville High School.	T. G. Gardner	Ind	1	1	17	40	66	68	1	0			2	0	0	0	4		260	7,000
4500	Union City	High School	U. G. Smith	Dept.	1	2	21	59	0	0	1	1	2	0	3	9	3	0	4		525	6,000
4501	Uniontown	do	Lee Smith	Dept.	1	2	34	59	0	0			3	0	7	6	3	0			900	
4502	Unionville	do	Arthur L. Yoder	Dept.	1	1	8	14	26	35	0	0	0	0	1	4	0	0	3		200	
4503	Upland	do	Geo. L. McCracken	Dept.	1	0	11	15	0	0	0	0	0	0	2	4	1	0	2		125	10,000
4504	Vanderbilt	do.*	H. S. Dumbauld	Dept.	2	0	9	7	0	0	0	0	0	0	4	0	2	0	2		400	8,000
4505	Verona	do	A. B. Anderson	Dept.	1	1	18	37	0	0	0	0	0	0	0	0	0	0	3			
4506	Warren	do	W. G. Haupt	Dept.	4	5	55	99	0	0	10	12	12	14	13	18	4	2	4		12,000	
4507	Washington	do	H. H. Elliott	Dept.	1	3	22	50	0	0			5	3					3			
4508	Watsontown	do	H. L. Rinehart	Dept.	2	0	20	33	0	0			2	0	2	1	2	0	3		300	
4509	Wayne	Radnor High School	George H. Wilson	Dept.	1	3	27	27	0	0	8	6	5	0	4	3	3	0	4		100	29,480
4510	Waynesboro	High School	R. T. Adams	Dept.	3	1	28	54	0	0					2	6			4		300	
4511	Wellsboro	do	Daniel Fleisher	Dept.	1	2	58	73	0	0			0	2	3	5	0	1	3		140	
4512	West Bethlehem	do.*	C. T. Bender	Dept.	2	0	6	5	12	20					0	0			4		80	
4513	West Chester	do	Addison Z. Jones	Dept.	3	3	53	112	0	0	13	12	9	7	4	16	3	4	4		1,000	
4514	West Conshohocken.	do	S. M. Hoch	Dept.	1	0	10	16	0	0			1	0	1	3			3		50	
4515	Westfield	do	William E. Blair	Dept.	1	1	35	36	0	0					5	3			3		300	
4516	West Newton	do	Harry M. Campbell	Dept.	3	0	3	4	22	31					3	4			2			

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	PENNSYLVANIA—continued.																					
4517	White Haven	High School	J. Donald Geist	Dept.	1	1	21	15	0	0	.....	.....	.....	.....	6	2	3	2	3	.....	400	$14,000
4518	Wiconisco	....do	C. H. Winder	Dept.	1	1	29	29	0	0	2	0	1	0	0	0	0	0	3	.....	950	40,000
4519	Williamsport	....do	Wm. Wilson Kelchner	Dept.	4	6	127	189	0	0	7	0	25	8	28	31	8	2	4	.....	4,000	50,000
4520	Williamstown	....do	A. H. Guberich	Dept.	2	3	34	44	0	0	.....	.....	.....	.....	4	11	0	0	4	.....	500	13,000
4521	Wrightsville	....do	E. U. Aumiller, A. M.	Dept.	2	0	10	15	10	8	1	2	.....	.....	0	8	1	2	4	.....	85	28,000
4522	Wyoming	....do	Chas. W. Hermann	Dept.	1	0	12	14	22	28	1	0	.....	.....	1	2	.....	.....	3	.....	30	.....
4523	York	....do	F. M. McLaury	Dept.	6	3	145	180	0	0	6	16	12	0	7	15	1	1	4	.....	800	35,000
4524	Youngsville	....do	P. N. Osborne	Dept.	1	0	12	18	0	0	.....	.....	.....	.....	0	0	0	0	3	.....	200	10,000
	RHODE ISLAND.																					
4525	Ashaway	Hopkinton High School	Gardiner B. Kenyon, A. B.	Dept.	1	1	8	16	0	0	.....	.....	.....	.....	2	6	.....	.....	3	.....	100	5,000
4526	Auburn	Cranston High School	A. H. Keyes	Dept.	4	1	59	62	0	0	5	2	0	0	.....	.....	.....	.....	4	.....	.....	12,000
4527	Barrington Center	High School	R. F. Colwell	Dept.	1	1	13	28	0	0	.....	.....	2	0	0	3	0	1	4	.....	40	.....
4528	Bristol	....do	Irving H. Gamwell, A. B.	Dept.	1	2	32	29	0	0	.....	.....	.....	.....	5	5	1	0	4	.....	190	.....
4529	Central Falls	....do	Wendell A. Mowry	Dept.	3	3	38	52	0	0	5	2	.....	.....	3	6	3	0	4	.....	400	.....
4530	East Greenwich	....do	Edwin A. Noyes	Dept.	1	0	5	6	0	0	.....	.....	.....	.....	5	6	.....	.....	.....	.....	.....	.....
4531	Newport	Rogers High School	Frank E. Thompson	Dept.	5	8	59	132	0	0	15	12	10	0	8	12	7	3	4	...	400	34,000
4532	....do	Townsend Industrial School.	Geo. H. Bryant	Dept.	3	1	33	24	0	0	.....	.....	1	0	0	0	0	0	4	.....	.....	50,000
4533	Olneyville	Johnston High School	Frank A. Spratt	Dept.	2	5	36	78	0	0	5	10	1	0	10	14	2	2	4	....	260	2,500
4534	Pawtucket	High School	Wm. W. Curtis, A. M.	Dept.	7	7	153	170	0	0	.....	.....	.....	.....	22	16	12	5	4	.....	600	105,000

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4535	Providence	Classical High School	William T. Peck	Dept.	11	12	274	167	0	0	274	167	0	0	39	35	39	35	4		673	
4536	do	English High School	David W. Hoyt	Dept.	12	25	216	729	0	0			7	3	11	70	7	2	4		4,000	
4537	do	Manual Training High School.	George F. Weston	Dept.	15	6	212	108	0	0			5	2	0	0			4		200	
4538	Valley Falls	Cumberland High School	Henry W. B. Arnold	Dept.	1	2	36	38	0	0	6	3			7	6	1	3	4		165	
4539	Westerly	High School	W. R. Whittle	Dept.	4	4	67	87	0	0	7	6	5	0	7	12	2	2	5		1,400	50,000
4540	Woonsocket	do	Frederick W. Doring	Ind.	2	4	68	84	0	0	16	4	8	0	9	10	6	0	4			40,000
	SOUTH CAROLINA.																					
4541	Abbeville	Graded and High School	R. Ferdinand Gilliam	Dept.	2	0	8	15	0	0					2	2	1	2	2		535	16,200
4542	Allendale	Graded School	Jno. C. Daniel	Dept.	1	1	12	13	33	40	2	3	0	0	0	1	0	0	3		50	1,000
4543	Anderson	High School	B. M. Sullivan	Dept.	2	3	25	40	0	0									3		400	2,500
4544	Antreville	do.*	W. E. Lott	Ind.	0	1	4	6	41	24	3	4	0	0	0	0			3		0	850
4545	Appleton	do	Mrs. W. A. Walker	Ind.	0	2	25	18	17	7	10	8							3		400	
4546	Ashland	Liberty High School*	P. P. Bethea	Ind.	0	2	20	18	44	40					6	4	4	4	2		72	1,000
4547	Bascomville	Academy	J. Wilson McConnell	Ind.	1	0	5	3	25	17												
4548	Belton	High School	W. B. West	Ind.	2	0	15	27	65	39	2	2	2	0	0	0	0	0	4		0	2,500
4549	Bennettsville	Marlboro Graded School*	J. C. Cork	Dept.	2	4	25	28	0	0					0	8	0	6	3		200	
4550	Bishopville	Graded School	W. P. Baskin	Dept.	1	0	8	22	0	0												1,600
4551	Blackstock	High School	W. A. Goodman	Dept.	1	0	10	7	16	12	7	3							5			600
4552	Blackville	do	J. Frank Fooshe	Dept.	1	0	8	7	0	0					1	2			1			2,500
4553	Blenheim	do.*	Jas. H. Hamilton	Dept.	1	0	5	8	21	7			1	2								300
4554	Boykin	Line Academy	C. A. Boykin	Ind.	0	1	0	6	10	4	0	5	0	0	0	6	0	5	4		0	325
4555	Central	High School	C. W. Moore	Dept.	1	1	22	22	42	33	3	5	5	7					4			2,000
4556	Charleston	Memminger High School	Henry P. Archer	Dept.	0	10	0	436	0	0					0	33			5		275	35,000
4557	Cheraw	High School	B. C. McIver	Dept.	1	1	12	12	35	40	4	6	0	0	2	6	0	4	3		400	2,000
4558	Chester	do	W. H. McNairy	Dept.	2	1	10	31	0	0	0	0	4	7	2	2	2	2	3		500	17,000
4559	Clifton	do	W. C. McArthur	Dept.	3	0	17	12	13	6					0	0	0	0			0	
4560	Columbia	do	C. Edward Johnson	Dept.	1	2	26	77	0	0					1	12			3			
4561	do	Howard High School (colored).	J. E. Wallace	Dept.	3	0	17	32	0	0	2	5	3	3	0	4	0	0	3		400	6,000
4562	Darlington	Mayo High School (colored).	Thos. L. Cottin, A. M.	Dept.	1	2	5	18	0	0	5	12			2	3	2	0	3	5	456	5,000
4563	do	St. John's High School	J. D. Rast	Dept.	2	5	16	35	0	0	1	4			1	5			3		1,646	3,000
4564	Denmark	High School	J. Arthur Wiggins	Dept.	0	3	37	59	0	0	6	10			2	4	2	4	4		500	5,000
4565	Dillon	Graded School	P. H. Edwards	Dept.	1	1	15	30	0	0	7	8			1	1			1		125	5,000
4566	Donalds	High School	W. W. Woodson	Ind.	1	0	13	16	35	37	5	16	0	0	2	3	1	3	4		47	1,200
4567	Easley	do	J. C. Langston	Dept.	0	2	25	25	0	0					2	1			3			1,500
4568	Edgefield	do	Edward C. Dennis	Dept.	1	0	18	22	32	48					3	2			3		100	3,000
4569	Elloree	Graded School	C. A. Seabrook	Dept.	1	0	17	15	56	54					3	3						
4570	Emory	High School*	D. B. Busby, A. M.	Ind.	1	0	12	20	20	8	0	0	0	0	0	0			4		0	1,600
4571	Fair Play	do	John L. McWhorter	Ind.	1	1	9	17	60	39			6	3	0	0	0	0	3			700
4572	Fort Lawn	do	Tom D. McKeown	Dept.	1	0	9	6	12	11	1	2	1	3	2	0						
4573	Fountain Inn	do	—— Cox	Dept.	1	0	3	10	0	0	6	2										1,400
4574	Georgetown	Winyah Indigo Academy.	Thos. B. Hamby	Ind.	1	0	15	8	0	0	11	5	4	0	2	1	2	1	3		2,300	12,000
4575	Graycourt	High School*	J. E. Alexander	Dept.	1	0	5	8	39	22	5	8			0	0					0	150
4576	Greer Depot	do	M. H. Daniel	Dept.	1	0	10	10	50	65	2	6							2		100	1,000
4577	Hope Station	St. John's High School	Jas. Haskell Hope	Ind.	1	0	5	5	18	14					3	1	3	1	4			105

*Statistics of 1896-97.

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							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	SOUTH CAROLINA—continued.																					
4578	Jefferson	High School	S. J. Guyer	Dept.	1	1	8	11	38	51					0	0						$600
4579	Johnston	Institute	John Lake	Ind.	5	2	70	54	0	0	15	12	6	0	8	6	8	6	4	40	100	5,000
4580	Kingstree	Academy*	Edward C. Dennis	Dept.	1	0	18	22	24	22	10	14			2	2	1	2	4			1,000
4581	Lake City	High School*	H. W. Ackerman	Dept.	0	1	10	8	35	32												2,000
4582	Lancaster	do	Leonard T. Baker	Dept.	2	0	20	26	0	0	7	12			1	10			3		54	1,500
4583	Lewisville	do	Della Atkinson	Ind.	0	1	3	2	18	7	0	1										600
4584	Lexington	Classical Institute	O. D. Seay	Ind.	1	0	12	8	28	37												1,200
4585	Lonwdesville	High School	G. M. Moore	Ind.	2	0	22	18	52	34	12	6	8	2	3	4	3	4	2		132	1,600
4586	Lowryville	do	Sylvanus Erwin	Ind.	0	1	20	28	20	20	3	4	2	1	3	2			2		0	200
4587	McConnellsville	do	E. H. Sloop	Ind.	1	0	12	18	23	19	1	2										
4588	Madden	Prospect Normal School	B. Y. Culbertson	Ind.	1	0	10	10	29	20	3	4			1	0	1	0	4		0	625
4589	Manning	Collegiate Institute	E. J. Brown	Ind.	1	1	25	12	40	38	2	1			0	2			1			3,000
4590	Marion	High School	S. W. Reaves	Dept.	2	0	25	28	0	0	3	3			3	6	3	3	3		451	7,000
4591	Moffettsville	Academy	Miss Lois Davis	Dept.	0	1	7	5	11	14					0	0	0	0			0	
4592	Morgantown	High School	J. R. Dye	Dept.	1	0	6	3	10	13					0	0						300
4593	Mullins	Male and Female Institute.	J. E. Buzhardt	Dept.	1	0	15	12	0	0									3		100	1,900
4594	Newberry	Graded School	W. H. Walton	Dept.	2	3	7	33	0	0					10	2			3		350	17,000
4595	Oats	do	M. McR. McLauchlin	Ind.	1	0	4	2	41	38											100	200
4596	Orangeburg	do	Miss Louise Miller	Dept.	1	5	47	53	0	0	3	5			4	5	4	5	3		1,000	17,000
4597	Packsville	Academy	Miss Marion E. Kruse	Dept.	0	3	21	20	28	26												500
4598	Parksville	High School*	J. M. Bussey	Ind.	1	0	5	5	40	25					1	2			2		200	1,500
4599	Pine Ridge	do.*	H. B. Dominick, A. B.	Ind.	1	0	5	6	29	27	4	3			1	1	1	1			30	875
4600	Princeton	do.*	W. P. Culbertson	Ind.	1	1	13	14	27	26					0	0			3			

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4601	Ridgeway	do	F. E. Hinnant	Dept..	1	0	8	9	32	38											100	600
4602	Roanoke	High School*	S. W. O'Dell	Ind...	1	1	20	21	55	14	6	6	2	1	0	0						300
4603	Rockhill	do.*	J. W. Thompson, supt.	Dept..	3	0	20	40	0	0					0	3	0	3	4		300	8,000
4604	Rowesville	Graded School	Philip H. Stoll, A. M.	Ind...	1	0	3	5	17	13	2	2	0	0	0	0					0	800
4605	St. George	High School	W. W. Stewart	Dept..	1	1	18	15	61	50	6	0	2	0	0	0	0	0	4		109	
4606	St. Matthews	Graded School	Olin D. Wannamaker	Dept..	1	0	4	8	53	47	2	3			0	5	0	2	1		75	3,250
4607	Santuck	Academy*	Miss Nettie Jeter	Dept..	0	1	2	3	10	14	0	0			0	0					0	400
4608	Seneca	High School	J. L. Eskew	Dept..	1	0	14	13	60	43	2	2	3	0					3			3,000
4609	Spartanburg	do	Wm. H. Wannamaker	Dept..	1	2	57	65	0	0					4	5	3	5	3			10,595
4610	do	Dean Street School (colored).	R. M. Alexander	Dept..	1	0	4	5	0	0	4	5	0	0	4	5	4	5	2		25	6,000
4611	Stokes Bridge	Hebron High School	R. D. Senn	Ind...	1	1	15	20	45	50	0	1	0	0	0	0	0	0	4		75	1,500
4612	Summerton	High School	C. R. Calhoun	Dept..	1	0	14	7	7	18	2	2			2	2	0	2				800
4613	Summerville	do	Jas. W. Cantey	Dept..	1	1	8	5	44	29			2	1								
4614	Sumter	do	S. H. Edmunds	Dept..	3	2	32	79	0	0					3	15	2	7	4		500	20,000
4615	Tatum Station	do	J. J. McSwain, A. B., L. I.	Ind...	1	1	26	24	33	37	3	7	2	4	2	3	2	2	3		0	1,000
4616	Union	Graded School	Davis Jeffries	Dept..	2	0	30	30	0	0					7	0					50	10,000
4617	Varnville	High School	E. W. Peeples	Dept..	0	1	20	10	78	32	4	0							4		0	1,000
4618	Walhalla	do	Jas. M. Moss	Dept..	1	1	5	2	75	58	2	0	3	0								
4619	Walterboro	do	Jas. E. Peurifoy	Dept..	0	3	24	16	54	48	2	1			0	0				24		1,800
4620	Waterloo	do	J. Y. Bryson	Ind...	1	1	8	12	27	20	6	7	1	1	0	0	0	0	1		0	500
4621	Westminster	do	P. J. Vermillion	Dept..	0	2	15	20	0	0	2	2			1	0	1	0	3		40	1,800
4622	Williamston	Male Academy	G. S. Goodgion	Dept..	1	0	5	0	57	25	2	0										1,400
4623	Williston	High School	F. N. K. Bailey	Dept..	2	1	30	35	0	0					8	6	3	5		30		2,700
4624	Yorkville	Graded School	W. E. Dendy	Dept..	1	2	32	24	0	0	20	15	10	7	4	0	4	0	3			
4625	do	Graded School (colored).	Rev. L. R. Smith	Dept..	1	0	10	12	50	63												
	SOUTH DAKOTA.																					
4626	Aberdeen	High School	Kate Taubman	Dept..	2	1	35	50	0	0					1	5	1	5	4		600	40,000
4627	Alexandria	do	Miss Julia A. Curran	Dept..	0	1	22	27	0	0	0	0	0	0	1	5	0	0	3			7,000
4628	Ashton	do.*	Ira J. Bradley	Dept..	1	0	8	16	33	40	0	0	0	0	1	5	0	0	3		230	3,000
4629	Brookings	do	L. J. Walter	Dept..	1	0	12	12	0	0			10	11	12	12	10	11	1		475	
4630	Canton	do.*	J. H. Rudolph	Dept..	0	2	22	20	5	12					2	6	2	3	3		125	12,000
4631	Clark	do	S. A. Emery	Dept..	1	0	19	27	0	0					0	0	0	0	3		225	5,000
4632	Deadwood	do	Alexander Strachan	Dept..	2	1	33	52	0	0					1	1			4		1,020	50,000
4633	Desmet	do	C. E. Swanson	Dept..	1	0	12	18	0	0	0	0			2	7	0	0	2		75	6,000
4634	Elk Point	do	H. E. French	Dept..	1	2	15	34	0	0					2	3			4		160	20,000
4635	Flandreau	do	J. A. Goodrich	Dept..	1	1	27	31	0	0	2	5			4	6	2	4	3		400	
4636	Groton	do	S. C. Hartranft	Dept..	1	1	21	23	0	0	1	3	0	0	0	0			4		400	12,894
4637	Hot Springs	do	E. J. Moore	Dept..	1	1	20	25	0	0					3	8	2	0	4		20	35,000
4638	Howard	do.*	Charles E. Holmes	Dept..	1	1	20	25	0	0			1	0	8	0			2		300	
4639	Huron	do		Dept..	1	3	25	30	0	0					5	11			4		6,000	50,000
4640	Lead	do.*	Miss Bell M. Munger	Dept..	2	1	30	36	0	0									2		585	
4641	Madison	do	R. B. McClenon	Dept..	2	1	38	39	0	0	4	3			8	3	4	2	4		200	15,000
4642	Millbank	do	W. N. Phillips	Dept..	1	1	23	29	24	16	0	1			0	0			4		270	15,000
4643	Mitchell	do	G. H. Grace	Dept..	2	1	40	66	0	0					6	12			3		300	3,000
4644	Parker	do	M. A. Robinson	Dept..	1	1	13	24	0	0					0	0			3		408	14,000
4645	Pierre	do	Ida P. Hatch	Dept..	0	3	6	31	0	0					1	3			4		400	

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	SOUTH DAKOTA—continued.																					
4646	Plankinton	High School	F. H. Hoff	Dept.	1	0	20	20	0	0	...	...	...	...	3	5	...	...	4	...	100	$7,000
4647	Redfield	...do	E. W. Heyler	Dept.	1	1	9	16	0	0	...	...	...	...	0	4	...	...	3	...	300	12,000
4648	Sioux Falls	...do	Charles E. Holmes	Dept.	2	5	102	148	0	0	...	...	...	...	11	12	...	...	4	...	500	.....
4649	Springfield	...do.*	J. A. McLouth	Dept.	0	1	8	13	46	52	...	...	...	...	3	5	1	2	...	...	20	2,000
4650	Tyndall	...do	S. K. Clark	Dept.	1	1	15	20	0	0	1	2	0	5	2	5	1	3	3	...	300	12,000
4651	Vermillion	...do	J. Jones, jr	Dept.	2	0	7	15	23	27	...	...	...	...	7	13	5	10	2	...	200	14,000
4652	Watertown	...do	A. A. Farley	Dept.	2	2	45	50	0	0	...	...	2	5	1	5	1	3	4	...	1,500	.....
4653	Webster	...do	E. A. Miller	Dept.	1	1	6	14	0	0	...	...	...	...	0	0	...	...	3	...	300	.....
4654	Yankton	...do	Alice R. Dewey	Dept.	1	2	24	28	0	0	...	...	...	...	1	0	1	0	4	...	65	40,000
	TENNESSEE.																					
4655	Andersonville	Big Valley Academy	J. N. Crowder and W. L. Wallace.	Dept.	2	0	7	4	50	44	...	...	...	...	6	3	...	...	3	...	200	3,000
4656	Arlington	High School	W. T. Loggins, A. B.	Ind.	1	1	16	23	32	59	7	4	3	2	1	5	1	2	4	...	...	2,500
4657	Aspen Hill	Academy*	E. I. Luna	Ind.	1	0	13	9	26	34	3	0	...	...	2	1	0	0	4	...	42	800
4658	Avondale	High School*	U. G. Caulk	Dept.	1	0	17	23	0	0	...	...	...	...	8	9	8	9	3	...	200	4,000
4659	Beech Grove	College*	F. Sharp	Ind.	1	1	14	15	26	20	...	...	...	...	0	0	0	0	2	...	.....	1,500
4660	Bells	High School	Percy McDonald	Dept.	1	1	30	35	0	0	...	...	4	6	...	...	...	...	3	...	.....	5,000
4661	Bluff City	Zollicoffer Institute*	John J. Wolford	Ind.	1	1	30	41	80	88	4	0	6	4	4	2	0	0	5	...	200	10,000
4662	Bolivar	High School	Hudson and Robinson	Ind.	2	1	12	13	38	47	...	...	...	...	0	1	...	...	3	...	.....	2,000
4663	Bradford	...do	E. F. Boone	Dept.	1	0	17	16	49	41	4	5	8	5	2	0	0	0	...	...	.....	1,000
4664	Brazil	...do	Robt. S. Bowers	Dept.	1	0	15	35	0	0	5	4	2	1	0	0	0	0	4	...	50	1,500
4665	Bristol	...do	L. S. London	Dept.	1	2	25	25	0	0	...	...	...	...	0	2	...	...	3	25	800	20,000

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4666	Capleville	....do	W. F. MacKey	Ind...	1	0	5	4	23	14					0	0					0	1,000
4667	Charleston	....do	J. C. Fooshee	Ind...	1	0	9	8	51	54	2	0	1	0	0	0	0	0	3		0	2,500
4668	Chatata	....do	J. A. Trewhitt	Ind...	1	1	45	80	80	45			25	15	10	6			3			2,000
4669	Chattanooga	....do.*	H. D. Wyatt	Dept..	2	4	91	157	0	0					20	40			3			
4670	....do	Howard High School *.. (colored)	J. A. Henry, B. M	Dept..	1	1	7	20	0	0					3	1	1	1	3		75	25,000
4671	Clarksville	High School	Miss Bettie Garland..	Dept..	0	3	23	37	0	0	1	3			4	7	1	3	3		500	
4672	Cleveland	....do.*	D. C. Arnold	Ind...	2	0	15	20	0	0					4	13			2		250	15,000
4673	Clinton	....do	J. H. Underwood	Dept..	1	1	63	46	0	0									2		125	1,500
4674	Collierville	Male High School	H. B. Wren	Dept..	1	1	38	0	62	0	8	0			6	0	4	0	3	24		1,800
4675	Columbia	Andrews High School..	W. E. Bostick	Dept..	1	2	14	16	0	0					0	3			3		400	20,000
4676	Como	High School	——— Garret	Dept..	1	0	10	10	35	25	0	0	2	2	0	0	0	0				2,500
4677	Covington	....do	F. K. Henderson	Dept..	1	1	12	23	0	0					0	4			3		20	12,000
4678	Dandridge	Maury Academy	J. M. Hicks	Dept..	1	1	65	45	1	1	2	3			1	4	1	1	4		0	9,000
4679	Dover	Fort Donelson Academy	Jesse E. Morgan	Ind...	1	2	40	42	32	19	8	7	9	13					3		143	4,000
4680	Dumplin	High School	W. B. Sanders	Ind...	1	0	10	15	45	35					2	0	1	0	4			1,000
4681	Dyersburg	....do	H. S. Kennedy	Dept..	3	1	30	60	0	0	3	7	5	11	0	9	0	9	3	30	200	16,000
4682	Fall Branch	Graded School	L. H. Trim	Ind...	2	1	25	23	50	50	0	3			3	0			4			2,500
4683	Farmington	Academy*	Margaret Culbertson..	Ind...	1	0	3	8	42	32												
4684	Flynnsiick	Normal School	H. L. Craddock	Ind...	2	0	24	22	49	20	0	0	0	0	2	1			2			
4685	Germantown	High School	Watt Matthews	Ind...	1	0	5	7	39	40	3	4			0	0	0	0	4		50	4,000
4686	Gillenwater	Alum Well Academy...	Prof. J. W. Hamilton.	Ind...	1	1	11	15	70	61			9	4								3,000
4687	Glass	High School	W. R. Moore	Dept..	1	0	25	15	50	40	1	0	0	0	1	0	1	0	4		15	2,000
4688	Gordonsville	Academy*	N. L. Gold	Dept..	1	1	13	12	43	38	2	3	0	0							75	1,500
4689	Granville	High School		Ind...	1	1	15	12	67	16	0	0	0	0	0	0						1,000
4690	Greeneville	....do	W. W. Matney	Dept..	1	1	17	30	0	0	6	7			1	8	0	7	3		100	16,000
4691	Hartsville	Masonic Institute*	R. D. L. Robertson...	Dept..	2	1	15	15	45	47	8	10	7	5					4		0	7,000
4692	Hendersons Cross-Roads.	Fall Creek High School.	M. M. Summar	Dept..	1	0	5	1	45	39					0	0						1,000
4693	Humboldt	High School	Florence Penn	Dept..	2	1	22	35	0	0			2	3	3	15	2	3	3		150	8,000
4694	Johnson City	....do	S. C. Brown	Dept..	2	2	30	50	30	20	2	0	3	0	5	3	1	3	3		150	15,000
4695	Jonesboro	....do	S. W. Sherrill, A. M...	Dept..	2	0	30	20	0	0					2	2	1	1	3		686	10,000
4696	Kenton	Institute	G. O. Van Meter	Dept..	1	1	20	20	20	40	0	0	5	3	5	3	5	2	2		50	6,000
4697	Knoxville	Austin High School (colored).	J. W. Manning	Dept..	3	1	12	18	0	0					3	1			3		619	250
4698	....do	Girls' High School	W. T. White	Dept..	1	5	48	90	0	0					5	17			3			
4699	....do	North High School	J. R. Lowry	Dept..	1	3	20	58	0	0	12	49	2	5	2	8	2	8	3		128	22,500
4700	La Grange	High School	J. E. Hopkins	Dept..	5	5	79	106	31	37	27	33	0	0	11	15	10	12	4		500	27,000
4701	Laneview	Male and Female Academy.	J. W. Meadows	Ind...	2	0	19	16	54	46					8	7	4	0	4			2,000
4702	Lenoir City	High School *	Miss L. L. Petrie	Dept..	0	1	6	6	58	68	0	0	0	0	0	0	0	0	5			1,200
4703	Lewisburg	....do	George B. Henegar	Dept..	1	1	30	45	0	0	7	9	11	0	7	13			3			
4704	McMinnville	....do	Robert W. Smartt	Dept..	3	0	50	75	0	0	21	3	2	1	7	12			3			3,000
4705	Mason Hall	....do	J. R. Edmonston	Dept..	1	2	12	14	0	0											24	3,500
4706	Memphis	High School (colored)...	G. P. Hamilton	Dept..	2	0	13	40	0	0	0	0	0	0	0	8	0	0	4		0	3,000
4707	....do	Leath High School	N. M. Williams	Dept..	1	11	108	307	0	0	0	0	0	0	5	30	0	0	4		75	32,000
4708	Milan	Graded High School	J. H. Burress	Dept..	2	1	46	54	0	0	1	12			3	9	3	9	3		500	12,000
4709	Morristown	High School	Charles Mason	Dept..	1	2	26	40	0	0	4	5			6	5	6	5	4		520	2,475
4710	Mountain City	Masonic Institute*	E. W. Faucette	Ind...	1	1	36	37	59	52			9	6	6	3	5	3	4		250	4,000
4711	Mount Horeb	High School	Ida V. Cline	Dept..	0	1	5	10	30	32	1	2	1	2	1	7						1,000

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	TENNESSEE—cont'd.																					
4712	Murfreesboro	Bradley Academy (colored).	F. G. Carney	Dept.	2	2	15	24	0	0	...	...	10	15	3	6	...	...	3	...	.....	$2,100
4713	Nashville	Fogg High School	A. D. Wharton	Dept.	7	5	200	388	0	0	2	5	1	2	5	24	0	5	4	...	250	25,000
4714	....do	Pearl High School (colored).	F. G. Smith	Dept.	3	2	33	84	0	0	10	30	...	...	13	17	...	...	3	...	20	10,000
4715	Newbern	Male and Female Seminary.*	J. E. Kinsland	Dept.	3	0	25	26	0	0	3	2	9	3	5	7	4	3	3	...	100	10,000
4716	New Middleton	Academy*	C. T. Cates	Dept.	1	0	4	3	40	51	...	...	...	...	...	...	...	...	4	...	.....	1,000
4717	Newport	Graded School	Charles S. Stephens	Dept.	1	1	8	4	32	16	0	0	...	...	0	0	...	...	3	...	0	.....
4718	Pelham	High School	J. W. Calhoun	Ind.	1	0	10	10	25	30	...	...	...	...	...	...	...	...	...	...	.....	1,000
4719	Philadelphia	Bogart High School*	J. C. Hicks, A. M.	Dept.	1	0	3	5	52	40	3	4	...	...	0	0	...	...	...	...	.....	4,000
4720	Pigeon Forge	High School	John J. Massey	Dept.	1	0	15	3	32	27	...	...	...	...	0	0	0	0	...	...	0	800
4721	Pinson	....do.*	John C. Wright	Dept.	1	0	15	20	30	35	...	...	...	...	...	...	...	...	3	...	.....	2,000
4722	Pleasant View	Training School	A. F. Smith	Ind.	1	0	4	4	45	40	...	...	...	...	0	0	0	0	...	...	.....	.....
4723	Pulaski	High School	W. E. Tumley, supt.	Dept.	3	1	28	42	0	0	...	...	...	...	1	5	...	...	3	...	150	8,000
4724	Ripley	....do	G. R. Throop	Dept.	1	2	27	33	0	0	4	6	...	...	0	0	0	0	4	...	200	3,000
4725	Rockwood	....do	W. C. Lawson	Dept.	2	0	12	23	0	0	...	...	1	2	1	2	1	1	3	...	.....	8,500
4726	Rucker	Seminary	J. D. Jacobs	Dept.	1	0	8	13	42	52	3	5	0	4	3	3	1	2	4	...	.....	2,250
4727	Rugby	High School*	D. R. Case	Ind.	1	0	5	7	25	18	...	...	...	...	...	...	...	...	...	...	7,000	2,000
4728	Rutledge	Madison Academy*	C. C. Justus	Dept.	1	1	21	21	0	0	5	2	0	0	...	...	...	...	4	...	150	2,000
4729	St. Elmo	High School	B. H. Logan	Dept.	1	1	19	24	0	0	...	...	2	6	2	8	...	...	3	...	356	5,000
4730	Scotts Hill	....do	B. A. Tucker, B. S.	Dept.	1	0	17	5	66	59	...	...	...	...	7	2	...	...	2	...	250	1,000
4731	Sharon	Training School	J. W. Douglass	Dept.	1	1	32	21	0	0	...	...	...	...	0	0	0	0	4	...	0	3,500
4732	Shelbyville	High School	P. A. Lyon, jr	Dept.	1	1	32	33	0	0	...	...	...	...	0	1	...	...	3	...	0	10,000
4733	Sherman Heights	....do	S. A. Morgan	Dept.	1	0	9	6	0	0	...	...	...	...	1	1	...	...	3	...	95	.....

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4734	Shopspring	Academy	J. B. Phillips	Ind	1	0	10	16	45	47													900
4735	Sneedville	McKinney High School.	J. L. Drinnon	Ind	1	0	7	4	37	17			5	4							120		500
4736	Somerville	High School	W. E. Darby	Dept.	1	1	22	15	0	0					3	3	2	2	3		400		5,000
4737	Springfield	Collegiate Institute	J. Walton Huey	Dept.	2	0	10	13	25	27	5	4			2	2			3		250		16,000
4738	Sunny Side	New Hope Academy	J. F. Barker	Ind	1	0	6	7	54	44	0	0	0	0	0	0	0	0			0		1,585
4739	Temperance Hall	Earl College	T. F. Driver	Ind	2	0	36	42	51	51													1,000
4740	Tiptonville	Male and Female Academy.	D. W. Hobbs	Dept.	1	1	32	26	36	17	26	15			4	8			4		0		1,500
4741	Tracy City	James K. Shook School	W. G. Dillon	Dept.	1	0	7	22	0	0					2	2	1	0	2		400		43,000
4742	Tullahoma	High School	Samuel J. Farris	Dept.	0	2	50	30	0	0	2	3	4	2					2		300		10,000
4743	Verona	Academy	Geo. C. Appleby	Dept.	1	1	8	7	44	47	0	0	0	0	0	0			2				800
4744	Wartrace	Brandon Training School.	A. J. Brandon	Dept.	2	1	60	40	0	0					1	2	0	2	4				4,000
4745	Watertown	High School	F. M. Bolling	Dept.	1	1	20	20	0	0					6	1	6	1	4		200		5,000
4746	Well Spring	Powells Valley Seminary.*	Walter Franklin	Ind	2	0	30	35	45	80	0	0	0	0	0	0	0	0	3		75		2,000
4747	Williston	High School	P. H. Eley	Dept.	1	0	11	14	12	15	2	0	1	0	0	0			4				500
	TEXAS.																						
4748	Abilene	High School	F. W. Chatfield, supt	Dept.	1	2	29	59	0	0									3				
4749	Albany	do	John B. Hamilton	Dept.	2	0	10	15	0	0					0	4			4		0		3,000
4750	Alto	do	E. G. Musgrove	Dept.	1	0	16	15	35	25											20		700
4751	Alvin	do	J. W. Saxon	Dept.	1	0	16	19	0	0	2	0	3	4	5	5	5	4	2		100		5,000
4752	Archer City	do	Prof. B. R. Powell	Dept.	1	1	4	6	21	39									4		0		3,000
4753	Arlington	do	W. W. Witt	Dept.	1	1	24	28	0	0	7	4	3	4	0	0	0	0	3		80		2,500
4754	Athens	Bruce Academy	W. H. Bruce, Ph. D	Ind	3	3	40	50	0	0	4	4	2	0	2	2	2	2	4		40		5,000
4755	Atlanta	High School	M. V. Looney	Dept.	1	1	25	21	0	0	5	2			1	3			3		0		7,000
4756	Austin	do	J. E. Pearce	Dept.	4	4	74	151	0	0					6	16	4	16	3		600		6,000
4757	Baird	do	J. N. Ellis	Dept.	1	0	12	10	0	0	0	0	0	0	0	0	0	0	3				
4758	Beaumont	do	P. S. Halleck	Dept.	2	0	20	40	0	0					0	0			4		140		15,000
4759	Bellville	do	C. W. Feuge	Dept.	2	2	25	30	0	0					2	3	1	1	3		300		1,800
4760	Belton	do	D. S. Furman	Dept.	2	1	32	89	0	0	1	12	0	0	1	12	1	12	3		200		14,000
4761	Ben Wheeler	Alamo Institute	Davidson and Dean	Dept.	1	0	4	1	62	55					0	0	0	0	3		250		3,800
4762	Blanco	High School	J. M. Quarles	Dept.	2	1	27	32	0	0	0	0	0	0	3	4	0	0	4				8,000
4763	Blue Ridge	Academy	J. H. Wadkins	Ind	1	0	15	15	55	75			5	7	0	0	0	0	4		0		2,500
4764	Bonham	High School	H. G. Reed	Dept.	4	1	45	55	0	0					7	8			4		500		25,000
4765	Bowie	do.*	Mrs. T. J. Crawford	Dept.	1	3	42	51	0	0	10	11	0	0	1	6	1	6	3				24,000
4766	Brackettville	do	Herman W. Goodwin	Dept.	1	0	2	11	0	0	0	2			1	5	0	2	3		250		3,000
4767	Brady	Graded School	W. N. Ellis	Ind	1	1	18	20	0	0	2	3	3	5	2	2			5		0		
4768	Brandon	Institute	W. F. Doughty	Ind	1	2	14	20	79	95	1	2	2	3	0	0	0	0	3		30		4,500
4769	Bremond	High School	J. W. De Shazo	Dept.	1	0	8	17	0	0	1	0	1	0	3	2	2	0	3		50		3,000
4770	Brenham	Central High School	Miss Mary Rial	Dept.	1	4	30	66	0	0					11	17	5	6	3		350		12,000
4771	do	East End High School (colored).	P. E. Bledsoe	Dept.	1	0	6	17	0	0			1	0	0	3			3		3		2,000
4772	Brownsville	High School	J. F. Cummings	Dept.	1	1	16	19	0	0					1	1			3		600		
4773	Brownwood	do	Thos. G. Adams	Dept.	2	2	60	90	0	0					0	10			3				20,000
4774	Brushycreek	do	S. N. Chennault	Ind	2	2	45	39	20	12	8	3	12	7					4		500		2,000
4775	Bryan	do	S. H. Hickman	Dept.	3	0	13	41	0	0	8	25	2	0	1	3	0	1	3		300		22,200
4776	do	High School (colored)	Arthur H. Colwell	Dept.	2	0	7	14	0	0	0	0	0	0					4		150		

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	TEXAS—continued.																					
4777	Burkeville	Male and Female College.*	F. D. Decherd, A. M	Dept.	1	0	10	15	23	27	...	...	...	...	0	0	...	...	3	...	0	$200
4778	Burnet	High School	R. J. Richey	Dept.	1	1	30	39	0	0	2	3	...	...	3	3	...	...	3	...	100	15,000
4779	Caddo Mills	....do.*	J. B. Warren	Dept.	1	1	15	15	0	0	...	...	...	...	...	...	...	...	3	...	100	2,500
4780	Caldwell	....do	Lucie Carroll	Dept.	2	0	16	25	0	0	1	2	3	4	0	0	...	...	4	...	250	4,000
4781	Calvert	....do	W. A. Palmer	Dept.	2	2	20	00	0	0	14	32	...	...	1	10	1	9	3	...	500	15,000
4782	Cameron	....do	A. N. W. Smith	Dept.	3	0	32	38	0	0	1	0	1	0	2	6	1	1	4	...	120	2,000
4783	Canton	....do	O. Rice	Dept.	1	3	46	38	0	0	...	...	...	...	...	...	...	...	4	...	30	2,000
4784	Celeste	Hawthorne College*	J. H. Newton	Ind.	4	0	55	45	80	115	0	0	15	25	5	5	...	...	3	...	1,000	12,000
4785	Center	High School	W. H. Lee	Dept.	1	1	26	22	0	0	1	2	1	0	...	...	...	...	...	...	...	1,400
4786	Chico	Male and Female Institute.	W. Templeton	Dept.	2	0	25	33	0	0	...	...	2	6	3	9	...	...	3	...	200	7,000
4787	Childress	High School*	W. J. Haggard	Dept.	1	1	60	63	3	2	...	...	...	...	...	...	...	...	3	...	40	2,500
4788	Chisholm	Berry Creek High School	Enoch Dickson	Dept.	2	0	21	21	0	0	...	...	1	0	3	2	1	0	3	...	300	...
4789	Cisco	High School	R. H. Burney	Dept.	2	0	20	32	0	0	...	...	...	...	1	2	...	...	3	...	150	5,000
4790	Clarendon	Graded School	W. R. Silvey	Dept.	1	1	37	51	0	0	...	...	5	6	5	6	5	6	3	...	0	3,800
4791	Clarksville	High School	W. C. James	Dept.	1	2	12	42	0	0	...	...	...	...	3	11	3	3	4	...	500	21,036
4792	Cold Spring	....do	Geo. W. Davis	Dept.	1	1	10	10	30	30	4	5	...	...	0	0	...	...	2	...	...	1,200
4793	Colorado	....do	I. P. Skinner	Dept.	1	1	25	30	0	0	...	...	...	...	7	6	1	2	2	...	...	...
4794	Comanche	....do.*	A. W. Evans	Dept.	2	2	79	92	0	0	17	15	9	7	5	10	4	9	4	...	400	21,000
4795	Commerce	....do	A. E. Watson, supt	Dept.	1	1	15	30	0	0	...	...	...	...	...	...	...	...	3	...	...	12,000
4796	Corpus Christi	....do	M. Menger	Dept.	2	2	20	32	0	0	...	...	...	...	1	3	0	1	3	...	500	...
4797	Corsicana	....do	J. P. Stephenson	Dept.	2	2	43	132	0	0	...	...	...	...	2	15	...	...	4	...	400	12,000
4798	Cotton Gin	....do	L. T. Frizzelle	Ind.	1	0	15	12	30	40	...	...	...	...	...	...	...	...	4	...	...	1,000
4799	Crawford	....do.*	J. P. Doherty	Dept.	1	2	20	21	0	0	5	3	7	8	0	0	0	0	...	...	...	1,000

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4800	Crockett	..... do	Walker King	Dept..	1	1	25	49	0	0	0	0	0	0	0	0	0	0	4	....	400	20,000
4801	.....do	High School (colored)	C. H. Griggs	Dept..	1	1	6	9	30	33	....	....	....	....	....	....	....	....	3	....	10	700
4802	Cuero	John C. French High School.	L. G. Covey	Dept..	2	0	11	31	0	0	....	....	....	....	....	....	....	....	3	....	5	22,000
4803	Cumby	Independent Normal College, I. O. O. F.	R. L. Taylor	Dept..	2	1	53	40	0	0	....	....	....	....	3	4	....	....	2	....	300	3,500
4804	Cundiff	High School*	Ernest Keathley	Ind...	1	1	14	13	49	51	....	....	....	....	0	0	0	0	....	....	.....	.....
4805	Dallas	.....do.*	Wm. Lipscomb	Dept..	3	3	94	185	0	0	....	....	....	....	9	23	2	2	5	....	500	76,500
4806	.....do	High School (colored)	H. S. Thompson	Dept..	2	1	15	35	0	0	....	....	....	....	....	....	....	....	4	....	400	.....
4807	Dallas (Station A)	Central High School	J. W. P. Massey	Dept..	3	1	43	63	0	0	....	....	....	....	2	1	....	....	4	....	.....	35,000
4808	Decatur	High School*	J. F. Thomas	Dept..	2	0	20	40	0	0	3	5	....	....	0	0	....	....	4	....	250	13,000
4809	Del Rio	.....do	A. H. Horn	Dept..	1	0	6	8	0	0	....	....	....	....	2	2	....	....	3	....	250	11,000
4810	Denison	.....do	Minnie M. Marsh	Dept..	1	4	55	101	0	0	....	....	....	....	4	8	....	....	4	....	640	45,000
4811	Dodd City	.....do	Miss Alice Morris	Dept..	0	1	10	15	50	50	0	4	3	0	0	0	0	0	3	....	0	1,500
4812	Dublin	.....do	W. J. Clay, supt	Dept..	3	1	55	70	0	0	1	2	2	3	2	5	2	3	4	....	350	6,000
4813	Eagle Lake	.....do	Wm. B. Hawkins	Dept..	1	0	4	7	0	0	1	0	....	....	3	1	3	1	3	....	40	8,000
4814	Eagle Pass	.....do.*	Geo. Wright	Dept..	1	0	4	2	0	0	....	....	....	....	0	0	0	0	4	....	125	6,000
4815	Ennis	.....do	S. A. Horton	Dept..	2	1	35	54	0	0	10	15	2	1	4	9	3	6	3	....	1,700	50,000
4816	Fairfield	.....do.*	C. F. Walker	Ind...	0	2	15	20	50	50	0	0	8	12	0	0	0	0	3	....	0	1,200
4817	Farmer	.....do	J. A. Fairly	Ind...	2	1	39	44	0	0	0	0	0	0	0	0	....	....	4	....	0	1,500
4818	Farmersville	Graded School	John P. Jacobs, supt.	Dept..	3	0	35	45	0	0	....	....	7	5	1	0	1	0	3	....	150	10,000
4819	Fate	High School	Dr. Peak	Dept..	1	0	7	8	0	0	0	0	0	0	0	0	0	0	2	....	0	800
4520	Flatonia	.....do	S. H. Hunter	Dept..	2	0	16	24	0	0	....	....	2	2	....	....	....	....	4	....	0	3,000
4821	Franklin	.....do	A. W. Hall	Dept..	1	0	20	26	0	0	....	....	....	....	5	6	....	....	3	....	300	8,000
4822	Frost	.....do	W. F. McGee	Dept..	2	0	47	41	0	0	6	4	4	5	....	....	....	....	3	....	0	2,000
4823	Gainesville	.....do.*	Jno. P. Glasgow	Ind...	3	2	55	135	13	23	....	....	....	....	5	16	0	0	4	....	340	30,000
4824	Galveston	Ball High School*	H. H. Ransom	Dept..	5	1	74	170	70	130	10	15	30	71	8	18	4	8	4	....	2,000	200,000
4825	.....do	Central High School (colored).	J. R. Gibson	Dept..	2	1	27	28	0	0	....	....	....	....	4	2	....	....	4	....	75	15,000
4826	Gibtown	Academy	D. J. Simpson	Dept..	2	1	43	39	0	0	3	2	2	0	0	0	0	0	6	....	100	3,000
4827	Giddings	High School*	Buckner Harris	Dept..	2	0	23	21	0	0	....	....	....	....	7	2	5	0	2	....	11	8,825
4828	Goldthwaite	.....do	L. F. Cowan	Dept..	1	0	17	20	0	0	....	....	....	....	0	1	0	1	3	....	123	8,000
4829	Gonzales	.....do	T. L. Toland	Dept..	3	2	25	50	0	0	4	2	1	3	1	2	1	1	3	....	1,000	45,000
4830	Graham	.....do	H. Fowler	Dept..	2	0	40	50	0	0	....	....	....	....	4	0	4	0	4	....	.....	15,000
4831	Hallettsville	Graded School	C. A. Peterson	Dept..	1	1	19	16	0	0	....	....	2	1	0	0	....	....	4	....	.....	2,500
4832	Hearne	High School	J. B. Wolfe	Dept..	1	0	8	15	0	0	....	....	....	....	1	3	....	....	3	....	150	10,750
4833	Hemphill	Sabine Valley Academy*	—— Griffin	Dept..	1	1	15	15	20	30	....	....	....	....	....	....	....	....	....	....	.....	.....
4834	Hempstead	High School	Cyrus A. Neville	Dept..	2	0	23	34	0	0	0	0	0	0	0	3	0	0	4	....	150	9,000
4835	Henderson	.....do.*	T. R. Day	Dept..	2	0	22	39	40	27	....	....	....	....	....	....	....	....	2	....	200	8,200
4836	Henrietta	.....do.*	Lewis Johnson	Dept..	0	5	24	53	0	0	....	....	....	....	1	9	....	....	3	....	100	17,150
4837	Hillsboro	Central High School	T. S. Cox	Dept..	1	2	40	80	0	0	....	....	....	....	1	19	....	....	3	....	500	40,000
4838	Holland	High School	S. B. Maddox	Dept..	2	0	16	19	0	0	3	2	....	....	3	3	3	2	2	....	.....	3,500
4839	Honey Grove	.....do	J. Thos. Hall	Dept..	3	0	18	25	8	7	....	....	....	....	0	0	....	....	4	....	450	21,000
4840	Houston	High School (colored)	Chas. Atherton	Dept..	2	0	25	52	0	0	0	0	0	0	0	5	0	0	4	....	.....	30,514
4841	Hubbard	High School	Hiram M. Evans	Dept..	2	0	34	58	0	0	....	....	17	19	4	4	4	4	4	....	100	11,000
4842	Hughes Springs	.....do	E. E. Brougher	Dept..	1	0	16	28	0	0	....	....	0	8	....	....	....	....	3	....	200	2,500
4843	Huntsville	.....do	John W. Clark	Dept..	1	2	13	35	0	0	1	9	3	10	1	5	1	5	3	....	500	15,002
4844	Hutto	.....do	(Miss) Dora E. Gibson	Dept..	0	1	18	24	0	0	....	....	....	....	0	0	0	0	4	....	.....	4,000
4845	Johnson City	.....do.*	Kay Alexander	Dept..	1	1	14	13	51	47	0	2	3	0	2	2	1	2	4	....	.....	1,000
4846	Junction	.....do	D. C. Broyles	Dept..	1	0	4	9	0	0	....	....	....	....	....	....	....	....	....	....	160	1,250

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98—Continued.*

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.																	
							Secondary students.		Elementary students.		Preparing for college.													
											Classical course.		Scientific course.		Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.		Number in military drill.	Number of volumes in the library.	Value of grounds, buildings (rent), and scientific apparatus.	
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	
	TEXAS—continued.																							
4847	Kaufman	High School	C. J. Maxwell	Dept.	2	0	10	35	0	0	1	5	0	0	0	1	....	....	4	....				
4848	Kerens	....do	A. W. Flaniken	Dept.	2	1	14	26	0	0	....	....	....	....	1	4	....	....	3	....				
4849	Kerrville	Troy High School	J. G. Toland	Dept.	1	1	38	33	0	0	10	4	16	21	2	3	2	3	3	....	25	$2,000	$2,000	
4850	Kingston	Calhoun College	W. F. Barnett	Ind.	0	3	43	49	35	37	6	8	6	8	0	0	....	....	3	....	80	1,000	1,000	
4851	Kosse	High School	S. S. Munroe	Dept.	1	1	22	28	0	0	....	....	....	....	2	5	1	4	2	....	75	1,000	1,000	
4852	Laredo	....do	Katharine F. Tarver	Dept.	1	3	14	26	0	0	....	....	....	....	1	3	0	1	4	....	15	1,000	1,000	
4853	Leesburg	Academy*	G. R. Devasier	Dept.	1	1	4	10	38	35	0	0	2	2	0	0	0	0	2	....	....	....	....	
4854	Leonard	High School	I. W. Evans	Dept.	2	0	30	30	0	0	....	....	....	....	0	0	0	0	4	....	....	....	....	
4855	Lipscomb	....do.*	(Miss) E. G. Barnard	Dept.	0	1	2	3	18	19	0	0	0	0	0	2	....	....	....	....	100	1,000	1,000	
4856	Livingston	....do	M. Winston	Ind.	1	0	9	14	58	78	....	....	....	....	....	....	....	....	....	....	....	....	....	
4857	Llano	....do	S. E. Hargon	Dept.	1	0	10	15	0	0	....	....	....	....	....	....	....	....	4	....	0	15,000	15,000	
4858	Longview	....do	A. W. Kinnard	Dept.	2	0	8	10	0	0	0	0	3	4	2	3	1	0	3	....	150	17,000	17,000	
4859	McGregor	....do	R. L. Abbott	Dept.	1	4	85	81	0	0	1	2	1	3	1	5	0	1	3	....	211	13,000	13,000	
4860	McKinney	....do	J. C. Ryan	Dept.	2	0	20	30	0	0	5	4	....	....	0	11	....	....	3	....	50	12,000	12,000	
4861	Manor	....do.*	J. H. Day	Dept.	1	0	10	12	56	72	....	....	....	....	0	0	....	....	....	....	....	2,000	2,000	
4862	Marble Falls	....do	G. E. Folk	Dept.	1	1	21	24	0	0	7	9	3	0	4	5	0	3	3	....	1,100	15,000	15,000	
4863	Marshall	....do	W. H. Atlebury	Dept.	1	2	19	38	0	0	2	5	1	0	0	2	0	2	4	....	105	6,000	6,000	
4864	Mart	....do.*	John T. Overby	Ind.	1	0	10	15	85	90	3	4	1	0	0	0	0	0	3	....	....	2,500	2,500	
4865	Mason	....do.*	N. C. Wood	Ind.	2	0	13	26	134	152	0	0	0	0	....	....	....	....	4	....	....	15,000	15,000	
4866	Meridian	....do	T. J. Paine	Dept.	2	2	25	27	0	0	4	8	....	....	2	3	....	....	3	....	200	10,000	10,000	
4867	Merit	....do	W. J. De Fee	Ind.	1	1	24	21	36	49	....	....	....	....	....	....	....	....	4	....	....	1,000	1,000	
4868	Mexia	....do	W. D. Butler	Dept.	3	0	65	50	0	0	2	2	....	....	9	10	2	2	4	....	1,400	30,000	30,000	
4869	Midland	....do	R. E. Rankin	Dept.	2	2	50	73	0	0	5	6	4	5	0	0	0	0	3	....	225	13,000	13,000	
4870	Milford	....do	L. E. Manney	Dept.	1	0	10	15	0	0	....	....	....	....	....	....	....	....	3	....	20	5,000	5,000	
4871	Mineola	....do.*	B. A. Stafford	Dept.	2	1	20	35	0	0	....	....	....	....	2	4	2	4	4	....	275	10,000	10,000	

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4872	Montague	....do	T. A. Taggart	Dept..	1	0	17	23	0	0	1	4	....	....	....	....	....	....	3	....	63	4,490
4873	Mount Vernon	Franklin Institute	John S. Bagwell	Dept..	1	2	50	60	0	0	10	11	4	0	....	....	....	....	3	....	.....	.....
4874	Navasota	High School	T. E. Humphrey	Dept..	1	1	24	58	0	0	1	1	....	....	1	6	....	....	4	....	260	.....
4875	....do	High School (colored)	S. H. Flake, supt	Dept..	1	0	2	4	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4876	New Birmingham	High School	Mrs. Ela B. Moore	Ind...	0	1	0	7	29	17	1	2	....	....	0	0	0	0	2	....	.....	5,000
4877	Nocona	....do.*	H. B. Oatis	Dept..	2	2	35	50	0	0	....	....	....	....	0	0	0	0	3	....	.....	8,000
4878	Norfolk	London High School	L. K. Smith	Ind...	1	0	18	20	30	47	....	....	....	....	....	....	....	....	5	....	.....	3,000
4879	Overton	Hubbard College	J. N. Huff	Ind...	1	0	6	7	46	64	2	0	....	....	....	....	....	....	....	....	250	.....
4880	Ovilla	High School	Professor Jordan	Dept..	1	0	8	9	0	0	....	....	....	....	8	9	....	....	....	....	30	3,000
4881	Paint Rock	....do	O. W. Willcox	Dept..	1	0	10	18	28	23	....	....	1	0	1	0	1	0	3	....	0	800
4882	Palestine	....do	Robert A. Hall	Dept..	4	1	26	38	0	0	10	15	....	....	4	0	4	0	3	....	100	.....
4883	....do	Lincoln High School (colored).	J. W. Holloway	Dept..	1	0	3	4	14	19	....	....	2	0	....	....	....	....	2	....	.....	4,000
4884	Paris	High School	E. L. Dohoney, jr	Dept..	1	4	52	110	0	0	4	3	....	....	7	20	4	3	3	....	500	15,000
4885	....do	Provine Street High School (colored).	I. F. Scott	Dept..	1	0	5	22	0	0	....	....	....	....	0	3	0	3	2	....	200	6,000
4886	Patroon	College*	R. H. Bonham, A. B	Ind...	2	0	26	38	42	41	1	8	0	8	1	3	....	....	4	....	150	3,500
4887	Peaster	....do	S. Taylor	Ind...	1	1	15	20	68	80	....	....	....	....	0	0	0	0	4	....	0	2,000
4888	Peerless	High School*	J. K. Leech	Dept..	1	0	7	11	58	52	....	....	....	....	0	0	0	0	3	....	0	2,500
4889	Pickton	....do	W. R. Shook	Dept..	1	1	15	16	0	0	....	....	....	....	0	0	....	....	4	....	.....	700
4890	Pleasant Grove	Ivanhoe High School	M. M. Smith	Dept..	1	0	30	20	0	0	0	0	0	0	2	0	0	0	4	....	40	1,500
4891	Port Lavaca	High School	W. T. Smith	Dept..	2	0	4	19	0	0	2	10	0	2	....	....	....	....	3	....	50	7,000
4892	Rancho	....do	F. V. Garrison	Dept..	1	1	15	22	0	0	1	3	....	....	1	0	....	....	4	....	183	2,250
4893	Randolph	....do	J. I. Moreland	Dept..	1	1	10	15	43	48	....	....	....	....	....	....	....	....	....	....	.....	.....
4894	Ranger	....do.*	J. B. Jones	Ind...	2	1	15	7	60	75	15	7	....	....	0	0	0	0	4	....	150	2,500
4895	Ravenna	College	B. W. Miller	Dept..	1	0	19	23	0	0	5	3	0	0	0	0	....	....	4	....	200	1,000
4896	Richland Springs	High School	J. T. Hamilton	Dept..	0	1	18	12	0	0	....	....	....	....	....	....	....	....	4	....	60	1,500
4897	Rising Star	....do.*	J. H. Horton	Ind...	1	2	20	23	100	120	4	3	4	3	0	0	0	0	4	....	1	3,000
4898	Rockport	....do	G. D. Beason	Dept..	1	1	47	22	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
4899	Rockwall	....do	W. P. Miller	Dept..	2	0	25	25	0	0	....	....	....	....	0	0	0	0	....	....	.....	.....
4900	Round Mountain	....do.*	M. Z. Spohr	Ind...	2	0	15	18	45	40	....	....	....	....	3	2	....	....	4	....	.....	2,500
4901	Round Rock	....do	J. M. Hale	Dept..	1	0	14	16	0	0	0	0	14	13	0	0	....	....	3	....	0	.....
4902	Royse City	Royse Academy*	J. G. Yarbrough	Ind...	1	1	20	25	95	90	6	6	0	0	0	0	0	0	....	....	.....	3,000
4903	Runge	High School	F. Z. T. Jackson	Dept..	1	0	8	14	0	0	....	....	....	....	0	0	....	....	3	....	500	6,000
4904	San Antonio	....do	A. E. Kilpatrick	Dept..	8	1	55	139	0	0	....	....	....	....	3	16	2	6	3	....	500	57,000
4905	San Diego	....do	C. H. Hufford	Dept..	1	1	16	17	0	0	2	2	....	....	4	3	0	2	3	....	.....	5,000
4906	San Marcos	....do.*	J. M. Skinner	Dept..	2	3	60	80	0	0	42	45	4	6	....	....	....	....	4	....	50	12,000
4907	San Saba	....do	G. H. Hagan	Dept..	2	0	37	49	0	0	3	2	....	....	0	0	....	....	3	....	.....	2,500
4908	Savoy	College*	E. L. Trotter	Ind...	2	1	80	40	60	60	10	14	....	....	0	0	....	....	2	....	1,200	6,000
4909	Sealy	High School	C. C. Glenn	Dept..	1	1	20	27	0	0	....	....	....	....	0	0	0	0	2	....	100	2,000
4910	Seguin	....do	H. B. Griffin, supt	Dept..	2	1	17	25	0	0	4	7	1	0	4	7	....	....	3	....	20	15,000
4911	Seymour	....do	E. O. McNew	Dept..	2	3	25	42	0	0	3	2	....	....	0	0	0	0	4	....	170	5,000
4912	Sherman	....do	P. W. Horn, supt	Dept..	1	3	68	79	0	0	....	....	....	....	17	6	2	5	3	....	450	25,000
4913	Shiner	....do.*	E. J. Mair	Dept..	1	0	7	3	0	0	....	....	....	....	1	2	....	....	....	....	.....	2,000
4914	Smiley	Glover Institute	T. A. Partlow	Ind...	1	0	7	9	57	44	....	....	....	....	....	....	....	....	3	....	.....	3,000
4915	Sulphur Bluff	High School	R. A. Chesnut	Ind...	1	1	15	16	60	82	....	....	....	....	....	....	....	....	....	....	.....	.....
4916	Swan	Oakland High School	T. J. McBride	Ind...	1	1	20	20	30	40	2	0	....	....	....	....	....	....	4	....	.....	1,500
4917	Taylor	High School	C. C. Foster	Dept..	1	2	20	40	0	0	....	....	....	....	7	8	....	....	3	....	100	45,000
4918	Temple	....do	Justin F. Kimball	Dept..	3	1	33	77	0	0	....	....	....	....	6	9	....	....	4	....	600	30,000
4919	Tenaha	....do	M. B. Brown	Dept..	1	1	17	26	0	0	....	....	....	....	0	0	0	0	5	....	.....	500

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	TEXAS—continued.																					
4920	Terrell	High School	S. D. Irvine	Dept.	2	2	20	38	0	0	...	...	...	...	2	7	...	...	3	...	500	$22,000
4921	Texarkana	do	W. Owens	Dept.	2	0	15	38	0	0	2	2	2	8	4	4	2	2	4	...	300	16,800
4922	Thornton	do	Prof. M. B. Johnson	Dept.	1	1	15	12	0	0	3	2	...	...	...	...	...	...	...	...	0	2,000
4923	Timpson	do	J. B. Ramsey	Dept.	1	1	45	55	0	0	...	...	...	...	0	0	0	0	3	...	75	3,000
4924	Trenton	do	T. E. Goff	Dept.	1	1	23	21	0	0	2	7	...	...	0	0	0	0	3	...	...	1,000
4925	Tyler	do.*	W. K. Tate	Dept.	2	1	50	71	0	0	6	10	1	0	6	16	4	10	3	...	400	20,000
4926	Uvalde	do	J. R. Witty	Dept.	1	1	20	35	0	0	0	1	...	...	1	4	0	1	3	...	700	6,000
4927	Velasco	do	Professor McKee	Ind.	1	0	6	24	36	41	...	...	...	...	0	0	...	...	3	...	0	200
4928	Waco	do	James F. Lipscomb	Dept.	5	6	208	364	0	0	103	15	10	15	1	22	1	5	4	...	500	67,300
4929	Waxahachie	do	W. L. Acker	Dept.	3	0	50	65	0	0	2	0	0	0	5	10	5	10	4	...	2,700	45,000
4930	Weatherford	do	H. J. Fry, supt.	Dept.	2	3	35	75	0	0	2	8	...	...	3	7	2	3	4	...	200	35,000
4931	Weatherford	High School (colored)	G. P. Lewis	Dept.	1	0	5	9	42	49	...	...	...	...	1	2	...	...	2	...	40	1,000
4932	West	High School	J. E. Murray	Dept.	2	0	15	20	0	0	...	...	...	...	1	3	0	1	4	...	40	4,500
4933	Wheelock	do	J. E. Cook	Ind.	1	1	10	25	30	25	...	...	...	...	0	0	...	...	3	...	0	800
4934	Whitesboro	do	Geo. W. Acton	Dept.	2	0	20	30	30	10	...	...	...	...	3	3	...	...	2	...	...	15,000
4935	Wichita Falls	do	W. J. Sowder	Dept.	2	1	22	28	0	0	1	7	5	2	1	4	1	4	4	...	300	40,000
4936	Winnsboro	do.*	J. D. Bass	Dept.	1	3	34	40	0	0	0	2	2	1	...	...	...	...	...	...	100	4,000
4937	Wortham	do	J. B. Jones	Dept.	1	0	26	20	0	0	3	4	0	0	...	...	...	...	3	...	6	2,500
4938	Yoakum	do	W. T. Brian	Dept.	2	0	25	35	0	0	0	1	...	...	3	5	0	1	3	...	250	4,000
4939	Yorktown	Normal School	J. T. Beal	Dept.	2	0	16	17	0	0	...	...	...	...	0	0	0	0	3	...	...	3,000
	UTAH.																					
4940	Ogden	Central School	T. B. Lewis	Dept.	5	2	100	158	19	34	...	...	...	...	2	18	...	...	4	...	...	20,000
4941	Park City	High School	Nellie L. Woodbury	Dept.	2	1	27	20	0	0	...	...	...	...	...	...	...	...	4	...	...	...

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4942	Richfield	do	D. A. Nelson	Ind	2	0	4	18	18	0									3		124	2,500
4943	Salt Lake City	do	A. O. Clark	Dept.	8	13	240	324	0	0					16	30	12	18	4		200	75,000
	VERMONT.																						
4944	Barre	Spaulding High School	O. D. Mathewson	Dept.	1	2	33	58	0	0	0	0	5	0	2	9	2	9	4	32	550	
4945	Barton	Academy	H. J. Stannard	Dept.	1	3	48	36	0	0	3	2	7	4	3	2	1	1	4		200	15,000
4946	Barton Landing	High School	Edward L. Nye	Dept.	1	1	18	16	0	0	3	1	0	0	0	0	0	0	4		200	2,500
4947	Bennington	do	Arabelle Horton	Dept.	0	4	42	44	0	0	3	3	3	0	2	5	1	0	4	25	200	15,000
4948	Bethel	Whitcomb High School	Frank P. Davison	Dept.	1	1	23	27	0	0	1	0	1	3	4	6	2	3	4		200	
4949	Bradford	High School*	Peter A. Blossom	Dept.	1	1	11	23	0	0	2	1	3	4	0	0	0	0	4		2,500	30,000
4950	Brandon	do	A. F. Howes	Dept.	1	1	17	31	0	0	3	3	1	0	4	5	2	1	4		355	25,000
4951	Bristol	do	Charles S. Paige	Dept.	1	2	39	36	0	0	7	0	3	0	5	5	3	0	4		125	600
4952	Burlington	do	S. W. Landon	Dept.	2	7	146	172	0	0	20	10	30	20	24	27	16	6	4		400	40,000
4953	Chester	Central High School	Ernest W. Gibson	Dept.	1	2	32	28	0	0			5	7	2	4	2	3	4	32	200	400
4954	Enosburg Falls	High School	J. N. Greene	Dept.	1	1	45	37	0	0	0	0	4	1	0	0	0	0	4		115	7,000
4955	Essex Junction	do	Edwin H. Johnson	Dept.	1	1	7	13	4	3					0	0	0	0	3		81	2,000
4956	Fairhaven	do.*	F. A. Wheeler	Dept.	1	1	11	28	0	0					0	2	0	0	4		100	20,000
4957	Franklin	Central High School	H. R. Norton	Dept.	1	1	15	15	35	30									3			2,000
4958	Georgia	Academy	Lottie Atwell	Dept.	0	1	7	6	0	7											0	
4959	Hardwick	do	Wendell M. Thomas	Dept.	2	1	35	55	0	0	2	0	0	2	3	4	0	0	4		150	18,000
4960	Hinesburg	High School	A. M. Jones	Ind	1	1	27	38	5	2	1	0	0	0	0	0	0	0	4		52	200
4961	Hydepark	Lamoille Central Academy.	Elwin L. Ingalls	Dept.	1	1	25	24	50	34	1	1	1	0	3	6	1	1	4			10,000
4962	Johnson	Graded School	I. G. Sargeant	Dept.	1	1	20	30	0	0	1	2	1	2	4	3	2	2	4		150	10,000
4963	Ludlow	Black River Academy*	F. L. Bugbee	Dept.	1	3	40	62	37	20	3	5	3	4	6	10	4	6	4		1,500	25,000
4964	Lyndon	Academy	Brainard A. Rowe	Dept.	1	0	19	18	0	0			0	1	1	3			4		110	12,000
4965	Middlebury	High School	Prentiss C. Hoyt	Dept.	1	3	30	50	0	0	13	14	15	25	2	5	2	3	4			
4966	Middletown Springs.	do	Charles Tracy	Dept.	2	0	15	17	45	49			2	2	0	0			3			1,400
4967	Milton	do.*	J. V. Sturtevant	Dept.	1	1	8	18	0	0			4	5	0	0			3		150	10,000
4968	Morrisville	Peoples Academy	W. A Beebe	Dept.	1	3	50	65	0	0	8	2	7	12	12	5	3	3	4		500	
4969	Newbury	Seminary*	E. A. Shaw	Dept.	1	1	25	25	0	0	0	0	3	2	0	0	0	0	4		300	4,000
4970	Newport	Academy*	B. H. Hill	Dept.	1	2	26	26	0	0			1	1	3	6	3	1	4		100	
4971	Northfield	High School	Charles A. Plumley	Dept.	1	2	30	41	0	0	0	2	4	6	2	3	1	1	4		500	16,000
4972	North Troy	do	N. D. Blake	Dept.	1	1	21	27	0	0	0	0	1	1	0	0	0	0	4		110	5,800
4973	Norwich	do	Geo. S. Bliss	Dept.	1	0	8	13	14	40	1	0	1	1	0	0	0	0	3		35	2,000
4974	Pittsford	do	Marion Horsford	Dept.	0	2	8	23	8	12	0	0	1	3	0	4	0	0	3			
4975	Poultney	do	William F. Long	Dept.	1	0	6	20	0	0					0	10			3		20	10,000
4976	Proctor	do	W. P. Abbott	Dept.	1	1	14	26	0	0	1	0			2	5			4		40	17,500
4977	Quechee	do	Julia B. Jackman	Dept.	0	1	3	5	25	25									2		23	
4978	Randolph	do	M. S. Vilas	Dept.	1	3	40	50	0	0	2	2	1	1	3	10	3	2	4		500	15,000
4979	Richford	do	F. E. Benjamin	Dept.	1	1	10	23	0	0	1	4			1	4	0	2	4		200	12,000
4980	Richmond	do	Lem G. Blanchard	Dept.	1	0	10	4	63	71	0	0	0	0	0	0	0	0			20	
4981	Rochester	do	M. D. Chittenden	Dept.	1	0	14	12	0	0	1	0	1	0	1	1	1	0	4		41	4,000
4982	Rutland	do	Samuel H. Erskine	Dept.	2	5	37	115	20	36	6	14	0	3	2	18	0	9	4		1,300	25,000
4983	St. Albans	do	Francis A. Bagnall	Dept.	1	6	62	83	0	0	2	5	14	30	4	5	2	2	4		600	30,000
4984	Shelburne	do	Mary R. Bates	Dept.	0	2	10	17	8	5	0	0	0	3	1	1	0	0	4		150	
4985	Shoreham	do	J. P. Halnon	Dept.	1	0	7	10	31	24												5,000
4986	South Royalton	do	Frank K. Graves	Dept.	1	4	18	14	52	61	3	2	2	3	5	5	5	3	4			10,000

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	VERMONT—cont'd.																					
4987	Springfield	High School	H. Dressel, jr.	Dept.	1	2	33	47	0	0	6	5	11	4	4	10	4	2	4			
4988	Stowe	do	G. H. Dalrymple, A. M	Dept.	1	0	18	26	0	0	0	0	....	....	0	0	0	0	4		50	
4989	Swanton	do	Walter D. Parsons	Dept.	1	2	28	28	0	0	4	0	....	....	2	2	1	0	4		500	
4990	Vergennes	do	Daniel G. Abbott	Dept.	1	2	30	30	0	0	2	1	3	2	2	1	2	0	4		50	
4991	Wallingford	do	G. B. Frost	Dept.	1	0	15	18	0	0	1	0	1	0	2	0	1	0	4			
4992	Waterbury	do	S. C. Hutchinson	Dept.	1	1	26	36	0	0	2	0	0	0	0	2	0	0	4		50	$3,000
4993	Wells River	Graded and High School	Hermon Locke	Dept.	1	0	11	15	43	47	....	....	....	....	....	....	....	....	4			
4994	West Rutland	High School No. 2	Z. C. Hinds	Dept.	1	1	6	10	0	0	1	0	....	....	0	0	0	0	4			15,000
4995	Wilmington	High School	Ernest A. Maynard	Dept.	1	0	8	18	0	0	0	1	0	0	0	0	0	0	3		0	55
4996	White River Junction.	do.*	C. C. Davis	Dept.	1	2	15	20	10	15	....	....	....	....	5	5	1	1	4		100	20,000
4997	Winooski	do	Henry Conlin	Dept.	1	1	12	20	0	0	....	....	....	....	0	0	0	0	4		225	6,000
4998	Woodstock	do	Edwin H. Whitehill	Dept.	2	2	40	59	13	6	2	2	....	....	3	5	0	2	4		300	10,000
	VIRGINIA.																					
4999	Abingdon	Cave City High School	J. T. Colly	Dept.	1	0	10	8	0	0	....	....	....	....	....	....	....	....	....			14,000
5000	Adriance	Guinea High School	Mrs. C. W. Cranby	Ind.	0	1	8	12	10	20	5	8	0	0	....	....	....	....	4			
5001	Alexandria	"Washington School"	Theo. H. Ficklin, M. A	Dept.	2	0	98	0	0	0	....	....	....	....	....	....	....	....	....		....	....
5002	Ashland	Graded School	W. N. Hamlet	Dept.	1	0	13	14	0	0	....	....	....	....	2	3	....	....	3			950
5003	Beaverdam	High School	Miss Virginia Campbell.	Dept.	0	1	10	8	25	25	3	2	....	....	0	0	....	....	4			500
5004	Bedford Springs	New London Academy	M. H. Arnold	Ind.	1	1	20	25	50	35	1	0	0	0	4	14	1	0	3		50	6,000
5005	Berryville	High School	C. N. Lynch	Ind.	1	1	17	6	74	67	2	1	0	0	0	0	....	....	3			4,800
5006	Big Stone Gap	do	Wm. H. Jones	Dept.	1	0	12	12	0	0	....	....	5	6	0	4	0	4	3		200	5,000

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5007	Bowling Green	Graded School	Miss Louisa Glassell	Dept.	0	1	4	4	36	26														
5008	Boydton	High School	R. W. Williams	Ind.	1	1	14	15	25	25	2	1							3				500	
5009	Boykins	do	Miss Josie E. Weston	Dept.	0	1	6	6	30	31													600	
5010	Bristol	do	E. H. Russell	Dept.	2	1	16	20	0	0					3	1	2	1	3		300	35,000		
5011	Broadway	do	D. Hays	Ind.	1	0	11	10	70	54	2	0	2	2	0	0	0	0	3		500	1,500		
5012	Buenavista	do	J. P. McCluer	Dept.	1	0	22	37	0	0					0	0			3		0	7,000		
5013	Cedarbluff	do	D. B. Brown	Dept.	1	1	28	24	42	48	5	6							4			2,500		
5014	Charlottesville	Midway High School	James W. Lane	Dept.	2	2	30	39	0	0	2	0	0	0	1	8	1	0	4					
5015	Chatham	High School	T. A. Watkins	Dept.	1	0	15	14	43	48					0	0			4		0	1,800		
5016	Chilhowie	Liberty Academy	W. L. Umbarger	Dept.	1	0	9	6	70	50	1	1			1	0			1			2,000		
5017	Clifton Forge	Graded School	Miss Ella K. Anderson	Dept.	0	1	11	12	0	0												10,000		
5018	Danville	High School No. 1	E. L. Griggs	Dept.	1	1	23	51	0	0					1	10			3					
5019	do	High School No. 2	F. H. Wheatley	Dept.	1	1	15	25	0	0	6	7	6	7	2	4	1	3	3		0	6,000		
5020	East Radford	Belle Heth Academy	W. P. Gunn	Dept.	1	1	14	30	0	0	6	10	0	0	1	1	1	1	3			10,000		
5021	Elamsville	Normal School	C. K. Nolen	Dept.	1	1	10	14	21	27														
5022	Elkton	Elk Run High School*	J. J. Lincoln	Ind.	0	3	7	13	78	77	2	4	0	0	1	1	1	1	4			1,000		
5023	Emporia	High School	Rev. Vernon I'Anson	Dept.	1	2	9	20	36	40	4	9	6	3					3			2,000		
5024	Front Royal	Graded School	T. J. O'Neill	Dept.	1	0	31	16	0	0	0	0	0	0	0	2			3		0	5,000		
5025	Fugates Hill	Collingwood High School	C. H. Richardson	Ind.	1	1	20	18	40	32	8	7			0	0			4			2,000		
5026	Grant	High Point Academy*	Oswald Copenhaver	Dept.	1	0	3	3	47	52												400		
5027	Hamilton	High School*	C. R. Line	Dept.	1	0	13	10	35	40	4	3	1	1							25	2,500		
5028	Hampton	do.*	Dudley R. Cowles	Dept.	1	1	14	18	0	0	6	5	0	0	1	2	1	2	3		450	6,000		
5029	Harrisonburg	do	W. H. Keister	Dept.	2	0	20	35	0	0	8	7	0	0	2	4	2	3	4		2,000	8,000		
5030	Houston	do	C. B. Bowry	Dept.	1	0	11	12	23	25					0	0			3		15	1,000		
5031	Lawrenceville	Graded School	I. E. Brett	Ind.	0	1	8	6	32	19					0	0								
5032	Leesburg	Academy	J. S. Simpson	Ind.	2	1	36	27	60	69					0	0			5		100	10,000		
5033	Lynchburg	High School	Thomas C. Miller	Dept.	4	3	86	167	0	0					10	18	4	7	3		400	16,000		
5034	do	High School (colored)	Jacob E. Yoder	Dept.	2	2	9	32	22	59					3	5	0	0	3		300	5,000		
5035	McGabeysville	Oak Hill Academy	R. B. Hamrick	Dept.	1	0	17	19	71	64	4	1	4	1	0	0	0	0			360	1,500		
5036	Manchester	High School (colored)	J. H. Blackwell	Dept.	1	2	17	16	0	0					4	8			3		46			
5037	Marion	Graded School	V. J. Hill	Dept.	1	0	7	6	0	0	7	5	1	0					3		0	10,000		
5038	Mt. Crawford	High School*	Ernest B. Crawford	Dept.	1	1	12	13	63	47	10	6	3	2	0	4			4		500	8,000		
5039	New Market	Graded School	E. A. Luster	Ind.	1	0	8	12	52	58									4					
5040	Newport News	High School	Horace H. Epes, A. M.	Ind.	1	3	35	30	0	0			5	3	0	3	1	0	3		17			
5041	Norfolk	do	Geo. McK. Bain	Dept.	2	6	83	132	0	0									4					
5042	Palmyra	Edgewood High School	(Miss) Eliza A. George	Dept.	0	2	10	15	10	12	1	1	1	0	1	2	1	2	5		0	500		
5043	Pearisburg	Academy	Jas. A. Livesay	Dept.	1	2	20	30	0	0	10	12			0	3			3		60	2,000		
5044	Petersburg	High School*	A. P. Bolling	Dept.	0	6	98	136	0	0	10	0	0	0					4		300	5,000		
5045	do	Peabody High School (colored).	Jas. E. Shields	Dept.	1	2	18	78	0	0	2	2	0	0					3		0			
5046	Portsmouth	High School	Willis A. Jenkins	Dept.	2	1	29	49	0	0	5	3	0	0	5	11	5	3	3		200	150		
5047	Pulaski City	Graded School	G. Mebane Smith, A. M	Dept.	1	1	10	10	0	0	0	0	0	0	2	1			2		400	1,200		
5048	Richmond	High School	Julian P. Thomas	Dept.	2	21	266	598	0	0	0	0	0	0	40	171			3		300	40,000		
5049	Roanoke	do	J. P. Mauzy	Dept.	2	2	38	82	0	30	0	0	0	0	1	7			4					
5050	Rose Hill	Cumberland College	R. D. Wilson	Ind.	1	0	10	10	44	34	4	0	5	5	0	0	0	0	3			1,000		
5051	Rye Cove	Washington Institute*	Robt. E. Wolfe	Ind.	1	2	37	36	64	2	18	9	0	0	4	3	2	1			150	2,000		
5052	Salem	High School	Mollie J. Lemon	Dept.	0	4	15	39	0	0					0	4	0	1	3		200			
5053	Shenandoah	do	J. J. Lincoln	Dept.	1	0	9	7	0	30	1	2			1	0			4		0	2,000		
5054	South Boston	Graded School	A. D. Watkins	Dept.	0	3	36	40	6	37					0	1	0	1			0	2,000		
5055	Spring Valley	High School	Perkins Glover	Ind.	1	0	10	10	40	7					0	0					0			

*Statistics of 1896-97.

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	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.			Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16			17	18	19	20	21	22
	VIRGINIA—cont'd.																							
5056	Staunton	High School	J. R. Weaver	Dept.	3	2	42	86	0	20			4	4	4	1			4	1	4			
5057	Stevens Creek	Academy *	Prof. Perkins Glover	Dept.	1	1	20	10	20	5	5	4											1	$1,000
5058	Suffolk	High School *	P. St. J. Wilson	Dept.	1	1	16	10	0	0	6	0	2	0	2	1			2	0	3			3,000
5059	Tazewell	do	G. L. Byrom	Dept.	2	1	14	16	0	20					1	0			1	0	4		60	12,000
5060	Toshes	Clifton High School	F. Burke Fitzpatrick	Dept.	1	1	16	11	27	34					0	0								700
5061	Warrenton	High School	E. L. Johns	Dept.	1	1	9	3	35	77	0	0	0	0										1,800
5062	West Point	do	Mrs. K. R. Richardson	Dept.	0	1	4	8	31	25	0	0	0	0	0	0			0	0	3		1	7,000
5063	Williamsburg	do *	John S. Charles	Dept.	1	0	1	12	24	14					0	6							0	
5064	Winchester	do	John H. Quiett	Dept.	1	0	5	3	15	3	2	0	0	0	3	2			1	0	4			
	WASHINGTON.																							
5065	Aberdeen	High School	R. B. Bryan	Dept.	1	0	13	20	0	0					4	6					2		175	$30,000
5066	Asotin	do	J. B. Jones	Dept.	1	0	5	6	0	0					0	0					2			8,000
5067	Ballard	do	E. H. Stafford	Dept.	2	0	5	9	0	0											2		200	18,550
5068	Centralia	do	J. M. Traughber	Dept.	2	0	22	25	0	0					5	8					3		100	
5069	Chehalis	do	J. T. Forrest	Dept.	1	1	26	32	0	0	0	0	12	20	6	8			4	5	3		150	1,920
5070	Colfax	do	F. A. Sikes	Dept.	1	1	3	22	0	0	1	4	2	13	0	5			0	3	2		500	
5071	Edmonds	do	David Davies	Dept.	1	0	0	5	80	95	0	3	0	0									0	10,000
5072	Ellensburg	do	F. M. McCully	Dept.	1	1	29	24	0	0	2	2	3	5	6	8			2	5	2		200	
5073	Everett	do	Emma S. Yule	Dept.	1	2	25	55	0	0	7	15	6	15	2	5			2	5	4		209	
5074	Fairhaven	do	W. J. Hughes	Dept.	1	1	22	40	0	0	6	12			4	8			4	3	4		200	
5075	Hoquiam	do	S. A. Williams	Dept.	1	1	4	20	0	0	0	0	0	0	0	5			0	2	2		200	16,000
5076	Laconner	do	Margaretta Keyes	Dept.	0	1	13	17	0	0					2	6			2	6	2		35	8,550
5077	Montesano	do	Eldridge Wheeler	Dept.	1	0	10	23	0	0					2	5					2		0	100

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5078	Mount Vernon	do	J. M. Shields	Dept.	1	0	4	4	0	0	1	1			1	4	0	0	2		75	10,000
5079	New Whatcom	do	E. E. White	Dept.	3	1	54	98	0	0	18	15			10	12	6	5	4		200	8,000
5080	North Yakima	do	F. H. Plumb	Dept.	2	1	29	24	0	0												
5081	Olympia	do	F. B. Hawes	Dept.	1	2	37	60	0	0					1	6	1	0	3		90	
5082	Orting	do	Miles S. Edgerton	Dept.	1	1	8	16	0	0									1		15	6,000
5083	Palouse	do.*	S. M. McCroskey	Dept.	1	1	10	20	0	0					1	1	1	0	2		100	25,000
5084	Pomeroy	do	D. E. Schnebly	Dept.	1	0	20	18	0	0	3	4			3	5			4		200	20,000
5085	Port Angeles	Central High School*	H. H. Stroeter	Dept.	1	0	8	13	0	0	2	2	0	0	6	9			3		200	8,000
5086	Port Orchard	High School*	Chas. N. Winger	Dept.	1	1	6	3	21	50					5	3					0	2,500
5087	Port Townsend	do	James E. Gould	Dept.	2	1	24	23	0	0					4	6			3		400	50,000
5088	Puyallup	do	A. J. Snoke	Dept.	1	1	14	21	0	0					1	7	0	3	3		100	20,000
5089	Ritzville	do	C. H. Knapp	Dept.	1	0	6	0	0	0					2	0	0	0	1		200	9,000
5090	Seattle	do	Edwin Twitmyer	Dept.	8	9	211	330	0	0	28	35	18	14	28	43			4		1,254	150,000
5091	Shelton	do	A. J. Collins	Dept.	1	0	1	8	79	77					0	3			1		300	500
5092	Spokane	do.*	J. B. Walker	Dept.	3	6	133	134	0	0					14	17			4		400	150,000
5093	Sumner	do	W. Q. Brown	Dept.	1	0	6	11	0	0					0	0			3		14	20,000
5094	Tacoma	do	H. F. Wegener	Dept.	7	7	186	307	0	0					16	37			4		616	35,000
5095	Tekoa	do.*	E. Ross Jones	Dept.	1	0	5	6	12	17			5	6	0	4			3		200	9,000
5096	Vancouver	do	H. W. Arnold	Dept.	2	1	19	25	0	0	1	2	3	6	0	2			4		400	15,000
5097	Waitsburg	do	E. Hultach	Dept.	1	0	6	7	0	0									2		225	18,200
5098	Walla Walla	do	R. C. Kerr	Dept.	3	2	56	95	0	0	5	10	8	14	3	8	2	6	4	48	600	75,000
5099	Waterville	do.*	C. C. Hammerly	Dept.	1	0	14	12	0	0	0	0	0	0	0				3		350	6,000
5100	Winlock	do	O. A. Tiffany	Dept.	1	0	10	8	0	0	2	0	2	0	5	0	4	0	3		25	8,000
	WEST VIRGINIA.																					
5101	Benwood	Central High School	Chas. E. Carrigan	Dept.	1	1	13	20	0	0					1	4			4		200	3,500
5102	Buckhannon	High School	H. A. Darnall	Dept.	1	1	12	28	0	0					2	1	2	0	2		300	10,000
5103	Burning Springs	do.*	Prof. L. V. Daggett	Ind.	0	3	16	13	47	55												4,000
5104	Charleston	do	(Mrs.) Mary R. McGwigan.	Dept.	0	4	34	91	0	0	4	3			2	5	0	1	4		300	
5105	Charlestown	do	Wright Denny	Dept.	2	1	34	12	0	0					3	0	1	0	2		50	12,000
5106	Clarksburg	do	O. McConkey	Dept.	2	1	12	42	0	0					2	16			3		600	30,000
5107	do	High School (colored)	S. H. Guss	Dept.	1	0	8	18	0	0	1	2			2	4	2	4	4		637	7,000
5108	Fairmont	High School	Sarah Meredith	Dept.	0	3	20	40	0	0	0	2	1	0	2	5	0	0	3		300	30,000
5109	Grafton	do	J. S. Cornwell	Dept.	2	1	28	35	0	0					3	1			3			
5110	Guyandotte	do	L. S. Wigal	Dept.	0	2	6	7	16	37	5	4			0	5	0	4	2			10,000
5111	Huntington	do.*	Mrs. Naomi Everett	Dept.	0	3	30	55	0	0	1	0			2	4			4		100	30,000
5112	do	High School (colored)	C. H. Barnell	Dept.	1	1	4	14	0	0					0	0			4		35	10,000
5113	Keyser	High School	R. M. Collins	Dept.	2	4	30	40	0	0	6	2			6	2	2	2	4		400	25,000
5114	Martinsburg	do	C. H. Cole	Dept.	3	1	60	97	0	0	4	6	5	7	6	10	2	3	4			
5115	Morgantown	do	L. M. Jaco	Dept.	2	1	10	20	10	20	10	15			1	5			3			10,000
5116	Moundsville	do	D. T. Williams	Dept.	1	1	23	46	0	0	2	0	0	2	1	12	0	1	4		100	
5117	New Cumberland	do	W. H. Gallup, supt	Dept.	1	1	19	20	0	0					5	1			3		206	1,500
5118	New Haven	do	C. N. Wagner	Dept.	1	1	18	8	0	0	4	1							4			2,500
5119	New Martinsville	Magnolia High School	B. H. Hall, B. S., M. E.	Ind.	2	1	24	16	41	59	1	2	3	2	4	9	4	4	3		700	10,000
5120	Parkersburg	High School*	E. D. Allright	Dept.	3	1	44	105	0	0					3	19			3		400	
5121	do	Sumner High School (colored).	J. Rupert Jefferson	Dept.	1	1	3	18	0	0					1	3			3			
5122	Piedmont	Davis High School*	Wilson M. Foulk	Dept.	1	1	7	25	0	0	2	2	2	0	2	5	2	2	4		50	20,000

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											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	TEXAS—continued.																					
4777	Burkeville	Male and Female College.*	F. D. Decherd, A. M	Dept.	1	0	10	15	23	27	....	....	....	....	0	0	....	....	3	....	0	$200
4778	Burnet	High School	R. J. Richey	Dept.	1	1	30	39	0	0	2	3	....	....	3	3	....	....	3	....	100	15,000
4779	Caddo Mills	do.*	J. B. Warren	Dept.	1	1	15	15	0	0	....	....	....	....	....	....	....	....	3	....	100	2,500
4780	Caldwell	do	Lucie Carroll	Dept.	2	0	16	25	0	0	1	2	3	4	0	0	....	....	4	....	250	4,000
4781	Calvert	do	W. A. Palmer	Dept.	2	2	20	60	0	0	14	32	....	....	1	10	1	9	3	....	500	15,000
4782	Cameron	do	A. N. W. Smith	Dept.	3	0	32	38	0	0	1	0	1	0	2	6	1	1	4	....	120	2,000
4783	Canton	do	O. Rice	Dept.	1	3	46	38	0	0	....	....	....	....	....	....	....	....	4	....	30	2,000
4784	Celeste	Hawthorne College*	J. H. Newton	Ind	4	0	55	45	80	115	0	0	15	25	5	5	....	....	3	....	1,000	12,000
4785	Center	High School	W. H. Lee	Dept.	1	1	26	22	0	0	1	3	1	0	....	....	....	....	....	....	....	1,400
4786	Chico	Male and Female Institute.	W. Templeton	Dept.	2	0	25	33	0	0	....	....	2	6	3	9	....	....	3	....	200	7,000
4787	Childress	High School*	W. J. Haggard	Dept.	1	1	60	63	3	2	....	....	....	....	....	....	....	....	3	....	40	2,500
4788	Chisholm	Berry Creek High School	Enoch Dickson	Dept.	2	0	21	21	0	0	....	....	1	0	3	2	1	0	3	....	300	.....
4789	Cisco	High School	R. H. Burney	Dept.	2	0	20	32	0	0	....	....	....	....	1	2	....	....	3	....	150	5,000
4790	Clarendon	Graded School	W. R. Silvey	Dept.	1	1	37	51	0	0	....	....	5	6	5	6	5	6	3	....	0	3,800
4791	Clarksville	High School	W. C. James	Dept.	1	2	12	42	0	0	....	....	....	....	3	11	3	3	4	....	500	21,036
4792	Cold Spring	do	Geo. W. Davis	Dept.	1	1	10	10	30	30	4	5	....	....	0	0	....	....	2	....	.....	1,200
4793	Colorado	do	I. P Skinner	Dept.	1	1	25	36	0	0	....	....	....	....	7	6	1	2	2	....	.....	.....
4794	Comanche	do.*	A. W. Evans	Dept.	2	2	79	92	0	0	17	15	9	7	5	10	4	9	4	....	400	21,000
4795	Commerce	do	A. E. Watson, supt	Dept.	1	1	15	30	0	0	....	....	....	....	....	....	....	....	3	....	.....	12,000
4796	Corpus Christi	do	M. Menger	Dept.	2	2	20	32	0	0	....	....	....	....	1	3	0	1	3	....	500	.....
4797	Corsicana	do	J. P. Stephenson	Dept.	2	2	43	132	0	0	....	....	....	....	2	15	....	....	4	....	400	12,000
4798	Cotton Gin	do	L. T. Frizzelle	Ind	1	0	15	12	30	40	....	....	....	....	....	....	....	....	4	....	.....	1,000
4799	Crawford	do.*	J. P. Doherty	Dept.	1	2	20	21	0	0	5	3	7	8	0	0	0	0	....	....	.....	1,000

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4800	Crockett	do	Walker King	Dept.	1	1	25	49	0	0	0	0	0	0	0	0	0	4		400	20,000
4801	do	High School (colored)	C. H. Griggs	Dept.	1	1	6	9	30	33								3		10	700
4802	Cuero	John C. French High School.	L. G. Covey	Dept.	2	0	11	31	0	0								3		5	22,000
4803	Cumby	Independent Normal College, I. O. O. F.	R. L. Taylor	Dept.	2	1	53	40	0	0					3	4		2		300	3,500
4804	Cundiff	High School*	Ernest Keathley	Ind	1	1	14	13	49	51					0	0	0	0			
4805	Dallas	do.*	Wm. Lipscomb	Dept.	3	3	94	185	0	0					9	22	2	2	5	500	76,500
4806	do	High School (colored)	H. S. Thompson	Dept.	2	1	15	35	0	0								4		400	
4807	Dallas (Station A)	Central High School	J. W. P. Massey	Dept.	3	1	43	63	0	0					2	1			4		35,000
4808	Decatur	High School*	J. F. Thomas	Dept.	2	0	26	40	0	0	3	5			0	0			4	250	13,000
4809	Del Rio	do	A. H. Horn	Dept.	1	0	6	8	0	0					2	2			3	250	11,000
4810	Denison	do	Minnie M. Marsh	Dept.	1	4	55	101	0	0					4	8			4	640	45,000
4811	Dodd City	do	Miss Alice Morris	Dept.	0	1	10	15	50	50	0	4	3	0	0	0	0	0	3	0	1,500
4812	Dublin	do	W. J. Clay, supt	Dept.	3	1	55	70	0	0	1	2	2	3	2	5	2	3	4	350	6,000
4813	Eagle Lake	do	Wm. B. Hawkins	Dept.	1	0	4	7	0	0	1	0			3	1	3	1	3	40	8,000
4814	Eagle Pass	do.*	Geo. Wright	Dept.	1	0	4	2	0	0					0	0	0	0	4	125	6,000
4815	Ennis	do	S. A. Horton	Dept.	2	1	35	54	0	0	10	15	2	1	4	9	3	6	3	1,700	50,000
4816	Fairfield	do.*	C. F. Walker	Ind	0	2	15	20	50	50	0	0	8	12	0	0	0	0	3	0	1,200
4817	Farmer	do	J. A. Fairly	Ind	2	1	39	44	0	0	0	0	0	0	0	0			4	0	1,500
4818	Farmersville	Graded School	John P. Jacobs, supt.	Dept.	3	0	35	45	0	0			7	5	1	0	1	0	3	150	10,000
4819	Fate	High School	Dr. Peak	Dept.	1	0	7	8	0	0	0	0	0	0	0	0	0	0	2	0	800
4820	Flatonia	do	S. H. Hunter	Dept.	2	0	16	24	0	0			2	2					4	0	3,000
4821	Franklin	do	A. W. Hall	Dept.	1	0	20	26	0	0					5	6			3	300	8,000
4822	Frost	do	W. F. McGee	Dept.	2	0	47	41	0	0	6	4	4	5					3	0	2,000
4823	Gainesville	do.*	Jno. P. Glasgow	Ind	3	2	55	135	13	23					5	16	0	0	4	340	30,000
4824	Galveston	Ball High School*	H. H. Ransom	Dept.	5	1	74	170	70	130	10	15	30	71	8	18	4	8	4	2,000	200,000
4825	do	Central High School (colored).	J. R. Gibson	Dept.	2	1	27	28	0	0					4	2			4	75	15,000
4826	Gilltown	Academy	D. J. Simpson	Dept.	2	1	43	39	0	0	3	2	2	0	0	0	0	6		100	3,000
4827	Giddings	High School*	Buckner Harris	Dept.	2	0	23	21	0	0					7	2	5	0	2	11	8,825
4828	Goldthwaite	do	L. F. Cowan	Dept.	1	0	17	20	0	0					0	1	0	1	3	123	8,000
4829	Gonzales	do	T. L. Toland	Dept.	3	2	25	50	0	0	4	2	1	3	1	2	1	1	3	1,000	45,000
4830	Graham	do	H. Fowler	Dept.	2	0	40	50	0	0					4	0	4	0	4		15,000
4831	Hallettsville	Graded School	C. A. Peterson	Dept.	1	1	19	16	0	0			2	1	0	0			4		2,500
4832	Hearne	High School	J. B. Wolfe	Dept.	1	0	8	15	0	0					1	3			3	150	10,750
4833	Hemphill	Sabine Valley Academy*	—— Griffin	Dept.	1	1	15	15	20	30											
4834	Hempstead	High School	Cyrus A. Neville	Dept.	2	0	23	34	0	0	0	0	0	0	0	3	0	0	4	150	9,000
4835	Henderson*	do.*	T. R. Day	Dept.	2	0	22	39	40	27									2	200	8,200
4836	Henrietta	do.*	Lewis Johnson	Dept.	0	5	24	53	0	0					1	9			3	100	17,150
4837	Hillsboro	Central High School	T. S. Cox	Dept.	1	2	40	80	0	0					1	19			3	500	40,000
4838	Holland	High School	S. B. Maddox	Dept.	2	0	16	19	0	0	3	2			3	3	3	2	2		3,500
4839	Honey Grove	do	J. Thos. Hall	Dept.	3	0	18	25	8	7					0	0			4	450	21,000
4840	Houston	High School (colored)	Chas. Atherton	Dept.	2	0	25	52	0	0	0	0	0	0	0	5	0	0	4		30,514
4841	Hubbard	High School	Hiram M. Evans	Dept.	2	0	34	58	0	0			17	19	4	4	4	4	4	100	11,000
4842	Hughes Springs	do	E. E. Brougher	Dept.	1	0	16	28	0	0			0	8					3	200	2,500
4843	Huntsville	do	John W. Clark	Dept.	1	2	13	35	0	0	1	9	3	10	1	5	1	5	3	500	15,002
4844	Hutto	do	(Miss) Dora E. Gibson	Dept.	0	1	18	24	0	0					0	0	0	0	4		4,000
4845	Johnson City	do.*	Kay Alexander	Dept.	1	1	14	13	51	47	0	2	3	0	2	2	1	2	4		1,000
4846	Junction	do	D. C. Broyles	Dept.	1	0	4	9	0	0										160	1,250

* Statistics of 1896–97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	TEXAS—continued.																					
4847	Kaufman	High School	C. J. Maxwell	Dept.	2	0	10	35	0	0	1	5	0	0	0	1	....	....	4	....	200	$15,000
4848	Kerens	....do	A. W. Flaniken	Dept.	2	1	14	26	0	0	....	....	....	....	1	4	....	....	3	....	25	2,500
4849	Kerrville	Troy High School	J. G. Toland	Dept.	1	1	38	33	0	0	10	4	16	21	2	3	2	3	3	....	300	14,000
4850	Kingston	Calhoun College	W. F. Barnett	Ind.	0	3	43	49	35	37	6	8	6	8	0	0	....	....	3	....	1,000	2,500
4851	Kosse	High School	S. S. Munroe	Dept.	1	1	22	28	0	0	....	....	....	....	2	5	1	4	2	....	75	3,000
4852	Laredo	....do	Katharine F. Tarver	Dept.	1	3	14	26	0	0	....	....	....	....	1	3	0	1	4	....	15	2,500
4853	Leesburg	Academy*	G. R. Devasier	Dept.	1	1	4	10	38	35	0	0	2	2	0	0	0	0	2	....	.....	500
4854	Leonard	High School	I. W. Evans	Dept.	2	0	30	30	0	0	....	....	....	....	0	0	0	0	4	....	.....	2,500
4855	Lipscomb	....do.*	(Miss) E. G. Barnard	Dept.	0	1	2	3	18	19	0	0	0	0	0	2	....	....	....	....	100	1,000
4856	Livingston	....do	M. Winston	Ind.	1	0	9	14	58	78	....	....	....	....	....	....	....	....	....	....	.....	2,000
4857	Llano	....do	S. E. Hargon	Dept.	1	0	10	15	0	0	....	....	....	....	....	....	....	....	4	....	0	15,000
4858	Longview	....do	A. W. Kinnard	Dept.	2	0	8	10	0	0	0	0	3	4	2	3	1	0	3	....	150	17,000
4859	McGregor	....do	R. L. Abbott	Dept.	1	4	85	81	0	0	1	2	1	3	1	5	0	1	3	....	211	13,600
4860	McKinney	....do	J. C. Ryan	Dept.	2	0	20	30	0	0	5	4	....	....	0	11	....	....	3	....	50	12,000
4861	Manor	....do.*	J. H. Day	Dept.	1	0	10	12	56	72	....	....	....	....	0	0	....	....	....	....	.....	2,000
4862	Marble Falls	....do	G. E. Folk	Dept.	1	1	21	24	0	0	7	9	3	0	4	5	0	3	3	....	1,100	15,000
4863	Marshall	....do	W. H. Atlebury	Dept.	1	2	19	38	0	0	2	5	1	0	0	2	0	2	4	....	105	6,000
4864	Mart	....do.*	John T. Overby	Ind.	1	0	10	15	85	90	3	4	1	0	0	0	0	0	3	....	.....	2,500
4865	Mason	....do.*	N. C. Wood	Ind.	2	0	13	26	134	152	0	0	0	0	....	....	....	....	4	....	.....	15,000
4866	Meridian	....do	T. J. Paine	Dept.	2	2	25	27	0	0	4	8	....	....	2	3	....	....	3	....	200	10,000
4867	Merit	....do	W. J. De Fee	Ind.	1	1	24	21	36	49	....	....	....	....	....	....	....	....	4	....	.....	1,000
4868	Mexia	....do	W. D. Butler	Dept.	3	0	65	50	0	0	2	2	....	....	9	10	2	2	4	....	1,400	30,000
4869	Midland	....do	R. E. Rankin	Dept.	2	2	50	73	0	0	5	6	4	5	0	0	0	0	3	....	225	13,000
4870	Milford	....do	L. E. Manney	Dept.	1	0	10	15	0	0	....	....	....	....	....	....	....	....	3	....	20	5,000
4871	Mineola	....do.*	B. A. Stafford	Dept.	2	1	20	35	0	0	....	....	....	....	2	4	2	4	4	....	275	10,000

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4872	Montague	....do	T. A. Taggart	Dept..	1	0	17	23	0	0	1	4	....	....	....	....	....	....	3	....	63	4,490
4873	Mount Vernon	Franklin Institute	John S. Bagwell	Dept..	1	2	50	60	0	0	10	11	4	0	....	....	....	....	3	....	.....	.....
4874	Navasota	High School	T. E. Humphrey	Dept..	1	1	24	58	0	0	1	1	....	....	1	6	....	....	4	....	260	.....
4875	....do	High School (colored)	S. H. Flake, supt	Dept..	1	0	2	4	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....
4876	New Birmingham	High School	Mrs. Ela B. Moore	Ind...	0	1	0	7	20	17	1	2	....	....	0	0	0	0	2	....	.....	5,000
4877	Nocona	....do.*	H. B. Oatis	Dept..	2	2	35	50	0	0	....	....	....	....	0	0	0	0	3	....	.....	8,000
4878	Norfolk	London High School	L. K. Smith	Ind...	1	0	18	20	30	47	....	....	....	....	....	....	....	....	5	....	.....	3,000
4879	Overton	Hubbard College	J. N. Huff	Ind...	1	0	6	7	46	64	2	0	....	....	....	....	....	....	....	....	250	.....
4880	Ovilla	High School	Professor Jordan	Dept..	1	0	8	9	0	0	....	....	....	....	8	9	....	....	....	....	30	3,000
4881	Paint Rock	....do	O. W. Willcox	Dept..	1	0	10	18	28	23	....	....	1	0	1	0	1	0	3	....	0	800
4882	Palestine	....do	Robert A. Hall	Dept..	4	1	26	38	0	0	10	15	....	....	4	0	4	0	3	....	100	.....
4883	.....do	Lincoln High School (colored).	J. W. Holloway	Dept..	1	0	3	4	14	19	....	....	2	0	....	....	....	....	2	....	.....	4,000
4884	Paris	High School	E. L. Dohoney, jr	Dept..	1	4	52	110	0	0	4	3	....	....	7	20	4	3	3	....	500	15,000
4885	.....do	Provine Street High School (colored).	I. F. Scott	Dept..	1	0	5	22	0	0	....	....	....	....	0	3	0	3	2	....	200	6,000
4886	Patroon	College*	R. H. Bonham, A. B	Ind...	2	0	26	38	42	41	1	8	0	8	1	3	....	....	4	....	150	3,500
4887	Peaster	....do	S. Taylor	Ind...	1	1	15	20	68	80	....	....	....	....	0	0	0	0	4	....	0	2,000
4888	Peerless	High School*	J. K. Leech	Dept..	1	0	7	11	58	52	....	....	....	....	0	0	0	0	3	....	0	2,500
4889	Pickton	....do	W. R. Shook	Dept..	1	1	15	16	0	0	....	....	....	....	0	0	....	....	4	....	.....	700
4890	Pleasant Grove	Ivanhoe High School	M. M. Smith	Dept..	1	0	30	20	0	0	0	0	0	0	2	0	0	0	4	....	40	1,500
4891	Port Lavaca	High School	W. T. Smith	Dept..	2	0	4	19	0	0	2	10	0	2	....	....	....	....	3	....	50	7,000
4892	Rancho	....do	F. V. Garrison	Dept..	1	1	15	22	0	0	1	3	....	....	1	0	....	....	4	....	183	2,250
4893	Randolph	....do	J. I. Moreland	Dept..	1	1	10	15	43	48	....	....	....	....	....	....	....	....	....	....	.....	.....
4894	Ranger	....do.*	J. B. Jones	Ind...	2	1	15	7	60	75	15	7	....	....	0	0	0	0	4	....	150	2,500
4895	Ravenna	College	B. W. Miller	Dept..	1	0	19	23	0	0	5	3	0	0	0	0	....	....	4	....	200	1,000
4896	Richland Springs	High School	J. T. Hamilton	Dept..	0	1	18	12	0	0	....	....	....	....	....	....	....	....	4	....	60	1,500
4897	Rising Star	....do.*	J. H. Horton	Ind...	1	2	20	23	100	120	4	3	4	3	0	0	0	0	4	....	1	3,000
4898	Rockport	....do	G. D. Beason	Dept..	1	1	47	22	0	0	....	....	....	....	....	....	....	....	4	....	.....	.....
4899	Rockwall	....do	W. P. Miller	Dept..	2	0	25	25	0	0	....	....	....	....	0	0	0	0	....	....	.....	.....
4900	Round Mountain	....do.*	M. Z. Spohr	Ind...	2	0	15	18	45	40	....	....	....	....	3	2	....	....	4	....	.....	2,500
4901	Round Rock	....do	J. M. Hale	Dept..	1	0	14	16	0	0	0	0	14	13	0	0	....	....	3	....	0	.....
4902	Royse City	Royse Academy*	J. G. Yarbrough	Ind...	1	1	20	25	95	90	6	6	0	0	0	0	0	0	....	....	.....	3,000
4903	Runge	High School	F. Z. T. Jackson	Dept..	1	0	8	14	0	0	....	....	....	....	0	0	....	....	3	....	500	6,000
4904	San Antonio	....do	A. E. Kilpatrick	Dept..	8	1	55	139	0	0	....	....	....	....	3	16	2	6	3	....	500	57,000
4905	San Diego	....do	C. H. Hufford	Dept..	1	1	16	17	0	0	2	2	....	....	4	3	0	2	3	....	.....	5,000
4906	San Marcos	....do.*	J. M. Skinner	Dept..	2	3	60	80	0	0	42	45	4	6	....	....	....	....	4	....	50	12,000
4907	San Saba	....do	G. H. Hagan	Dept..	2	0	37	49	0	0	3	2	....	....	0	0	....	....	3	....	.....	2,500
4908	Savoy	College*	E. L. Trotter	Ind...	2	1	80	40	60	60	10	14	....	....	0	0	....	....	2	....	1,200	6,000
4909	Sealy	High School	C. C. Glenn	Dept..	1	1	20	27	0	0	....	....	....	....	0	0	0	0	2	....	100	2,000
4910	Seguin	....do	H. B. Griffin, supt	Dept..	2	1	17	25	0	0	4	7	1	0	4	7	....	....	3	....	20	15,000
4911	Seymour	....do	E. O. McNew	Dept..	2	3	25	42	0	0	3	2	....	....	0	0	0	0	4	....	170	5,000
4912	Sherman	....do	P. W. Horn, supt	Dept..	1	3	68	79	0	0	....	....	....	....	17	6	2	5	3	....	450	25,000
4913	Shiner	....do.*	E. J. Mair	Dept..	1	0	7	3	0	0	....	....	....	....	1	2	....	....	....	....	.....	2,000
4914	Smiley	Glover Institute	T. A. Partlow	Ind...	1	0	7	9	57	44	....	....	....	....	....	....	....	....	3	....	.....	3,000
4915	Sulphur Bluff	High School	R. A. Chesnut	Ind...	1	1	15	16	60	82	....	....	....	....	....	....	....	....	....	....	.....	.....
4916	Swan	Oakland High School	T. J. McBride	Ind...	1	1	20	20	30	40	2	0	....	....	....	....	....	....	4	....	.....	1,500
4917	Taylor	High School	C. C. Foster	Dept..	1	2	20	40	0	0	....	....	....	....	7	8	....	....	3	....	100	45,000
4918	Temple	....do	Justin F. Kimball	Dept..	3	1	33	77	0	0	....	....	....	....	6	9	....	....	4	....	600	30,000
4919	Tenaha	....do	M. B. Brown	Dept..	1	1	17	26	0	0	....	....	....	....	0	0	0	0	5	....	.....	500

*Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Students.														Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
					Secondary instructors.		Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	TEXAS—continued.																					
4920	Terrell	High School	S. D. Irvine	Dept.	2	2	20	38	0	0	...	...	...	...	2	7	...	...	3	....	500	$22,000
4921	Texarkana	do	W. Owens	Dept.	2	0	15	38	0	0	2	2	2	3	4	4	2	2	4	....	300	16,800
4922	Thornton	do	Prof. M. B. Johnson	Dept.	1	1	15	12	0	0	3	2	...	...	...	...	...	...	....	....	0	2,000
4923	Timpson	do	J. B. Ramsey	Dept.	1	1	45	55	0	0	...	...	...	...	0	0	0	0	3	....	75	3,000
4924	Trenton	do	T. E. Goff	Dept.	1	1	23	21	0	0	2	7	...	...	0	0	0	0	3	....	.....	1,000
4925	Tyler	do.*	W. K. Tate	Dept.	2	1	50	71	0	0	6	10	1	0	6	16	4	10	3	....	400	20,000
4926	Uvalde	do	J. R. Witty	Dept.	1	1	20	35	0	0	0	1	...	...	1	4	0	1	3	....	700	6,000
4927	Velasco	do	Professor McKee	Ind.	1	0	6	24	36	41	...	...	...	...	0	0	...	...	3	....	0	200
4928	Waco	do	James F. Lipscomb	Dept.	5	6	208	364	0	0	103	15	10	15	1	22	1	5	4	....	500	37,300
4929	Waxahachie	do	W. L. Acker	Dept.	3	0	50	65	0	0	2	0	0	0	5	10	5	10	4	....	2,700	45,000
4930	Weatherford	do	H. J. Fry, supt.	Dept.	2	3	35	75	0	0	2	8	...	...	3	7	2	3	4	....	200	35,000
4931	Weatherford	High School (colored)	G. P. Lewis	Dept.	1	0	5	9	42	49	...	...	...	...	1	2	...	...	2	....	40	1,000
4932	West	High School	J. E. Murray	Dept.	2	0	15	20	0	0	...	...	...	...	1	3	0	1	4	....	40	4,500
4933	Wheelock	do	J. E. Cook	Ind.	1	1	10	25	30	25	...	...	...	...	0	0	...	...	3	....	0	800
4934	Whitesboro	do	Geo. W. Acton	Dept.	2	0	20	30	30	10	...	...	...	...	3	3	...	...	2	....	.....	15,000
4935	Wichita Falls	do	W. J. Sowder	Dept.	2	1	22	28	0	0	1	7	5	2	1	4	1	4	4	....	300	40,000
4936	Winnsboro	do.*	J. D. Bass	Dept.	1	3	34	40	0	0	0	2	2	1	...	...	...	...	....	....	100	4,000
4937	Wortham	do	J. B. Jones	Dept.	1	0	26	20	0	0	3	4	0	0	...	...	...	...	3	....	6	2,500
4938	Yoakum	do	W. T. Brian	Dept.	2	0	25	35	0	0	0	1	...	...	3	5	0	1	3	....	250	4,000
4939	Yorktown	Normal School	J. T. Beal	Dept.	2	0	16	17	0	0	...	...	...	...	0	0	0	0	3	....	.....	3,000
	UTAH.																					
4940	Ogden	Central School	T. B. Lewis	Dept.	5	2	100	158	19	34	...	...	...	...	2	13	...	...	4	....	.....	20,000
4941	Park City	High School	Nellie L. Woodbury	Dept.	2	1	27	20	0	0	...	...	...	...	...	...	...	...	4	....	.....	.....

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4942	Richfield	do	D. A. Nelson	Ind	2	0	4	18	18	0									3		124	2,500
4943	Salt Lake City	do	A. O. Clark	Dept.	8	13	240	324	0	0					16	30	12	18	4		200	75,000
	VERMONT.																						
4944	Barre	Spaulding High School	O. D. Mathewson	Dept.	1	2	32	58	0	0	0	0	5	0	2	9	2	9	4	32	550	
4945	Barton	Academy	H. J. Stannard	Dept.	1	2	48	36	0	0	3	2	7	4	3	2	1	1	4		200	15,000
4946	Barton Landing	High School	Edward L. Nye	Dept.	1	1	12	16	0	0	3	1	0	0	0	0	0	0	4		200	2,500
4947	Bennington	do	Arabelle Horton	Dept.	0	4	42	44	0	0	3	3	3	0	2	5	1	0	4	25	200	15,000
4948	Bethel	Whitcomb High School	Frank P. Davison	Dept.	1	1	23	27	0	0	1	0	1	3	4	6	2	3	4		200	
4949	Bradford	High School*	Peter A. Blossom	Dept.	1	1	11	23	0	0	2	1	3	4	0	0	0	0	4		2,500	30,000
4950	Brandon	do	A. F. Howes	Dept.	1	1	17	31	0	0	3	3	1	0	4	5	2	1	4		355	25,000
4951	Bristol	do	Charles S. Paige	Dept.	1	2	39	36	0	0	7	0	3	0	5	5	3	0	4		125	600
4952	Burlington	do	S. W. Landon	Dept.	2	7	146	172	0	0	20	10	30	20	24	27	16	6	4		400	40,000
4953	Chester	Central High School	Ernest W. Gibson	Dept.	1	2	32	28	0	0			5	7	2	4	2	3	4	32	200	400
4954	Enosburg Falls	High School	J. N. Greene	Dept.	1	1	45	37	0	0	0	0	4	1	0	0	0	0	4		115	7,000
4955	Essex Junction	do	Edwin H. Johnson	Dept.	1	1	7	13	4	3					0	0	0	0	3		81	2,000
4956	Fairhaven	do.*	F. A. Wheeler	Dept.	1	1	11	28	0	0					0	2	0	0	4		100	20,000
4957	Franklin	Central High School	H. R. Norton	Dept.	1	1	15	15	35	30									3			2,000
4958	Georgia	Academy	Lottie Atwell	Dept.	0	1	7	6	9	7											0	
4959	Hardwick	do	Wendell M. Thomas	Dept.	2	1	35	55	0	0	2	0	0	2	3	4	0	0	4		150	18,000
4960	Lineaburg	High School	A. M. Jones	Ind	1	1	27	38	5	2	1	0	0	0	0	0	0	0	4		52	200
4961	Hydepark	Lamoille Central Academy.	Elwin L. Ingalls	Dept.	1	1	25	24	50	34	1	1	1	0	3	6	1	1	4			10,000
4962	Johnson	Graded School	I. G. Sargeant	Dept.	1	1	20	30	0	0	1	2	1	2	4	3	2	2	4		150	10,000
4963	Ludlow	Black River Academy*	F. L. Bugbee	Dept.	1	3	40	62	37	20	3	5	3	4	6	10	4	6	4		1,500	25,000
4964	Lyndon	Academy	Brainard A. Rowe	Dept.	1	0	19	18	0	0			0	1	1	3			4		110	12,000
4965	Middlebury	High School	Prentiss C. Hoyt	Dept.	1	3	30	50	0	0	13	14	15	25	2	5	2	3	4			
4966	Middletown Springs.	do	Charles Tracy	Dept.	2	0	15	17	45	49			2	2	0	0			3			1,400
4967	Milton	do.*	J. V. Sturtevant	Dept.	1	1	8	18	0	0			4	5	0	0			3		150	10,000
4968	Morrisville	Peoples Academy	W. A. Beebe	Dept.	1	3	50	65	0	0	8	2	7	12	12	5	8	3	4		500	
4969	Newbury	Seminary*	E. A. Shaw	Dept.	1	1	25	25	0	0	0	0	8	2	0	0	0	0	4		300	4,000
4970	Newport	Academy*	B. H. Hill	Dept.	1	2	26	26	0	0			1	1	5	6	3	1	4		100	
4971	Northfield	High School	Charles A. Plumley	Dept.	1	2	30	41	0	0	0	2	4	8	2	3	1	1	4		500	16,000
4972	North Troy	do	N. D. Blake	Dept.	1	1	21	27	0	0	0	0	1	1	0	0	0	0	4		110	5,800
4973	Norwich	do	Geo. S. Bliss	Dept.	1	0	8	13	14	40	1	0	1	1	0	0	0	0	3		35	2,000
4974	Pittsford	do	Marion Horsford	Dept.	0	2	8	23	8	12	0	0	1	3	0	4	0	0	3			
4975	Poultney	do	William F. Long	Dept.	1	0	6	20	0	0					0	10			3		20	10,000
4976	Proctor	do	W. P. Abbott	Dept.	1	1	14	26	0	0	1	0			2	5			4		40	17,500
4977	Quechee	do	Julia B. Jackman	Dept.	0	1	3	5	25	25									2		25	
4978	Randolph	do	M. S. Vilas	Dept.	1	3	40	50	0	0	2	2	1	1	8	10	8	2	4		500	15,000
4979	Richford	do	F. E. Benjamin	Dept.	1	1	10	23	0	0	1	4			1	4	0	2	4		200	12,000
4980	Richmond	do	Lem G. Blanchard	Dept.	1	0	10	4	65	71	0	0	0	0	0	0	0	0			20	
4981	Rochester	do	M. D. Chittenden	Dept.	1	0	14	12	0	0	1	0	1	0	1	1	1	0	4		41	4,000
4982	Rutland	do	Samuel H. Erskine	Dept.	2	5	37	115	20	36	6	14	0	3	2	18	0	9	4		1,300	25,000
4983	St. Albans	do	Francis A. Bagnall	Dept.	1	6	62	83	0	0	2	5	14	30	4	5	2	2	4		300	30,000
4984	Shelburne	do	Mary R. Bates	Dept.	0	2	10	17	8	5	0	0	0	3	1	1	0	0	4		150	
4985	Shoreham	do	J. P. Halnon	Dept.	1	0	7	10	31	24												5,000
4986	South Royalton	do	Frank K. Graves	Dept.	1	4	18	14	52	61	3	2	2	3	5	5	5	3	4			10,000

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	VERMONT—cont'd.																					
4987	Springfield	High School	H. Dressel, jr	Dept.	1	2	33	47	0	0	6	5	11	4	4	10	4	2	4			
4988	Stowe	do	G. H. Dalrymple, A. M	Dept.	1	0	18	26	0	0	0	0			6	0	0	0	4		50	
4989	Swanton	do	Walter D. Parsons	Dept.	1	2	28	28	0	0	4	0			2	2	1	0	4		500	
4990	Vergennes	do	Daniel G. Abbott	Dept.	1	2	30	30	0	0	2	1	3	2	2	1	2	0	4		50	
4991	Wallingford	do	G. B. Frost	Dept.	1	0	15	18	0	0	1	0	1	0	2	0	1	0	4			
4992	Waterbury	do	S. C. Hutchinson	Dept.	1	1	26	36	0	0	2	0	0	0	0	2	0	0	4		50	$3,000
4993	Wells River	Graded and High School	Hermon Locke	Dept.	1	0	11	15	43	47									4			
4994	West Rutland	High School No. 2	Z. C. Hinds	Dept.	1	1	6	10	0	0	1	0			0	0	0	0	4			15,000
4995	Wilmington	High School	Ernest A. Maynard	Dept.	1	0	8	18	0	0	0	1	0	0	0	0	0	0	3		0	55
4996	White River Junction.	do*	C. C. Davis	Dept.	1	2	15	20	10	15					5	5	1	1	4		100	20,000
4997	Winooski	do	Henry Conlin	Dept.	1	1	12	20	0	0					0	0	0	0	4		225	6,000
4998	Woodstock	do	Edwin H. Whitehill	Dept.	2	2	40	59	13	6	2	2			3	5	0	2	4		300	10,000
	VIRGINIA.																					
4999	Abingdon	Cave City High School	J. T. Colly	Dept.	1	0	10	8	0	0												14,000
5000	Adriance	Guinea High School	Mrs. C. W. Cranby	Ind	0	1	8	12	10	20	5	8	0	0					4			
5001	Alexandria	"Washington School"	Theo. H. Ficklin, M. A	Dept.	2	0	98	0	0	0												
5002	Ashland	Graded School	W. N. Hamlet	Dept.	1	0	13	14	0	0					2	3			3			950
5003	Beaverdam	High School	Miss Virginia Campbell.	Dept.	0	1	10	8	25	25	3	2			0	0			4			500
5004	Bedford Springs	New London Academy	M. H. Arnold	Ind	1	1	20	25	50	35	1	0	0	0	4	14	1	0	3		50	6,000
5005	Berryville	High School	C. N. Lynch	Ind	1	1	17	6	74	67	2	1	0	0	0	0			3			4,800
5006	Big Stone Gap	do	Wm. H. Jones	Dept.	1	0	12	12	0	0			5	6	0	4	0	4	3		200	5,000

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5007	Bowling Green	Graded School	Miss Louisa Glassell	Dept.	0	1	4	4	36	26														
5008	Boydton	High School	R. W. Williams	Ind.	1	1	14	15	25	25	2	1							3				500	
5009	Boykins	do	Miss Josie E. Weston	Dept.	0	1	6	6	30	31													600	
5010	Bristol	do	E. H. Russell	Dept.	2	1	16	20	0	0					3	1	2	1	3		300		35,000	
5011	Broadway	do	D. Hays	Ind.	1	0	11	10	70	54	2	0	2	2	0	0	0	0	3		500		1,500	
5012	Buenavista	do	J. P. McCluer	Dept.	1	0	22	37	0	0					0	0			3		0		7,000	
5013	Cedarbluff	do	D. B. Brown	Dept.	1	1	28	24	42	48	5	6							4				2,500	
5014	Charlottesville	Midway High School	James W. Lane	Dept.	2	2	30	39	0	0	2	0	0	0	1	8	1	0	4					
5015	Chatham	High School	T. A. Watkins	Dept.	1	0	15	14	43	48					0	0			4		0		1,800	
5016	Chilhowie	Liberty Academy	W. L. Umbarger	Dept.	1	0	9	6	70	59	1	1			1	0			1				2,000	
5017	Clifton Forge	Graded School	Miss Ella K. Anderson	Dept.	0	1	11	12	0	0													10,000	
5018	Danville	High School No. 1	E. L. Griggs	Dept.	1	1	23	51	0	0					1	10			3					
5019	do	High School No. 2	F. H. Wheatley	Dept.	1	1	15	25	0	0	6	7	6	7	2	4	1	3	3		0		6,000	
5020	East Radford	Belle Heth Academy	W. P. Gunn	Dept.	1	1	14	30	0	0	6	10	0	0	1	1	1	1	3				10,000	
5021	Elamsville	Normal School	C. K. Nolen	Dept.	1	1	10	14	21	27														
5022	Elkton	Elk Run High School *	J. J. Lincoln	Ind.	0	3	7	13	78	77	2	4	0	0	1	1	1	1	4				1,000	
5023	Emporia	High School	Rev. Vernon I'Anson	Dept.	1	2	9	20	36	40	4	9	6	3					3				2,000	
5024	Front Royal	Graded School	T. J. O'Neill	Dept.	1	0	31	16	0	0	0	0	0	0	0	2			3		0		5,000	
5025	Fugates Hill	Collingwood High School	C. H. Richardson	Ind.	1	1	20	18	40	32	8	7			0	0			4				2,000	
5026	Grant	High Point Academy *	Oswald Copenhaver	Dept.	1	0	3	3	47	52													400	
5027	Hamilton	High School *	C. R. Line	Dept.	1	0	13	10	35	40	4	3	1	1							25		2,500	
5028	Hampton	do.*	Dudley R. Cowles	Dept.	1	1	14	18	0	0	6	5	0	0	1	2	1	2	3		450		6,000	
5029	Harrisonburg	do	W. H. Keister	Dept.	2	0	20	35	0	0	8	7	0	0	2	4	2	3	4		2,000		8,000	
5030	Houston	do	C. B. Bowry	Dept.	1	0	11	12	23	25					0	0			3		15		1,000	
5031	Lawrenceville	Graded School	I. E. Brett	Ind.	0	1	8	6	32	19					0	0								
5032	Leesburg	Academy	J. S. Simpson	Ind.	2	1	36	27	60	69					0	0			5		100		10,000	
5033	Lynchburg	High School	Thomas C. Miller	Dept.	4	3	86	167	0	0					10	18	4	7	3		400		16,000	
5034	do	High School (colored)	Jacob E. Yoder	Dept.	2	2	9	32	22	59					3	5	0	0	3		300		5,000	
5035	McGaheysville	Oak Hill Academy	R. B. Hamrick	Dept.	1	0	17	19	71	64	4	1	4	1	0	0	0	0			360		1,500	
5036	Manchester	High School (colored)	J. H. Blackwell	Dept.	1	2	17	16	0	0					4	8			3		46			
5037	Marion	Graded School	V. J. Hill	Dept.	1	0	7	6	0	0	7	5	1	0					3		0		10,000	
5038	Mt. Crawford	High School *	Ernest B. Crawford	Dept.	1	1	12	13	63	47	10	6	3	2	0	4			4		500		8,000	
5039	New Market	Graded School	E. A. Luster	Ind.	1	0	8	12	52	58									4					
5040	Newport News	High School	Horace H. Epes, A. M.	Ind.	1	3	35	30	0	0			5	3	0	3	1	0	3		17			
5041	Norfolk	do	Geo. McK. Bain	Dept.	2	6	83	132	0	0									4					
5042	Palmyra	Edgewood High School	(Miss) Eliza A. George	Dept.	0	2	10	15	10	12	1	1	1	0	1	2	1	2	5		0		500	
5043	Pearisburg	Academy	Jas. A. Livesay	Dept.	1	2	20	30	0	0	10	12			0	3			3		60		2,000	
5044	Petersburg	High School *	A. P. Bolling	Dept.	0	6	98	136	0	0	10	0	0	0					4		300		5,000	
5045	do	Peabody High School (colored).	Jas. E. Shields	Dept.	1	2	18	78	0	0	2	2	0	0					3		0			
5046	Portsmouth	High School	Willis A. Jenkins	Dept.	2	1	29	40	0	0	5	3	0	0	5	11	5	3	3		200		150	
5047	Pulaski City	Graded School	G. Mebane Smith, A. M	Dept.	1	1	10	10	0	0	0	0	0	0	2	1			2		400		1,200	
5048	Richmond	High School	Julian P. Thomas	Dept.	2	21	286	598	0	0	0	0	0	0	40	171			3		300		40,000	
5049	Roanoke	do	J. P. Mauzy	Dept.	2	2	38	82	0	30	0	0	0	0	1	7			4					
5050	Rose Hill	Cumberland College	R. D. Wilson	Ind.	1	0	10	10	44	34	4	0	5	5	0	0	0	0	3				1,000	
5051	Rye Cove	Washington Institute *	Robt. E. Wolfe	Ind.	1	2	37	36	64	2	18	9	0	0	4	3	2	1			150		2,000	
5052	Salem	High School	Mollie J. Lemon	Dept.	0	4	15	39	0	0					0	4	0	1	3		200			
5053	Shenandoah	do	J. J. Lincoln	Dept.	1	0	9	7	0	30	1	2			1	0			4		0		2,000	
5054	South Boston	Graded School	A. D. Watkins	Dept.	0	3	36	40	6	37					0	1	0	1			0		2,000	
5055	Spring Valley	High School	Perkins Glover	Ind.	1	0	10	10	40	7					0	0					0			

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											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	VIRGINIA—cont'd.																					
5056	Staunton	High School	J. R. Weaver	Dept.	3	2	42	86	0	20	.....	.....	4	4	4	1	4	1	4	.....	.....	.....
5057	Stevens Creek	Academy *	Prof. Perkins Glover	Dept.	1	1	20	10	20	5	5	4	.....	.....	.....	.....	.....	.....	.....	.....	1	$1,000
5058	Suffolk	High School *	P. St. J. Wilson	Dept.	1	1	16	10	0	0	0	0	2	0	2	1	2	0	2	.....	.....	8,000
5059	Tazewell	do	G. L. Byrom	Dept.	2	1	14	16	0	20	.....	.....	.....	.....	1	0	1	0	4	.....	60	12,000
5060	Toshes	Clifton High School	F. Burke Fitzpatrick	Dept.	1	1	16	11	27	34	.....	.....	.....	.....	0	0	.....	.....	.....	.....	.....	700
5061	Warrenton	High School	E. L. Johns	Dept.	1	1	9	3	36	77	0	0	0	0	.....	.....	.....	.....	.....	.....	.....	1,800
5062	West Point	do	Mrs. K. R. Richardson	Dept.	0	1	4	8	31	25	0	0	0	0	0	0	0	0	3	.....	1	7,000
5063	Williamsburg	do *	John S. Charles	Dept.	1	0	1	12	24	14	.....	.....	.....	.....	0	6	.....	.....	.....	.....	0	.....
5064	Winchester	do	John H. Quiett	Dept.	1	0	5	3	15	3	2	0	0	0	3	2	1	0	4	.....	.....	.....
	WASHINGTON.																					
5065	Aberdeen	High School	R. B. Bryan	Dept.	1	0	13	20	0	0	.....	.....	.....	.....	4	6	.....	.....	2	.....	175	$30,000
5066	Asotin	do	J. B. Jones	Dept.	1	0	5	6	0	0	.....	.....	.....	.....	0	0	.....	.....	2	.....	.....	6,000
5067	Ballard	do	E. H. Stafford	Dept.	2	0	5	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....	2	.....	200	18,550
5068	Centralia	do	J. M. Traughber	Dept.	2	0	22	25	0	0	.....	.....	.....	.....	5	8	.....	.....	3	.....	100	.....
5069	Chehalis	do	J. T. Forrest	Dept.	1	1	26	32	0	0	0	0	12	20	6	8	4	5	3	.....	150	1,920
5070	Colfax	do	F. A. Sikes	Dept.	1	1	3	22	0	0	1	4	2	13	0	5	0	3	2	.....	500	.....
5071	Edmonds	do	David Davies	Dept.	1	0	0	5	80	95	0	3	0	0	.....	.....	.....	.....	.....	.....	0	10,000
5072	Ellensburg	do	F. M. McCully	Dept.	1	1	29	24	0	0	2	2	3	5	6	8	2	5	2	.....	200	.....
5073	Everett	do	Emma S. Yule	Dept.	1	2	25	55	0	0	7	15	6	15	2	5	2	5	4	.....	209	.....
5074	Fairhaven	do	W. J. Hughes	Dept.	1	1	22	40	0	0	6	12	.....	.....	4	8	4	3	4	.....	200	.....
5075	Hoquiam	do	S. A. Williams	Dept.	1	1	4	20	0	0	0	0	0	0	0	5	0	2	2	.....	200	16,000
5076	Laconner	do	Margaretta Keyes	Dept.	0	1	13	17	0	0	.....	.....	.....	.....	2	6	2	6	2	.....	35	8,550
5077	Montesano	do	Eldridge Wheeler	Dept.	1	0	10	23	0	0	.....	.....	.....	.....	2	5	.....	.....	2	.....	0	100

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5078	Mount Vernon	do	J. M. Shields	Dept.	1	0	4	4	0	0	1	1			1	4	0	0	2		75	10,000
5079	New Whatcom	do	R. E. White	Dept.	3	1	54	98	0	0	18	15			10	12	6	5	4		200	8,000
5080	North Yakima	do	F. H. Plumb	Dept.	2	1	29	24	0	0												
5081	Olympia	do	F. B. Hawes	Dept.	1	2	37	60	0	0					1	6	1	0	3		90	
5082	Orting	do	Miles S. Edgerton	Dept.	1	1	8	16	0	0									1		15	6,000
5083	Palouse	do.*	S. M. McCroskey	Dept.	1	1	10	20	0	0					1	1	1	0	2		100	25,000
5084	Pomeroy	do	D. E. Schneibly	Dept.	1	0	20	18	0	0	3	4			3	5			4		200	20,000
5085	Port Angeles	Central High School*	H. H. Stroeter	Dept.	1	0	8	13	0	0	2	2	0	0	6	9			3		200	8,000
5086	Port Orchard	High School*	Chas. N. Winger	Dept.	1	1	6	3	21	50					5	3					0	2,500
5087	Port Townsend	do	James E. Gould	Dept.	2	1	24	23	0	0					4	6			3		400	50,000
5088	Puyallup	do	A. J. Snoke	Dept.	1	1	14	21	0	0					1	7	0	3	3		100	20,000
5089	Ritzville	do	C. H. Knapp	Dept.	1	0	6	0	0	0					2	0	0	0	1		200	9,000
5090	Seattle	do	Edwin Twitmyer	Dept.	8	9	211	330	0	0	28	35	18	14	28	43			4		1,254	150,000
5091	Shelton	do	A. J. Collins	Dept.	1	0	1	8	79	77					0	3			1		300	500
5092	Spokane	do.*	J. B. Walker	Dept.	3	6	133	134	0	0					14	17			4		400	150,000
5093	Sumner	do	W. Q. Brown	Dept.	1	0	6	11	0	0					0	0			3		14	20,000
5094	Tacoma	do	H. F. Wegener	Dept.	7	7	186	307	0	0					16	37			4		616	35,000
5095	Tekoa	do.*	E. Ross Jones	Dept.	1	0	5	6	12	17			5	6	0	4			3		200	9,000
5096	Vancouver	do	H. W. Arnold	Dept.	2	1	19	25	0	0	1	2	3	6	0	2			4		400	15,000
5097	Waitsburg	do	E. Hultsch	Dept.	1	0	6	7	0	0									2		225	18,200
5098	Walla Walla	do	R. C. Kerr	Dept.	3	2	56	95	0	0	5	10	8	14	3	8	2	6	4	48	600	75,000
5099	Waterville	do.*	C. C. Hammerly	Dept.	1	0	14	12	0	0	0	0	0	0	0	0			3		350	6,000
5100	Winlock	do	O. A. Tiffany	Dept.	1	0	10	3	0	0	2	0	2	0	5	0	4	0	3		25	8,000
	WEST VIRGINIA.																					
5101	Benwood	Central High School	Chas. E. Carrigan	Dept.	1	1	13	20	0	0					1	4			4		200	3,500
5102	Buckhannon	High School	H. A. Darnall	Dept.	1	1	12	28	0	0					2	1	2	0	2		300	10,000
5103	Burning Springs	do.*	Prof. L. V. Daggett	Ind.	0	3	16	13	47	55												4,000
5104	Charleston	do	(Mrs.) Mary R. McGwigan.	Dept.	0	4	34	91	0	0	4	3			2	5	0	1	4		300	
5105	Charlestown	do	Wright Denny	Dept.	2	1	34	12	0	0					3	0	1	0	2		50	12,000
5106	Clarksburg	do	O. McConkey	Dept.	2	1	12	42	0	0					2	16			3		600	30,000
5107	do	High School (colored)	S. H. Guss	Dept.	1	0	8	18	0	0	1	2			2	4	2	4	4		637	7,000
5108	Fairmont	High School	Sarah Meredith	Dept.	0	3	20	40	0	0	0	2	1	0	2	5	0	0	3		300	30,000
5109	Grafton	do	J. S. Cornwell	Dept.	2	1	28	35	0	0					3	1			3			
5110	Guyandotte	do	L. S. Wigal	Dept.	0	2	6	7	16	37	5	4			0	5	0	4	2			10,000
5111	Huntington	do.*	Mrs. Naomi Everett	Dept.	0	3	30	55	0	0	1	0			2	4			4		100	30,000
5112	do	High School (colored)	C. H. Barnell	Dept.	1	1	4	14	0	0					0	0			4		35	10,000
5113	Keyser	High School	R. M. Collins	Dept.	2	4	30	40	0	0	6	2			6	2	2	2	4		400	25,000
5114	Martinsburg	do	C. H. Cole	Dept.	3	1	60	97	0	0	4	6	5	7	6	10	2	3	4			
5115	Morgantown	do	L. M. Jaco	Dept.	2	1	10	20	10	20	10	15			1	5			3			10,000
5116	Moundsville	do	D. T. Williams	Dept.	1	1	23	46	0	0	2	0	0	2	1	12	0	1	4		100	
5117	New Cumberland	do	W. H. Gallup, supt.	Dept.	1	1	19	20	0	0					5	1			3		206	1,500
5118	New Haven	do	C. N. Wagner	Dept.	1	1	18	8	0	0	4	1							4			2,500
5119	New Martinsville	Magnolia High School	B. H. Hall, B. S., M. E.	Ind.	2	1	24	16	41	59	1	2	3	2	4	9	4	4	3		700	10,000
5120	Parkersburg	High School*	E. D. Allright	Dept.	3	1	44	105	0	0					3	19			3		400	
5121	do	Sumner High School (colored).	J. Rupert Jefferson	Dept.	1	1	3	18	0	0					1	3			3			
5122	Piedmont	Davis High School*	Wilson M. Foulk	Dept.	1	1	7	25	0	0	2	2	2	0	2	5	2	2	4		50	20,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.									
											Classical course.		Scientific course.											
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
	WEST VIRGINIA—continued.																							
5123	Point Pleasant	Graded School	R. A. Riggs	Dept.	2	1	32	44	0	0	2	4	1	3	2	7	2	4	4	....	150	$30,000		
5124	Ravenswood	High School	W. L. McCowan	Dept.	1	0	8	20	0	0	2	6	1	3	1	3	1	1	3	....	0	30,000		
5125	Wellsburg	....do	C. E. Githens, Ph. M	Dept.	2	1	40	70	0	0	....	....	....	....	6	9	....	....	3	....	750	15,000		
5126	Weston	....do	Buchanan White, supt	Dept.	2	0	6	20	0	0	....	....	....	....	1	4	....	....	2	....	542	14,270		
5127	West Union	Graded School	H. L. Hammond	Dept.	1	0	18	16	0	0	....	....	....	....	....	....	....	....	4	....	100	10,000		
5128	Wheeling	High School	H. B. Work	Dept.	1	7	85	194	0	0	0	0	0	0	1	21	....	....	4	....	30	30,000		
	WISCONSIN.																							
5129	Algona	High School	E. M. Phillips	Dept.	1	1	27	23	0	0	....	....	....	....	7	4	4	4	4	....	700	5,000		
5130	Alma	....do	J. H. Bille	Dept.	1	0	28	25	0	0	....	....	....	....	2	4	....	....	3	....	627	20,000		
5131	Amery	....do	John E. Hale	Dept.	1	0	11	18	0	0	....	....	2	0	0	0	....	....	3	....	200	4,000		
5132	Amherst	....do	H. S. Perry	Dept.	1	0	10	14	0	0	0	0	0	0	5	2	0	0	3	....	.....	.....		
5133	Antigo	....do	C. O. Marsh, A. B	Dept.	2	1	49	71	0	0	6	4	3	1	7	5	3	0	4	....	600	20,000		
5134	Appleton	Ryan High School	Ralph W. Pringle	Dept.	5	4	83	67	0	0	....	....	....	....	5	15	....	....	4	....	1,930	.....		
5135	....do	Third Ward High School	W. F. Winsey	Dept.	4	1	40	27	0	0	8	0	....	....	2	1	1	0	4	....	2,200	1,000		
5136	Arcadia	High School	G. O. Banting	Dept.	1	1	37	31	0	0	....	....	12	9	8	6	4	5	4	....	1,138	8,500		
5137	Argyle	....do	R. H. Mueller	Dept.	1	1	19	22	0	0	0	0	0	0	2	0	0	0	4	....	325	7,700		
5138	Ashland	....do	J. T. Hooper	Dept.	2	3	47	91	0	0	5	9	1	4	2	12	1	4	4	....	650	18,000		
5139	Augusta	....do	L. W. Wood	Dept.	1	2	36	44	0	0	....	....	....	....	5	3	....	....	4	....	450	8,000		
5140	Avoca	....do	James Foy	Dept.	0	2	16	17	0	0	....	....	....	....	0	3	....	....	3	....	300	6,000		
5141	Bangor	....do	M. O. Hill	Dept.	1	2	40	50	0	0	....	....	....	....	0	0	....	....	4	....	300	2,500		
5142	Baraboo	....do	J. E. Ne Collins	Dept.	2	5	102	131	0	0	....	....	....	....	7	18	....	....	4	....	.....	.....		
5143	Barron	....do	T. H. Sage	Dept.	1	1	26	46	0	0	0	0	0	0	2	6	....	....	3	....	75	9,500		

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5144	Bayfield	do	A. W. McCulloch	Dept.	1	2	12	23	0	0	....	....	5	11	2	5	2	5	4	....	1,033	3,500
5145	Beaver Dam	do.*	H. B. Hybbell	Dept.	1	3	49	63	0	0	9	12	12	15	5	11	3	5	4	....	500	50,000
5146	Belleville	do	W. J. Hocking	Dept.	1	0	18	23	0	0	....	....	3	1	7	5	2	0	3	....	40	4,200
5147	Beloit	do	F. E. Converse	Dept.	3	4	71	155	0	0	....	....	....	....	5	27	3	9	4	....	500	50,000
5148	Black Earth	do	J. D. Rouse	Dept.	2	0	16	22	51	47	....	....	....	....	0	4	....	....	4	....	470	5,000
5149	Black River Falls	Union High School	J. H. Derse	Dept.	1	3	46	65	0	0	....	....	....	....	10	10	2	1	4	....	400	.....
5150	Bloomer	High School	E. C. Roberts	Dept.	1	0	20	34	0	0	....	....	....	....	6	11	0	0	3	....	350	3,500
5151	Bloomington	do	W. H. Pearson	Dept.	1	1	22	32	0	0	....	....	....	....	3	5	1	2	4	....	300	15,000
5152	Boscobel	do	G. W. Gehrand	Dept.	1	2	43	49	0	0	4	5	4	1	....	....	....	....	4	....	900	21,000
5153	Brandon	do	Geo. E. Dickinson	Dept.	2	0	25	29	0	0	3	5	1	0	6	3	....	....	4	....	348	12,500
5154	Brillion	do	C. F. Youmans	Dept.	1	0	18	12	0	0	....	....	....	....	5	2	....	....	4	....	300	10,000
5155	Brodhead	do	Robert Rienow	Dept.	2	1	32	52	0	0	....	....	5	1	10	14	5	1	4	....	450	15,000
5156	Burlington	do	J. M. Turner	Dept.	1	2	9	13	30	31	....	....	....	....	8	4	3	1	4	....	.....	.....
5157	Cadott	do	Miss E. O. Ewing	Dept.	1	0	10	12	0	0	....	....	....	....	2	0	....	....	3	....	500	3,000
5158	Cambridge	do	J. L. Hooper	Dept.	1	1	23	26	0	0	....	....	1	0	1	3	1	0	4	....	500	10,000
5159	Cassville	do	Willis P. Colburn	Dept.	1	1	13	25	0	0	1	1	....	....	4	4	2	2	4	....	250	10,000
5160	Centralia	do	Sherman M. Kyes	Dept.	1	2	31	40	0	0	....	....	....	....	5	5	....	....	4	....	300	10,000
5161	Chetek	do	W. N. Mackin	Dept.	1	0	14	28	0	0	0	0	0	0	0	0	0	0	4	....	150	4,000
5162	Chilton	do	Frederic A. Thayer	Dept.	1	1	34	33	26	25	0	0	0	0	4	8	0	0	4	....	500	12,000
5163	Chippewa Falls	do	Robert L. Barton	Dept.	2	4	61	98	0	0	2	3	....	....	5	12	2	3	4	....	4,933	96,000
5164	Clinton	do	E. A. Reynolds	Dept.	1	1	15	20	0	0	3	4	2	0	2	8	2	3	4	....	.....	.....
5165	Clintonville	do	W. H. Hickok	Dept.	1	1	31	35	0	0	3	4	7	8	9	5	3	1	4	....	502	20,000
5166	Cobb	do	W. R. Peters	Dept.	1	0	12	17	40	25	0	0	3	4	0	0	0	0	4	....	100	8,000
5167	Colby	do	F. M. Jackson	Dept.	1	0	28	32	0	0	....	....	1	1	4	5	....	....	3	....	50	2,300
5168	Cuba	do	R. M. Orchard	Dept.	1	0	10	14	0	0	0	3	2	0	1	5	1	2	3	....	125	.....
5169	Darlington	do	James M. Stevens	Dept.	1	2	45	66	0	0	....	....	1	0	6	10	1	0	4	....	1,500	50,000
5170	Deerfield	do	A. B. Moses	Dept.	1	1	15	15	0	0	0	1	3	0	2	1	1	1	4	....	100	4,000
5171	Delavan	do	C. W. Rittenburg	Dept.	2	1	40	52	0	0	....	....	....	....	3	4	3	3	4	....	1,000	40,000
5172	Depere	do	Violet M. Alden	Dept.	1	2	26	45	0	0	0	3	....	....	2	8	0	2	4	....	700	7,000
5173	Dodgeville	do	O. J. Schuster	Dept.	1	2	48	78	0	0	2	8	10	9	3	3	3	4	4	....	700	35,000
5174	Durand	do	J. W. Nesbit	Dept.	1	1	27	27	0	0	....	....	1	0	5	5	1	0	4	....	500	8,000
5175	Eagle River	do	James A. Walsh	Dept.	1	1	15	15	0	0	....	....	....	....	2	2	....	....	3	....	.....	.....
5176	East Troy	do	C. F. Hardy	Dept.	2	1	40	40	0	0	....	....	....	....	4	2	....	....	4	....	.....	.....
5177	Edgerton	do	H. A. Adrian	Dept.	1	2	38	47	0	0	2	8	3	2	7	13	1	4	4	....	1,000	20,000
5178	Elkhorn	do	C. D. Kipp	Dept.	1	3	43	60	0	0	0	0	4	2	4	16	4	5	4	....	630	35,000
5179	Ellsworth	do	C. J. Brewer	Dept.	2	0	37	60	0	0	....	....	....	....	2	8	1	1	4	....	300	15,000
5180	Elroy	do	W. E. Utendorfer	Dept.	1	1	23	37	0	0	....	....	2	0	3	2	....	....	4	....	609	23,000
5181	Evansville	do	H. F. Kling	Dept.	2	1	40	60	0	0	6	8	8	7	2	16	1	12	4	....	500	35,000
5182	Fairchild	do	E. M. Beeman	Dept.	1	1	17	16	0	0	....	....	1	0	3	1	....	....	3	....	750	.....
5183	Florence	do	Wm. H. Allen	Dept.	2	1	22	22	0	0	2	1	....	....	3	5	1	1	4	....	2,500	10,000
5184	Fond du Lac	do.*	L. A. Williams	Dept.	4	6	119	147	0	0	....	....	....	....	17	18	10	18	4	....	820	.....
5185	Fort Atkinson	do	A. W. Weber	Dept.	1	3	54	63	0	0	....	....	....	....	4	9	....	....	4	....	1,500	.....
5186	Fox Lake	do	Frank W. Lucas	Ind.	1	2	26	23	0	0	....	....	....	....	2	5	1	0	4	....	350	12,000
5187	Friendship	do	Link C. Russell	Dept.	1	0	10	12	3	5	1	1	....	....	2	2	1	1	3	....	108	2,000
5188	Glenbeulah	do.*	Wm. L. Greese	Dept.	0	2	20	18	33	35	....	....	....	....	3	1	....	....	3	....	76	2,500
5189	Grand Rapids	Howe High School	Geo. P. Hambrecht	Dept.	3	1	35	32	0	0	2	1	3	2	9	7	5	3	4	....	250	.....
5190	Green Bay	East Side High School	Wm. O. Brown	Dept.	1	4	62	85	0	0	0	1	2	1	11	13	2	2	4	....	559	.....
5191	do	West Side High School	A. W. Burton	Dept.	1	4	30	79	0	0	....	....	....	....	4	11	0	0	4	....	400	20,000
5192	Greenwood	High School	B. O. Dodge	Dept.	1	1	15	25	0	0	1	0	....	....	1	3	....	....	3	....	300	20,000
5193	Hartford	do	Edward W. Pryor	Dept.	1	1	31	26	0	0	1	0	2	0	5	3	1	0	4	....	500	15,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897–98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	WISCONSIN—cont'd.																					
5194	Hazelgreen	High School	Wm. R. Graves	Dept.	1	0	18	20	0	0	.....	.....	.....	.....	2	1	.....	.....	3	....	400	$5,000
5195	Highland	do	Jas. E. McGovern	Dept.	1	1	19	17	0	0	.....	.....	.....	.....	1	1	1	1	4	....	500	4,500
5196	Hillsboro	do	A. F. Elmegreen	Dept.	1	0	14	16	0	0	.....	.....	.....	.....	0	3	0	0	3	....	450	4,500
5197	Horicon	do	E. T. Johnson	Dept.	1	1	39	28	0	0	.....	.....	12	0	6	4	6	4	4	....	500	24,000
5198	Hudson	do	S. B. Tobey	Dept.	2	2	58	74	0	0	2	6	2	2	1	4	1	2	4	....	1,500	45,000
5199	Humbird	do	W. F. Lusk	Dept.	1	0	14	13	0	0	0	0	0	0	3	2	0	0	3	....	365	5,000
5200	Janesville	do	D. D. Mayne	Dept.	5	6	156	245	0	0	12	20	24	30	14	30	4	8	4	....	360	55,000
5201	Jefferson	do	W. J. Hammill	Dept.	1	2	25	45	0	0	0	0	3	2	5	10	3	2	4	....	1,282	.....
5202	Juneau	do	A. P. West	Dept.	1	1	27	20	0	0	0	0	1	0	2	1	1	0	4	....	522	15,000
5203	Kaukauna	do	I. M. Allen	Dept.	2	2	57	52	0	0	.....	.....	1	1	2	2	.....	.....	4	....	458	.....
5204	Kenosha	do	E. C. Wiswall	Dept.	2	3	64	110	0	0	5	8	6	10	3	16	1	2	4	....	850	60,000
5205	Kewaunee	do	M. McMahon	Ind.	1	2	56	28	0	0	0	0	0	0	7	3	0	0	4	....	1,485	10,000
5206	Kiel	do	G. M. Morrissey	Dept.	2	1	20	26	0	0	8	7	4	2	3	1	3	1	3	....	400	10,000
5207	La Crosse	do	W. R. Hemmenway	Dept.	2	9	123	275	0	0	5	6	.....	.....	12	26	.....	.....	4	....	600	25,000
5208	Lake Geneva	do	A. F. Bartlett	Dept.	1	2	19	40	0	0	8	20	15	16	3	3	3	3	4	....	.....	8,000
5209	Lake Mills	do	Allen B. West	Dept.	1	2	32	44	0	0	1	0	2	0	4	5	2	0	4	....	675	25,000
5210	Lancaster	do	L. L. Clarke	Dept.	1	3	58	74	0	0	.....	.....	.....	.....	4	11	2	4	4	....	400	28,000
5211	Linden	do.	Paul Vander Eike	Dept.	1	0	13	13	0	0	.....	.....	.....	.....	2	3	0	0	3	....	200	8,500
5212	Madison	do	J. H. Hutchison	Dept.	2	12	253	233	0	0	.....	.....	.....	.....	29	35	.....	.....	4	....	.....	250,000
5213	Manawa	Little Wolf High School	C. B. Stanley	Ind.	1	1	27	33	0	0	1	1	1	0	4	4	2	3	4	....	400	10,000
5214	Manitowoc	High School (dist. No. 1)	Wm. H. Luehr	Dept.	3	1	72	39	0	0	.....	.....	12	2	15	6	5	0	4	....	120	25,000
5215	Marinette	High School	G. E. Maxwell	Dept.	3	2	70	112	0	0	2	2	4	6	5	16	4	3	4	....	400	40,000
5216	Marshall	Medina High School	Wm. Fowlie	Dept.	1	1	19	31	0	0	.....	.....	.....	.....	0	7	.....	.....	4	....	300	6,500
5217	Marshfield	High School	J. B. Borden	Dept.	1	2	35	68	0	0	.....	.....	6	17	2	6	1	3	4	....	340	12,000
5218	Mauston	do	A. H. Fletcher	Dept.	1	2	39	52	0	0	2	0	2	1	5	7	4	1	4	....	500	37,400

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5219	Mayville	do	M. A. Bussewitz	Dept.	2	1	27	34	0	0	0	1	7	4	4	4	2	1	4	....	401	30,000
5220	Mazomanie	do	O. M. Salisbury	Dept.	1	2	23	28	0	0	2	1	1	0	0	0	0	0	4	....	364	12,265
5221	Medford	do	F. W. Thomas	Dept.	2	1	43	37	0	0	.....	.....	.....	.....	1	1	.....	.....	4	....	500	20,000
5222	Menasha	do	Wm. C. Hopkins, jr	Dept.	2	1	30	50	0	0	0	0	7	5	6	8	3	3	4	....	800	.....
5223	Menomonie	do.*	Judson E. Hoyt	Dept.	2	1	60	48	0	0	.....	.....	.....	.....	8	6	.....	.....	4	....	400	.....
5224	Merrill	do	Anna E. Anderson	Dept.	0	3	44	55	0	0	.....	.....	.....	.....	4	10	.....	.....	4	....	300	3,000
5225	Middleton	do	Prof. T. T. Blakely	Dept.	1	0	13	16	0	0	.....	.....	.....	.....	3	6	0	1	3	....	150	.....
5226	Milton Junction	do	Jas. T. Healy	Dept.	1	1	18	35	0	0	8	6	3	0	2	2	2	2	4	....	546	12,000
5227	Milwaukee	East Side High School	A. J. Rogers	Dept.	8	10	275	301	0	0	.....	.....	.....	.....	25	26	10	11	4	....	2,293	100,000
5228	do	South Side High School	Sanford A. Hooper	Dept.	5	10	189	231	0	0	52	31	10	2	13	12	5	6	4	....	1,857	75,000
5229	do	West Side High School	Chas. E. McLenegan	Dept.	6	15	288	349	0	0	55	21	14	4	18	25	9	6	4	....	2,071	150,000
5230	Mineral Point	High School	Albert R. Jolley	Dept.	2	2	40	65	0	0	.....	.....	.....	.....	3	10	.....	.....	4	....	500	10,000
5231	Monroe	do	Alvin F. Rote	Dept.	2	2	72	96	0	0	8	10	10	4	12	19	6	6	4	....	3,725	20,000
5232	Montello	do	A. G. Hough	Dept.	1	0	9	25	0	0	....	....	2	3	1	3	1	0	3	....	100	11,000
5233	Montfort	do	David James	Dept.	1	1	18	32	0	0	.....	.....	.....	.....	3	7	.....	.....	4	....	25	7,000
5234	Mount Hope	do	C. W. Tidd	Dept.	1	0	15	15	32	34	.....	.....	.....	.....	1	0	0	0	3	....	150	1,000
5235	Muscoda	do.*	Arthur W. Kopp	Dept.	2	0	16	21	0	0	.....	.....	.....	.....	2	3	.....	.....	3	....	550	.....
5236	Necedah	do	C. H. Maxson	Dept.	1	1	30	36	0	0	.....	.....	.....	.....	2	7	2	7	4	....	450	20,000
5237	Neenah	do	J. F. Conant	Dept.	1	3	51	70	0	0	.....	.....	.....	.....	7	9	6	5	4	....	400	40,000
5238	Neillsville	do	W. L. Morrison	Dept.	1	3	57	74	0	0	.....	.....	.....	.....	6	1	.....	.....	4	....	210	15,000
5239	New Lisbon	do.*	S. A. Bostwick	Dept.	1	1	23	26	0	0	3	2	2	1	4	4	2	1	....	....	350	12,000
5240	New London	do	Taylor Frye	Dept.	1	2	43	52	0	0	0	0	0	0	7	5	.....	.....	4	....	300	10,000
5241	New Richmond	do	J. W. T. Ames	Dept.	1	2	51	67	0	0	5	7	.....	.....	9	9	2	3	4	....	400	20,000
5242	Oakfield	do	A. M. Olson	Ind.	1	1	17	31	76	76	0	0	0	0	6	10	0	0	3	....	140	6,000
5243	Oakwood	do	A. H. Cole	Dept.	1	0	15	5	44	51	0	0	0	0	0	1	.....	.....	3	....	237	5,000
5244	Oconomowoc	do	C. R. Cross	Dept.	1	3	44	64	0	0	2	2	3	2	3	15	2	4	4	....	1,200	30,000
5245	Oconto	do	R. L. Cooley	Dept.	2	2	35	40	0	0	.....	.....	.....	.....	6	8	.....	.....	4	....	800	.....
5246	Omro	do	E. E. Sheldon	Dept.	1	1	52	33	0	0	0	0	10	5	6	7	4	3	4	....	615	15,000
5247	Onalaska	do	B. F. Oltman	Dept.	1	1	37	24	0	0	.....	.....	.....	.....	5	3	5	3	4	....	400	20,000
5248	Oregon	do	Franklin Gould	Dept.	1	1	30	36	0	0	....	....	....	....	9	3	3	0	4	....	.....	13,000
5249	Oshkosh	do	Buel T. Davis	Dept.	8	10	131	164	0	0	.....	.....	.....	.....	13	17	.....	.....	4	....	1,600	75,000
5250	Pepin	do	F. B. Webster	Dept.	1	0	16	28	12	4	.....	.....	.....	.....	4	4	.....	.....	3	....	300	2,500
5251	Peshtigo	do	J. M. Bold	Dept.	2	0	20	26	0	0	0	0	0	0	2	5	0	0	3	....	350	10,000
5252	Pewaukee	do	F. L. McGowan	Dept.	1	1	6	28	0	0	0	3	1	0	1	7	1	3	4	....	304	10,000
5253	Phillips	do.*	A. D. Prideaux	Dept.	1	1	12	25	0	0	0	0	0	0	1	6	0	0	4	....	100	16,000
5254	Plainfield	do	Eber Dafoe	Dept.	2	0	15	23	0	0	.....	.....	0	2	0	4	0	2	4	....	.....	4,588
5255	Platteville	do	C. W. Macomber, A. M.	Dept.	1	2	12	22	0	0	0	0	0	0	1	5	0	0	3	....	360	19,000
5256	Plymouth	do	Otto Gaffron	Dept.	1	2	62	62	0	0	5	2	4	5	3	10	2	1	4	....	350	25,000
5257	Port Washington	do	Thos. J. Jones	Dept.	1	1	32	22	0	0	.....	.....	.....	.....	0	4	.....	.....	3	....	235	35,000
5258	Potosi	do	B. L. Bohn	Dept.	1	1	10	20	0	0	0	0	0	0	3	8	0	1	3	....	.....	.....
5259	Poynette	do	H. S. Yonker	Dept.	2	0	17	20	0	0	5	4	.....	.....	1	2	1	2	4	....	725	3,500
5260	Prairie du Chien	do	J. A. Pratt	Dept.	2	1	32	53	0	0	1	4	0	0	2	10	1	4	4	....	300	27,782
5261	Prairie du Sac	do	John F. Bergen	Dept.	1	1	25	31	0	0	1	1	8	4	1	1	1	1	4	....	800	12,000
5262	Prescott	do	James Goldsworthy	Dept.	2	1	33	25	0	0	1	2	1	0	4	3	2	2	4	....	1,075	.....
5263	Racine	do	A. N. Ozias	Dept.	6	5	141	182	0	0	63	38	44	35	24	19	20	10	4	....	859	76,588
5264	Reedsburg	do	W. P. Roseman	Dept.	1	2	32	58	0	0	3	1	1	0	3	4	0	3	4	....	400	18,000
5265	Rhinelander	do.*	C. M. Gleason	Dept.	1	2	30	48	0	0	0	0	6	10	0	5	0	3	4	....	1,100	50,000
5266	Richland Center	do	A. E. Brainerd	Dept.	1	3	67	79	0	0	3	3	1	0	3	6	.....	.....	4	....	300	14,000
5267	Ripon	do	.....	Dept.	2	2	36	64	0	0	1	0	3	0	5	6	2	0	4	....	570	2,000
5268	River Falls	do.*	Howard L. Wilson	Dept.	1	2	31	28	0	0	....	....	....	....	5	3	....	....	4	....	1,000	20,000

* Statistics of 1896-97.

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TABLE 42.—*Statistics of public high schools in the United States for the scholastic year 1897-98*—Continued.

	State and post-office.	Name.	Principal.	Department or independent.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in the library.	Value of grounds, buildings, furniture, and scientific apparatus.
							Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.					
											Classical course.		Scientific course.									
					Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
	WISCONSIN—cont'd.																					
5269	Rosendale	High School	Alice M. Tetherly	Dept.	0	1	20	20	36	49	.....	.....	.....	.....	6	3	.....	.....	3	.....	.....	$6,000
5270	St. Croix Falls	do	J. G. Burridge	Dept.	1	0	9	26	0	0	1	0	1	0	0	0	0	0	3	.....	410	8,000
5271	Sauk City	do	Herman F. Lueders	Dept.	2	0	27	23	0	0	.....	.....	5	2	3	3	2	1	4	.....	850	7,750
5272	Sextonville	do	K. L. Hatch	Ind.	0	1	31	32	57	37	.....	.....	6	2	7	7	3	2	3	.....	200	3,000
5273	Sharon	do	G. M. Sheldon	Dept.	1	1	9	21	0	0	2	0	2	0	3	5	3	0	4	.....	300	10,000
5274	Shawano	do	E. H. Reynolds	Dept.	2	1	26	28	12	14	4	12	4	12	3	5	3	1	4	.....	200	15,000
5275	Sheboygan	do	J. E. Riordan	Dept.	7	2	81	113	0	0	.....	.....	.....	.....	3	14	3	14	4	.....	6,411	30,000
5276	Sheboygan Falls	do	F. F. Showers	Dept.	2	1	22	35	0	0	.....	.....	7	5	2	6	2	1	4	.....	1,000	.....
5277	Shell Lake	do	John N. Foster	Ind.	1	1	22	37	0	0	.....	.....	.....	.....	2	11	.....	.....	3	.....	700	.....
5278	Shullsburg	do	R. E. Smith	Dept.	2	1	20	40	0	0	2	0	.....	.....	2	0	2	0	4	.....	600	15,000
5279	South Milwaukee	do	John E. Roets	Dept.	1	1	19	29	0	0	.....	.....	.....	.....	5	5	.....	.....	3	.....	500	20,000
5280	Sparta	do	J. W. Livingston	Dept.	2	2	73	108	0	0	20	22	25	20	9	10	5	7	4	.....	350	.....
5281	Spring Green	do	W. H. Schulz	Dept.	1	1	32	31	0	0	.....	.....	8	6	6	9	2	1	4	.....	480	1,500
5282	Stevens Point	do	H. A. Simonds	Dept.	3	4	55	77	0	0	.....	.....	3	3	4	13	3	3	4	.....	1,275	.....
5283	Stoughton	do	Arthur H. Sholtz	Dept.	2	1	39	48	0	0	2	3	6	8	0	8	.....	.....	4	.....	400	2,500
5284	Sun Prairie	do	James Melville	Dept.	1	1	20	28	0	0	.....	.....	7	8	2	7	1	3	4	.....	435	8,000
5285	Superior	Nelson Dewey High School.	C. R. Frazier	Dept.	2	2	22	41	0	0	.....	.....	.....	.....	1	4	1	1	4	.....	125	25,000
5286	Thorp	High School	A. C. Finn, B. L.	Dept.	1	1	16	34	0	0	.....	.....	.....	.....	.....	.....	.....	.....	3	.....	50	6,000
5287	Tomah	do	Edwin H. Cassells	Dept.	2	2	37	78	0	0	0	3	4	2	5	11	4	5	4	.....	700	30,000
5288	Tomahawk	do	J. W. West	Dept.	1	3	36	44	0	0	3	7	8	2	4	5	.....	.....	4	.....	281	11,000
5289	Two Rivers	do	Elmer E. Carr	Dept.	1	2	38	30	0	0	.....	.....	2	0	4	1	.....	.....	4	.....	825	26,200
5290	Unity	do	G. A. Rogers	Dept.	1	0	10	18	45	60	1	2	.....	.....	2	2	1	2	3	.....	200	3,200
5291	Waldo	Queen Anne High School	J. W. Steenis	Ind.	1	0	24	28	0	0	.....	.....	2	0	4	4	2	0	3	.....	110	4,600
5292	Walworth	High School	J. W. Blodgett	Dept.	1	1	12	21	27	30	7	2	1	0	0	0	0	0	4	.....	225	2,575

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5293	Washburn	do	H. W. Rood	Ind	1	2	22	54	0	0					1	9			4		230	40,000
5294	Waterloo	do	G. H. Landgraf	Dept.	2	0	18	24	0	0			3	1	5	4	3	2	4		400	16,000
5295	Watertown	do	C. F. Viebahn	Dept.	2	2	63	101	0	0			4	9	2	16	1	2	4		800	20,000
5296	Waukesha	do	H. L. Terry	Dept.	1	5	80	100	0	0	0	0	15	11	5	16	5	16	4		2,000	80,000
5297	Waupaca	do	J. L. Thatcher	Dept.	1	3	68	54	0	0					8	8	4	0	4		600	
5298	Waupun	North Ward High School	Henry C. Curtis	Dept.	2	1	25	25	7	7					3	6			4		500	9,150
5299	do	South Ward High School	F. C. Howard	Dept.	1	2	33	46	0	0					13	18	13	18	4		527	12,000
5300	Wausau	Washington High School	Chas. C. Parlin	Dept.	3	4	92	109	0	0					8	6	3	0	4	35	400	21,545
5301	Wauwatosa	High School	W. H. Goodall	Dept.	2	2	37	55	0	0					3	8	1	6	4		1,000	20,000
5302	Westbend	do	D. T. Keeley	Dept.	1	2	70	55	0	0	0	0	0	0	12	8	6	0	4		900	25,000
5303	West Depere	do	J. D. Conley	Dept.	1	2	29	38	0	0	0	0	0	0	1	8	0	0	4		1,200	
5304	Westfield	do	Chas. G. Hosmer	Dept.	1	0	12	21	0	0									3		300	9,000
5305	West Salem	do.*	C. E. Slothower	Dept.	1	0	11	17	11	20					5	5			3		500	6,000
5306	West Superior	Broadway High School	J. S. Griffin	Dept.	5	3	73	98	0	0					4	12			4		180	6,000
5307	Weyauwega	High School	F. W. Starr	Dept.	1	1	34	45	0	0	0	0	0	0	1	7	0	0	4		214	4,500
5308	Whitewater	do	H. A. Whipple	Dept.	1	5	77	94	0	0	2	0	0	1	10	6	2	1	4		800	30,000
5309	Winneconne	do.*	G. R. Frye	Ind	1	0	17	21	126	111	0	0	0	0	1	2	0	0	3		288	6,000
5310	Wonewoc	do	W. S. Freeman	Dept.	2	0	14	29	0	0					1	6	0	0	4		359	10,500
	WYOMING.																					
5311	Buffalo	High School	R. L. Hoff	Dept.	1	0	18	20	0	0					0	0	0	0	3		150	25,000
5312	Cheyenne	do	Anna E. Fox	Dept.	2	4	67	73	0	0					3	11			4		1,200	4,500
5313	Evanston	do	J. L. Fleming	Dept.	1	2	30	57	0	0	5	6	3	3	8	16	8	16	3		2,500	35,000
5314	Newcastle	do	F. B. Kesling	Dept.	1	0	8	4	62	58	0	0	0	0	0	0	0	0	2		0	
5315	Rawlins	do	L. S. Trapp	Dept.	1	0	14	16	32	33	3	4			0	5	0	4	4		1,500	40,000

*Statistics of 1896–97.

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA.		
1	Auburn	Auburn Female Institute	G. W. Duncan
2	Barfield	Barfield High School	J. F. Willingham
3	Bevill	Pelham High School	W. F. Cooper
4	Birmingham	Pollock-Stephens Institute	Mrs. E. T. Taliaferro
5	.....do	South Highlands Academy*	Joel C. Du Bose
6	.....do	The Taylor School	William P. Taylor
7	.....do	Zelosophian Academy	Rev. James H. B. Hall
8	Butler	Butler Academy	J. M. Watkins
9	Carrollton	Carrollton Male and Female Academy.	L. V. Reeser
10	Cedar Bluff	Cedar Bluff Institute*	W. J. Doster
11	Centerville	Centerville Male and Female College.	J. D. Cooper
12	Clanton	University School	E. Y. McMorries, Ph. D
13	Collinsville	Collinsville High School*	Z. D. McWhorter
14	Crews Depot	Trideka College	J. M. Walton
15	Cullman	Polytechnic College and Ladies' Institute.	S. A. Felter, A. M., B. I.
16	Danville	North Alabama Baptist Collegiate Institute and Normal School.	J. B. Kilpatrick
17	Demopolis	Marengo Military Institute	W. A. McLeod
18	Edwardsville	Cleburne Institute	V. K. Wedgeworth
19	Elkmont	Elkmont High School	J. W. Reid and Jno. B. Bishop.
20	Enterprise	Enterprise Male and Female Institute.	G. W. Carlisle
21	Fayette C. H	Jasper District High School	W. Turner
	Flomaton	Flomaton High School a	
22	Forney	Cherokee Wesley Institute	Professor Weysinger
23	Fort Payne	North Alabama College*	T. C. Belsher, A. M.
24	Gaylesville	Gaylesville High School	J. A. Lowry, A. M
25	Greensboro	Greensboro Female College	W. G. Keady
26	Grove Hill	Grove Hill Male and Female College.	M. B. Du Bose
27	Gurley	Robert Donnell High School	F. R. Walker, R. L. Cunningham.
28	Harpersville	Elm Hill Academy	A. G. Spinks
29	Hartsells	Hartsells College	J. H. Riddle, Ph. M
30	Healing Springs	Industrial Academy	J. B. Hamberlin, A. M
31	Hickmans	Hickmans High School*	Miss Mary Park
32	Huntsville	Huntsville Academy	Frank Puryear
33	Joppa	Industrial Normal and Collegiate Institute.	John C. Campbell
34	Keener	Wills Valley Institute*	John C. Collier, A. M
35	Lincoln	Lincoln High School	E. D. Acker, A. B., LL. B
36	Marion	Marion Military Institute	James T. Murfee, LL. D
37	Midway	Midway High School	G. R. Hall
38	Mobile	Academy of the Visitation	Sister M. L. Fox
	.....do	Evangelical Lutheran Institute a.	
39	.....do	Hunter's (Miss) School	Miss Sallie E. Hunter
40	.....do	St. Mary's Select School	Sister Louise
41	Monroeville	Monroeville Academy*	J. N. Powers
42	Montgomery	St. Mary's of Loretto Academy	Sister Evangeline
43	.....do	University School	J. M. Starke
44	Nat	Green Academy	A. D. Luethi
45	Nealton	Nealton Academy*	Miss Zeota Calhoun
46	Newton	Baptist Collegiate Institute	A. W. Tate
47	.....do	Marianna High School	R. J. Holsten
48	Piedmont	Cumberland Presbyterian Seminary.*	N. J. Finney, A. M
49	Pineville	Pineville Academy*	J. T. Adams
50	Pisgah	Male and Female Academy*	R. A. Williams

* Statistics of 1896-97. a No report received.

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and other private secondary schools for the scholastic year 1897–98.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	2	15	32	20	35	10	30	....	....	0	5	0	4	6	....	200	$2,000	1
Nonsect ..	1	0	20	19	66	33	6	3	2	5	....	....	....	....	4	0	.....	600	2
Nonsect ..	1	0	9	5	3	8	2	3	....	....	....	....	....	....	....	0	.....	1,000	3
Nonsect ..	0	4	0	85	0	50	....	....	....	....	0	12	....	....	5	....	300	15,000	4
Nonsect ..	1	0	18	3	0	0	7	3	6	0	....	....	....	....	....	0	400	3,500	5
Nonsect ..	1	1	16	10	12	4	....	....	....	....	1	4	1	4	4	....	1,200	.....	6
Nonsect ..	1	1	20	21	37	39	1	1	1	0	0	1	0	0	4	0	1,500	1,000	7
Nonsect ..	1	3	25	18	12	10	20	15	....	....	7	5	7	5	2	0	.....	200	8
Nonsect ..	1	1	8	9	18	22	6	4	1	0	2	2	2	2	3	0	.....	3,000	9
Nonsect ..	1	1	19	18	34	44	3	2	....	....	2	3	2	3	3	0	.....	800	10
Nonsect ..	2	2	50	40	15	15	....	....	....	....	....	....	....	....	4	0	.....	3,500	11
Nonsect ..	1	1	22	18	32	30	5	8	3	0	3	0	3	0	3	0	60	2,500	12
Nonsect ..	1	1	20	30	40	20	6	4	2	1	3	2	3	1	6	0	100	100	13
Nonsect ..	2	1	38	28	13	18	28	18	10	10	0	0	....	....	....	....	1,200	160,000	14
Nonsect ..	1	3	59	24	18	28	....	....	8	8	....	....	....	....	4	16	500	4,100	15
Baptist ...	2	1	45	53	15	5	....	....	....	....	3	2	....	....	2	0	150	5,000	16
Nonsect ..	1	2	55	0	2	0	15	0	10	0	....	....	....	....	....	....	.....	.....	17
Nonsect ..	1	0	20	10	50	50	....	....	....	....	2	0	1	0	....	....	25	2,500	18
Nonsect ..	1	1	30	50	0	0	0	0	....	....	0	0	....	....	....	0	.....	500	19
Nonsect ..	1	1	21	15	51	43	2	3	3	4	0	0	0	0	2	....	3,645	2,000	20
Meth	1	1	10	15	25	30	2	10	....	....	0	0	....	....	3	0	.....	3,500	21
Nonsect ..	0	1	6	7	....	....	2	3	2	3	0	0	0	0	3	0	25	1,500	22
Nonsect ..	1	1	10	10	30	28	0	4	0	0	0	0	0	0	4	0	0	2,000	23
Nonsect ..	2	1	40	32	26	30	4	0	10	0	8	9	....	....	3	0	8,000	6,000	24
Nonsect ..	5	2	3	15	5	41	0	6	0	0	0	7	0	0	3	0	200	5,000	25
Nonsect ..	1	1	19	11	13	15	8	7	1	0	3	3	....	....	....	0	0	.....	26
Cum.Presb	1	0	38	24	40	34	8	1	3	5	0	0	0	0	4	24	25	13,000	27
Nonsect ..	1	0	8	2	12	13	....	....	....	....	....	....	....	....	....	....	....	500	28
Nonsect ..	1	2	30	40	40	60	2	3	10	15	2	7	....	....	....	0	100	4,000	29
Baptist ...	1	0	4	8	12	8	....	....	....	....	....	....	....	....	....	0	12	2,000	30
Nonsect ..	1	0	11	3	9	6	11	8	....	....	....	....	....	....	....	0	.....	.....	31
Nonsect ..	2	0	15	1	12	3	8	0	....	....	....	....	....	....	4	0	400	.....	32
Cong	1	2	11	3	82	70	0	0	0	0	0	0	0	0	4	0	200	2,000	33
Nonsect ..	1	1	10	14	85	90	....	....	....	....	0	0	0	0	4	....	200	500	34
Nonsect ..	1	1	20	9	41	35	2	2	....	....	0	0	0	0	3	0	0	1,500	35
Nonsect ..	6	0	98	0	0	0	0	0	0	0	7	0	....	....	....	98	.....	50,000	36
Baptist ...	1	1	16	13	14	32	0	6	3	0	....	....	....	....	....	0	.....	2,500	37
R. C	0	6	0	23	0	24	0	0	0	0	0	7	0	0	3	0	3,500	.....	38
Nonsect ..	0	2	0	10	0	36	0	10	....	....	0	0	....	....	4	0	.....	1,000	39
R. C	0	1	0	16	0	164	....	....	....	....	0	4	....	....	4	....	.....	.....	40
Nonsect ..	1	1	8	17	17	11	....	....	....	....	0	4	0	4	5	0	0	1,200	41
R. C	0	4	0	70	0	50	0	3	0	0	0	0	0	0	4	0	500	200,000	42
Nonsect ..	4	0	72	0	14	0	3	0	16	0	0	0	....	....	....	0	.....	8,000	43
Cong	1	0	15	16	45	37	0	0	4	2	0	0	....	....	4	0	700	2,575	44
Nonsect ..	1	0	13	11	10	7	2	1	0	0	0	0	0	0	4	0	.....	.....	45
Nonsect ..	0	1	6	8	19	17	2	1	3	2	....	....	....	....	4	0	0	1,500	46
M. E. So ..	1	1	25	20	25	20	6	8	....	....	....	....	....	....	4	....	.....	3,000	47
Cum.Presb	2	1	17	23	43	47	....	....	....	....	0	2	....	....	5	....	200	25,000	48
Nonsect ..	1	1	12	16	18	14	8	10	....	....	....	....	....	....	....	0	.....	600	49
Nonsect ..	2	1	12	10	50	48	10	0	....	....	0	0	0	0	....	0	.....	500	50

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries*

	State and post-office.	Name.	Principal.
	1	2	3
	ALABAMA—continued.		
51	Pushmataha	Pushmataha High School	R. H. Adams
52	Roanoke	Roanoke Normal College	R. M. Crawford, president
53	Rutledge	Rutledge High School*	Thad. H. Watkins
54	Springville	Spring Lake College	Griggs and Smith
55	Stevenson	William and Emma Austin College*	J. H. Latimer
56	Sulligent	Sulligent Academy	J. Dorman Hollis
57	Talladega	Talladega College	Rev. Geo. W. Andrews, D. D., acting president.
58	Town Creek	Town Creek Normal School	J. T. Ferguson
59	Trussville	Trussville Academy	P. L. Acton
60	Tuscumbia	Deshler Female Institute and College.*	Mary Lindsay Watkins
61	Tuskaloosa	Verner Military Institute	W. H. Verner
62	Tuskegee	Alabama Military Institute	W. D. Fonville
63	Union Springs	Union Springs Male and Female College.	J. M. Sanders
64	Vernon	Vernon Institute	C. V. Thompson
65	Walnut Grove	Walnut Grove College	C. L. Murphee
66	White Plains	Talladega District High School*	F. T. Petty
	ARKANSAS.		
67	Amity	Amity High School	Samuel M. Samson
68	Arkadelphia	Shorter University*	Rev. Thos. H. Jackson, D. D., president.
69	Barren Fork	Mount Pleasant Academy	J. P. Bingham
70	Belleville	Belleville Normal College	D. F. Montgomery
71	Berryville	Clarke's Academy	Isaac A. Clarke
72	Cauthron	Cauthron Academy	W. W. Lundy, A. B
73	Fordyce	Training School for Youths	J. D. Clary
74	Gully	Philadelphia High School	J. W. C. Gardner
75	Hamburg	Hamburg High School	J. R. Lin
76	Hope	Hope Institute	T. B. Winston
77	Little Rock	Arkansas Baptist College	Rev. Joseph A. Booker, A. M.
78	Magnolia	Columbia District High School	Bennett J. Brown
79	Mason Valley	Mason Valley Institute*	O. F. Mason
80	Monticello	Hinemon's Univerity School	J. E. Erwin
81	Ozark	Franklin Female College*	S. S. Waters
82	Paragould	Thompson's Classical Institute	R. S. Thompson
83	Pea Ridge	Pea Ridge Normal College	S. C. Parish
84	Quitman	Quitman High School	O. H. Tucker
85	Rogers	Rogers Academy	J. W. Scroggs, A. M
86	Searcy	Speers-Langford Military Institute.	Granville T. Storey
87	Sidney	Sidney Collegiate Institute	Ragan and Grisham
88	Southland	Southland College and Normal Institute.*	Edgar Ballard
89	Spielerville	New Subiaco College	Ignatius Conrad, O. S. B
90	Wilmar	Drew Normal Institute	J. L. Spence
	ARIZONA.		
91	Prescott	St. Joseph's Academy	Sister Demetria
	CALIFORNIA.		
92	Alameda	Notre Dame Academy	Sister Berchmans Joseph
93	....do	University Academy	W. W. Anderson
94	Belmont	Belmont School	W. T. Reid, A. M
95	Berkeley	Boone's University School	P. R. Boone
96	....do	Head's (Miss) School	Miss Ann Head

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	1	18	16	4	2	1	3	0	0	0	0	0	0	....	0	.....	$600	51
Nonsect ..	2	3	63	63	140	75	40	30	12	8	2	1	....	....	4	....	300	20,000	52
Nonsect ..	2	0	40	39	20	25	2	4	3	0	0	0	0	0	....	0	0	600	53
Nonsect ..	2	1	30	10	....	....	0	0	....	....	0	0	0	0	....	0	100	6,500	54
Nonsect ..	1	1	11	11	36	32	....	....	....	....	0	0	0	0	....	0	50	4,000	55
Nonsect ..	2	1	15	28	20	27	....	....	3	2	....	....	....	....	4	0	.....	5,000	56
Cong	3	2	39	26	199	277	15	1	0	1	0	3	....	....	4	0	2,000	126,992	57
Nonsect ..	2	1	29	24	45	47	9	7	7	4	4	3	3	4	....	0	.....	2,000	58
Nonsect ..	1	0	15	5	20	25	10	5	0	0	0	0	....	....	4	0	.....	1,500	59
Nonsect ..	0	1	0	10	0	20	....	....	....	....	....	....	....	....	....	....	.....	.....	60
Nonsect ..	2	0	50	0	35	0	20	10	10	0	....	....	....	....	4	30	500	10,000	61
Nonsect ..	2	1	20	4	15	3	....	....	....	....	4	0	4	0	....	24	700	15,000	62
Nonsect ..	2	0	35	32	15	38	35	32	....	....	0	0	0	0	4	....	.....	5,000	63
Nonsect ..	1	2	20	15	20	20	....	....	3	2	0	0	0	0	....	0	0	500	64
Nonsect ..	1	1	42	38	36	32	8	6	3	2	5	1	5	1	4	0	1,000	3,500	65
M. E. So ..	1	1	18	19	37	22	....	....	....	....	1	1	1	1	4	0	34	1,300	66
Christian .	2	0	24	19	43	58	0	0	2	1	1	0	1	0	....	0	250	8,000	67
A. M. E...	1	1	9	12	23	30	1	0	0	0	....	....	....	....	....	0	115	5,000	68
Nonsect ..	2	1	14	11	60	55	....	....	....	....	....	....	....	....	3	0	25	2,500	69
Nonsect ..	2	1	64	57	45	38	2	2	30	25	0	0	0	0	4	0	54	3,000	70
Nonsect ..	2	2	30	20	20	35	5	4	3	2	5	4	3	4	4	0	550	5,000	71
Nonsect ..	1	0	18	11	27	27	....	....	....	....	2	3	2	3	2	0	.....	.....	72
M. E. So ..	2	2	40	35	22	29	20	15	12	10	4	2	4	2	4	0	500	3,600	73
Nonsect ..	1	0	10	8	24	41	....	....	....	....	0	0	0	0	....	0	35	600	74
Nonsect ..	2	1	13	15	25	29	1	4	....	....	0	4	0	4	3	0	0	4,000	75
Nonsect ..	1	1	10	17	20	24	6	5	....	....	....	....	....	....	3	0	.....	8,000	76
Baptist ...	3	3	40	20	51	56	3	0	1	0	0	1	....	....	4	50	500	25,000	77
Baptist ...	1	1	2	40	40	21	1	0	0	0	1	0	1	0	....	0	40	2,000	78
Nonsect ..	1	1	6	13	44	46	0	1	....	....	....	....	....	....	4	....	250	3,000	79
Nonsect ..	1	1	31	41	7	2	4	2	1	0	4	2	4	2	4	0	200	6,020	80
Nonsect ..	0	2	0	15	0	25	0	12	0	3	0	0	0	0	4	0	30	1,500	81
Nonsect ..	2	1	44	39	5	8	5	4	4	2	1	0	1	0	4	0	500	3,000	82
Nonsect ..	2	2	65	50	57	50	....	....	....	....	10	2	....	....	2	....	400	6,000	83
Nonsect ..	0	3	25	10	15	20	8	3	9	2	....	....	....	....	5	0	600	25,000	84
Cong	3	1	55	57	0	0	2	1	....	....	9	6	2	1	4	28	1,600	22,000	85
Nonsect ..	4	0	49	0	23	0	....	....	....	....	....	....	....	....	....	....	.....	50,000	86
Nonsect ..	3	0	19	20	60	65	2	3	....	....	....	....	....	....	5	0	100	500	87
Friends...	3	3	12	15	73	65	....	....	....	....	0	1	0	1	4	0	1,200	27,000	88
R. C	6	0	30	0	0	0	10	0	10	0	0	0	0	0	....	0	3,000	.....	89
Nonsect ..	3	0	35	38	70	60	8	5	10	12	0	0	0	0	2	0	300	5,000	90
R. C	0	2	0	8	30	40	0	8	....	....	0	1	0	1	4	....	.....	.....	91
R. C	0	2	0	20	0	100	....	....	....	....	....	....	0	0	3	....	.....	.....	92
Nonsect ..	5	0	37	0	13	0	2	0	17	0	6	0	6	0	4	0	.....	8,000	93
Cong	7	1	66	1	23	0	6	0	29	0	14	0	14	0	4	67	1,200	150,000	94
Nonsect ..	6	0	45	0	0	0	4	0	41	0	16	0	15	0	4	0	2,000	20,000	95
Epis	1	13	0	52	11	32	0	12	0	1	0	12	0	5	4	0	1,700	30,000	96

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
97	Burlingame	Holtt's School for Boys*	Ira G. Holtt, M. A., Ph. D
98	Colusa	Convent School of St. Aloysius	Sister M. Bernardine
99	East Oakland	Our Lady of Lourdes Academy	Sister M. Euphrasia
100	Grass Valley	Mount St. Mary's Academy	Sister M. Columba
101	Healdsburg	Healdsburg College	R. S. Owen
102	Irvington	Curtner Seminary	H. C. Ingram
103	Lakeport	Lakeport Academy	John Overholser
104	Los Angeles (217 S. Broadway, Potomac Block).	Collegiate School for Boys and Men.	Anselm B. Brown, A. M
105	Los Angeles	Los Angeles Military Academy	Greenville C. Emery and Horace A. Brown.
106	Los Angeles (865 West 23d st.).	Marlborough School for Girls	Mrs. George A. Caswell
107	Los Angeles	Marsh's (Miss) School for Girls*	Abby Stuart Marsh
108	do	St. Mary's Academy	Sister Wilhelmina
109	Martinez	Novitiate of the Brothers of the Christian School.	Brother Theodorus
110	Marysville	College of Notre Dame	Sister Mary Loretto
111	Nordhoff	Thacker's School (Casa de Piedra Ranch).	Sherman D. Thacker, A. B., LL. B.
112	North Temescal	Sacred Heart School (girls)	Sister M. Gabriel
113	Oakland	Convent of Our Lady of the Sacred Heart.	Reverend Mother Delphine
114	do	Horton's (Miss) School	Miss Sarah W. Horton
	Ontario	Chaffey College	William T. Randall, dean
115	Pasadena (49 Euclid ave., South.)	Classical School for Boys	Stephen Cutter Clark, A. B
116	Pasadena (124 Euclid ave., South).	English-Classical School for Boys.	Miss Anna B. Orton
117	Petaluma	St. Vincent's Academy*	Sister Mary Leocadia
118	Redwood City	Academy of Notre Dame*	Sister Louis de Gonzague
119	Sacramento	Howe's High School and Normal Institute.*	Edward Howe, jr
120	Sacramento (12th and K sts.).	Sacramento Institute	Brother Ambrose
121	Sacramento	St. Joseph's Academy	Sister Mercy
122	San Diego	Academy of Our Lady of Peace	Sister of St. Joseph
123	do	Southwest Institute	Misses Way and Kinney
124	San Francisco (Ellis and Franklin sts.).	Academy of the Sacred Heart	
125	San Francisco (Dolores st., bet. 16th and 17th sts.).	College of Notre Dame	Sister Julia Theresa
126	San Francisco (1849 Jackson st.).	Hamlin School and Van Ness Seminary.	Miss Sarah D. Hamlin
127	San Francisco (2126 California st.).	Irving Institute	Rev. Edward B. Church, A. M.
128	San Francisco (2234 Pacific ave.).	Murison's (Miss) School	Miss E. L. Murison
129	San Francisco (Fremont and Harrison sts.).	Our Lady of Mercy's Academy	Sister of Mercy
130	San Francisco (1901 Powell st.).	Presentation Convent	Reverend Mother M. Josephine.
131	San Francisco (Eddy and Larkin sts.).	Sacred Heart College	Brother Erminold
132	San Francisco (1623 Broadway st.).	St. Bridgid's School*	Sister M. Valentina
133	San Francisco (671 Mission st.).	St. Vincent's School	Sister Mary Vincent
134	San Francisco (3300 Washington st.).	Trinity School	Rev. E. B. Spalding, L. H. D
135	San Francisco (2124 California st.).	Urban School	C. Brier

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.																
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	4	0	19	0	22	0	2	0	10	0	4	0	4	0	4	0	500	.....	97
R. C	0	1	0	9	29	52	....	....	....	....	0	3	....	....	....	....	.....	.....	98
R. C	0	5	0	20	30	150	0	2	0	0	0	0	0	0	3	0	500	.....	99
R. C	0	2	0	7	75	118	....	....	....	....	....	....	....	....	3	....	1,000	$50,000	100
7 Day Ad.	3	2	42	39	67	74	....	....	....	....	5	2	....	....	....	0	642	42,486	101
Christian.	2	6	0	45	0	40	....	....	....	....	0	3	0	2	....	....	.....	.....	102
Nonsect ..	1	1	20	20	....	....	....	....	4	3	1	0	....	....	4	0	300	5,000	103
Nonsect ..	1	0	10	0	11	0	1	0	1	0	0	0	....	....	....	0	.....	.....	104
Nonsect ..	4	0	18	0	50	0	4	0	4	0	0	0	....	....	4	18	1,000	40,000	105
Nonsect ..	0	5	0	75	0	75	....	....	0	6	0	7	0	2	4	0	500	10,000	106
Epis	2	3	0	12	0	32	0	1	0	0	0	6	0	0	4	....	150	2,000	107
R. C	0	3	0	50	75	50	....	....	36	0	....	....	....	....	4	....	100	10,000	108
R. C	4	0	21	0	0	0	....	....	....	....	4	0	....	....	....	....	2,000	.....	109
R. C	0	7	0	30	40	65	....	....	....	....	0	2	....	....	4	....	.....	.....	110
Nonsect ..	6	0	15	0	5	0	12	0	3	0	....	....	....	....	4	0	400	15,000	111
R. C	0	2	0	15	0	85	....	....	....	....	0	0	....	....	3	....	400	.....	112
R. C	0	5	0	12	0	60	....	....	....	....	0	4	....	....	3	0	.....	500,000	113
Nonsect ..	1	5	2	18	50	73	1	0	....	....	0	0	0	0	4	....	.....	.....	114
M. E.....	(a)	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	
Nonsect ..	2	1	16	0	17	0	15	0	....	....	0	0	0	0	4	16	2,000	.....	115
Nonsect ..	1	6	0	25	0	45	....	....	....	....	0	5	0	3	....	....	.....	.....	116
R. C	0	2	10	20	75	80	0	0	0	6	0	3	0	3	4	0	640	42,000	117
R. C	0	2	0	14	25	50	....	....	....	....	0	0	0	0	3	....	350	.....	118
Nonsect ..	2	1	15	30	50	54	0	0	6	0	....	....	....	....	3	0	860	.....	119
R. C	6	0	45	0	180	0	5	0	10	0	....	....	6	0	5	0	2,500	15,000	120
R. C	0	4	0	30	0	170	0	0	....	....	0	4	0	4	....	0	200	.....	121
R. C	0	2	0	30	60	90	....	....	....	....	0	4	....	....	4	....	.....	.....	122
Nonsect ..	0	5	0	24	12	54	0	3	0	6	0	3	0	3	4	0	200	6,000	123
R. C	0	8	0	90	0	16	....	....	....	....	0	4	0	0	2	0	2,500	.....	124
R. C	0	3	0	30	20	170	....	....	....	....	0	4	0	0	....	0	1,600	300,000	125
Nonsect ..	0	10	0	52	5	40	0	3	0	3	....	....	....	....	4	....	2,000	5,000	126
P. E	4	6	0	46	10	124	0	5	0	0	0	14	0	4	4	0	2,000	.....	127
Nonsect ..	3	5	0	45	0	30	0	0	0	9	0	2	0	0	4	0	500	.....	128
R. C	0	4	0	20	250	220	0	11	0	0	....	....	....	....	3	....	714	.....	129
R. C	0	1	0	16	0	0	0	0	0	0	0	0	0	0	3	....	6,000	30,000	130
R. C	5	0	150	0	350	0	60	0	100	0	10	0	10	0	3	0	5,000	40,000	131
R. C	0	2	0	13	170	243	....	....	....	....	0	3	....	....	....	....	1,000	.....	132
R. C	0	4	10	78	347	460	....	....	....	....	3	4	....	....	3	....	.....	23,000	133
Epis	7	0	60	0	43	0	8	0	0	0	12	0	6	0	4	0	250	40,000	134
Nonsect ..	3	2	22	0	40	0	2	0	13	0	....	....	2	0	4	0	100	.....	135

a See University table for statistics of Chaffey College.

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CALIFORNIA—continued.		
136	San Francisco (2014 Van Ness ave.).	West's (Miss) School for Girls	Miss Mary B. West
137	San Francisco (1718 Sacramento st.).	Ziska Institute (Girls)	Mme. B. Ziska, M. A
138	San Jose (San Fernando st., bet. Market and 1st sts.).	St. Joseph's College* (Boys)	Rev. D. J. Mahoney, S. J
139	San Leander	Saint Mary's Academy	Sisters of St. Dominic
140	San Luis Obispo	Academy of Immaculate Heart of Mary.	Sister Mencia
141	San Mateo	St. Margaret's School	Rev. George Wallace, A. M
142	....do	St. Matthew's School	Rev. Alfred Lee Brewer, D. D.
143	San Rafael	Dominican College	Mother Louis
144	....do	Mount Tamalpais Military Academy.	Arthur Crosby, A. M
145	....do	Selbourne School for Boys	Rev. Charles Hitchcock
146	Santa Barbara	Santa Barbara Collegiate Institute	T. H. McCune, M. A
147	Santa Clara	Notre Dame Academy	Sister Louis de Gonzague
148	Santa Cruz	School of the Holy Cross	Sister M. Joseph
149	Santa Rosa	Ursuline Academy of the Sacred Heart.	Sister Agatha Reynolds
150	Shorb	Academy of the Holy Names*	Sister Mary Delphine
151	Stockton	St. Agnes Academy	Sister M. Rose
152	....do	St. Mary's College	Brother John Henry
153	Vallejo (Florida st.)	St. Vincent's Convent School	Sister M. Agnes
154	Woodland	Academy of Holy Rosary	G. M. Barbara
	COLORADO.		
155	Boulder	Mount St. Gertrude	Sister M. Marguerite
156	Canon City	Mount St. Scholastica's Academy	Sister M. Callista Blake
157	Del Norte	The Presbyterian College of the Southwest.	Enos P. Baker, president
158	Leadville	St. Mary's School	Sister M. Agatha
159	Montclair	Jarvis Hall Military Academy	George Clarke, Ph. D
	CONNECTICUT.		
160	Baltic	Academy of the Holy Family	Sister Mary Carine
161	Black Hall	Black Hall School	Charles G. Bartlett
162	Bridgeport (89 Courtland Hill).	The Courtland School	Miss Frances A. Marble
163	Bridgeport (176 Park ave.)	Park Avenue Institute	Seth B. Jones
164	Bridgeport (416 Fairfield ave.).	The University School	Vincent C. Peck
165	Brookfield Center	The Curtis School for Boys	Frederick S. Curtis
166	Cheshire	Episcopal Academy of Connecticut	E. D. Woodbury
167	Clinton	Morgan School	Dwight Holbrook
168	Colchester	Bacon Academy	James R. Tucker
169	Cornwall	Housatonic Valley Institute	H. B. MacFarland, S. B
170	Easton	Easton Academy	William M. Gallup
171	Fairfield	Fairfield Academy	Francis H. Brewer
172	Falls Village	The David M. Hunt School	Frederick T. Persons, B. A
173	Farmington	Porter (Miss) and Dow's (Mrs.) School.	Miss Porter and Mrs. Dow
174	Glastonbury	Glastonbury Academy	S. Archibald Smith, B. A
175	Greenwich	Greenwich Academy	J. H. Root
176	Hamden	Hamden Hall	Wm. C. Raymond
177	Hartford (1204 Asylum ave.)	Woodside Seminary	Miss Sara J. Smith
178	Lakeville	The Hotchkiss School	Edward G. Coy, M. A
179	....do	The Taconic School for Girls	Miss Eliza Hardy Lord
180	Lyme	Boxwood School	Mrs. Richard Sill Griswold

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	10	0	68	12	62	0	6	....	....	0	4	0	4	....	0	.....	$40,000	136
Nonsect ..	2	3	0	20	0	20	0	2	0	0	0	0	....	....	3	0	500	.....	137
R. C	5	0	73	0	47	0	26	0	....	....	2	0	....	....	....	....	300	.....	138
R. C	0	1	0	7	0	93	....	....	....	....	....	....	....	....	3	....	.....	.....	139
R. C	0	2	0	40	50	63	0	0	0	0	0	0	0	0	4	0	.....	.....	140
P. E	1	2	2	6	3	10	....	....	....	....	0	1	....	....	3	0	.....	.....	141
Epis	7	0	55	0	80	0	8	0	20	0	14	0	10	0	4	55	1,000	.....	142
R. C	0	2	0	45	0	20	....	....	....	....	0	2	....	....	4	....	.....	100,000	143
Presby ...	8	2	56	0	29	0	8	0	40	0	11	0	8	0	4	56	2,000	50,000	144
Nonsect ..	4	0	12	0	26	0	3	0	11	0	2	0	2	0	4	0	2,000	45,000	145
Nonsect ..	2	2	15	8	14	8	3	0	13	0	3	2	3	2	4	0	400	7,000	146
R. C	0	2	0	16	0	134	0	0	0	0	0	0	0	0	3	0	.....	.....	147
R. C	0	5	0	20	0	180	0	20	0	0	0	0	0	0	4	0	600	50,000	148
R. C	0	4	0	18	0	7	....	....	....	....	0	3	....	....	....	....	.....	.....	149
R. C	0	5	0	40	....	....	....	....	....	....	0	2	....	....	4	0	500	.....	150
R. C	0	3	0	37	32	269	....	....	....	....	0	7	....	....	4	0	.....	.....	151
R. C	1	0	28	0	122	0	....	....	....	....	3	0	....	....	3	0	.....	.....	152
R. C	0	3	16	27	180	207	16	27	....	....	2	6	....	....	3	43	.....	.....	153
R. C	0	4	0	18	0	60	....	....	....	....	0	2	....	....	....	....	780	.....	154
R. C	0	2	5	11	23	26	0	3	0	0	0	0	0	0	4	0	.....	40,000	155
R. C	0	5	0	31	0	14	0	5	0	5	0	0	....	....	....	....	.....	.....	156
Presb.....	2	2	12	7	13	1	2	0	1	1	5	0	1	0	4	0	2,700	12,686	157
R. C	1	1	26	28	324	272	3	0	....	....	....	....	....	....	4	....	.....	.....	158
Epis	4	0	19	0	2	0	2	0	8	0	4	0	4	0	4	19	1,600	150,000	159
R. C	1	5	0	29	0	40	....	....	....	....	0	3	....	....	4	....	1,500	.....	160
Epis	5	1	32	0	10	0	15	0	9	0	0	12	0	8	4	0	1,000	.....	161
Nonsect ..	0	5	0	35	1	51	0	1	....	....	0	2	0	1	4	0	.....	.....	162
Nonsect ..	2	1	33	0	22	0	7	0	16	0	10	0	10	0	5	0	2,000	28,000	163
Nonsect ..	6	1	46	0	29	0	25	0	12	0	3	0	3	0	5	0	850	1,600	164
Nonsect ..	2	3	10	0	15	0	5	0	5	0	....	....	....	....	....	0	350	.....	165
P. E	3	0	45	0	9	0	9	0	26	0	12	0	9	0	4	45	400	50,000	166
Nonsect ..	3	3	47	53	100	109	3	8	3	0	3	10	1	4	4	0	2,750	70,000	167
Nonsect ..	1	1	25	30	0	0	5	4	....	....	3	8	3	4	4	0	450	5,000	168
Nonsect ..	1	1	10	9	2	1	3	0	1	0	3	0	1	0	4	0	50	40,000	169
Nonsect ..	1	0	15	6	2	2	2	0	0	0	2	0	2	0	4	0	297	.....	170
Nonsect ..	1	2	8	12	10	0	1	0	....	....	....	....	....	....	4	0	100	2,000	171
Nonsect ..	1	1	6	13	2	1	4	2	....	....	3	1	3	0	4	0	2,500	20,000	172
Nonsect ..	0	10	0	80	0	30	....	....	....	....	....	....	....	....	....	....	3,000	.....	173
Nonsect ..	1	1	21	44	13	17	0	0	4	5	2	0	0	0	4	0	0	4,000	174
Nonsect ..	3	0	10	8	27	10	8	2	....	....	2	0	....	....	4	....	.....	5,000	175
Nonsect ..	1	1	3	3	4	5	0	0	1	0	0	0	0	0	....	0	0	6,000	176
Epis	0	6	0	21	0	0	....	....	....	....	0	2	....	....	....	....	1,000	.....	177
Cong	8	0	107	0	0	0	68	0	39	0	26	0	26	0	4	0	1,091	250,000	178
Nonsect ..	1	4	1	28	8	4	1	2	0	4	....	....	....	....	....	....	500	.....	179
Nonsect ..	1	6	0	20	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	180

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	CONNECTICUT—continued.		
181	Mystic	Mystic Valley English and Classical Institute.	John Knight Bucklyn
182	New Canaan	New Canaan Institute	Mrs. E. F. Ayres
183	New Haven (18 Insurance Building).	Gile Grammar School	Theo. B. Wilson
184	New Haven (High st.)	Hopkins Grammar School	George L. Fox, rector
185	New Haven (97 Whitney ave.).	Johnstone's (Miss) School	Miss Mary Sibyl Johnstone
186	New Haven (57 Elm st.)	Orton and Nichols (Misses) School	Miss Rebecca Orton and Miss Emily R. Nichols.
187	New Haven (56 Hillhouse ave.).	West End Institute, boarding and day school for girls.	Mrs. and Miss Cady
188	New Haven (33 Wall st.)	Whedon's (Miss) School for Girls and Boys.	Miss Susan H. Whedon
189	New Haven (424 Temple st.)	Willard's (Miss) School for Girls	Miss Charlotte A. Willard
190	New London	Bulkeley School	Walter A. Towne
191	do	Williams Memorial Institute	Colin S. Buell
192	New Milford	Ingleside School	Mrs. William D. Black
193	do	Rectory School	Rev. Haynes L. Everest
194	New Preston	Upson Seminary	Rev. Henry Upson
195	Newtown	Newtown Academy	H. H. Hoyt
196	Norfolk	The Robbins School	Howard W. Carter
197	North Stonington	Edgar Wheeler School	H. S. Young, B. A
198	Norwalk	Baird's (Miss) Institute	Miss Cornelia F. Baird
199	Norwalk (Hillside)	Mead's (Mrs.) School for Girls	Mrs. Melville Emory Mead
200	Norwalk	Norwalk Preparatory School	Carl A. Harstrom, A. M
201	Norwich (280 Broadway)	Norwich Free Academy	Robert P. Keep, Ph.D
202	Pomfret	Pomfret School	Wm. Beach Olmstead
203	Putnam	Notre Dame Academy	
204	Redding	Hill Academy	Fred. J. Perrine
205	Saybrook	Shepard's (Miss) Private School	Miss F. C. Shepard
206	Simsbury	McLean Seminary	John B. McLean
207	Stamford	Aiken's (Miss) School for Young Ladies.*	Mrs. Harriet B. E. Devan
208	do	King's School for Boys	Hiram U. King
209	Stamford (5 and 7 Willow st.).	Low's (Miss) Boarding School	Miss Low and Miss Heywood.
210	Suffield	Connecticut Literary Institution	Harry L. Thompson, P. B
211	Wallingford	Rosemary Hall	Miss Caroline Ruutz-Rees
212	Washington	The Gunnery	John C. Brinsmade
213	Waterbury	Congregation de Notre Dame	Sister St. Stanislaus
214	do	St. Margaret's School	Miss Mary R. Hillard
215	Watertown	The Taft School	Horace D. Taft
216	Westport	Staples High School	Henry S. Pratt
217	Wilton	Wilton Academy	Edward Olmstead
218	do	Wilton Educational Institute	Charles W. Whitlock
219	Winsted	Gilbert School*	John Eastman Clarke, Ph. D.
220	Woodbury	Parker Academy	Hamilton Byron Moore
221	Woodstock	Woodstock Academy	E. R. Hall, A. B
	DELAWARE.		
222	Dover	Wilmington Conference Seminary	W. L. Gooding
223	Newark	Academy of Newark	J. David Jaquette
224	Wilmington	Friends School	Isaac T. Johnson
	DISTRICT OF COLUMBIA.		
225	Georgetown	The Linthicum Institute	R. C. Balinger
226	Washington (Maryland ave. and 8th st. SW.).	Academy of the Sacred Heart	Sister Mary Wilfrid, O. S. D

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	1	7	4	13	6	5	1	....	....	3	0	....	....	4	6	1,000	$7,000	181
Protestant	0	2	13	11	0	0	3	0	2	0	....	....	....	....	4	0	.....	7,000	182
Nonsect ..	2	0	21	0	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	183
Nonsect ..	3	1	73	0	11	0	36	0	37	0	12	0	12	0	4	0	300	30	184
Nonsect ..	3	8	0	21	0	18	0	1	0	4	0	0	0	0	4	0	.....	.....	185
Nonsect ..	0	6	0	27	0	8	....	....	....	....	0	1	0	1	4	....	.....	.....	186
Cong	0	5	0	46	0	40	0	0	0	7	0	5	....	....	....	....	.....	.....	187
Nonsect ..	0	6	22	1	....	....	....	....	....	....	....	....	....	....	4	0	.....	.....	188
Nonsect ..	0	4	0	25	0	4	0	0	0	3	0	3	0	3	....	0	.....	.....	189
Nonsect ..	4	0	110	0	0	0	6	0	3	0	20	0	1	0	3	0	400	75,000	190
Nonsect ..	1	8	0	169	0	0	0	15	0	2	0	26	0	6	4	0	850	125,000	191
Epis	0	6	0	50	0	20	....	....	....	....	0	11	0	1	....	....	.....	100,000	192
Epis	4	0	25	0	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	193
Cong	2	0	9	2	4	2	3	0	....	....	2	0	....	....	4	....	250	.....	194
Epis	1	1	12	10	13	20	0	0	0	0	0	0	0	0	4	0	46	10,000	195
Nonsect ..	2	3	14	10	4	0	8	4	2	0	4	3	3	2	4	0	250	25,000	196
Nonsect ..	1	0	6	11	0	0	4	7	....	....	1	0	....	....	3	0	70	.....	197
Epis	4	8	0	48	0	0	....	....	....	....	0	6	....	....	....	....	.....	.....	198
Nonsect ..	1	4	0	20	2	12	0	3	0	15	0	7	0	7	4	0	2,000	25,000	199
Epis	2	0	12	0	0	0	3	0	3	0	5	0	5	0	3	0	.....	.....	200
Nonsect ..	6	6	126	172	0	0	30	18	17	7	23	33	16	8	4	0	11,000	200,000	201
Epis	9	0	76	0	0	0	65	0	11	0	7	0	7	0	....	0	800	75,000	202
R. C	0	4	0	35	0	20	....	....	....	....	0	1	....	....	4	....	400	.....	203
Nonsect ..	1	0	4	4	2	2	....	....	....	....	....	....	....	....	....	0	.....	.....	204
Nonsect ..	0	1	0	4	8	5	0	0	0	0	0	0	0	0	3	0	200	3,000	205
Nonsect ..	0	1	3	23	4	8	....	....	0	4	0	2	0	2	4	....	.....	1,300	206
Nonsect ..	3	8	0	21	9	31	0	4	0	0	0	1	0	1	4	0	.....	.....	207
Nonsect ..	3	0	27	0	24	0	10	0	7	0	3	0	3	0	5	0	250	25,000	208
Epis	1	11	0	69	0	0	....	....	....	....	0	5	0	4	....	....	.....	.....	209
Bapt.....	5	0	47	17	10	15	10	5	10	8	47	17	6	0	4	0	2,000	175,000	210
Epis	1	8	0	30	0	0	0	7	....	....	0	5	0	4	4	....	250	10,000	211
Nonsect ..	4	4	32	10	19	2	5	0	16	2	6	1	6	1	....	0	.....	.....	212
R. C	1	5	0	44	0	160	0	20	....	....	0	10	....	....	4	....	4,000	100,000	213
Epis	0	14	0	90	0	80	0	7	....	....	0	6	0	3	5	....	.....	.....	214
Nonsect ..	6	0	57	0	0	0	24	0	33	0	13	0	13	0	5	0	400	30,000	215
Nonsect ..	1	1	10	15	10	12	....	....	....	....	1	5	....	....	3	....	1,000	.....	216
Cong	1	5	5	4	0	1	....	....	....	....	....	....	....	....	....	....	.....	.....	217
Nonsect ..	2	0	28	0	20	0	4	0	2	0	10	0	4	0	4	0	1,000	20,000	218
Nonsect ..	2	4	54	79	0	0	0	5	8	2	2	9	1	3	4	0	3,300	105,000	219
Nonsect ..	1	1	7	5	11	10	0	2	2	1	0	0	0	0	....	0	150	3,000	220
Nonsect ..	1	3	34	13	5	4	0	1	3	1	4	5	0	1	4	0	500	.....	221
M. Epis...	4	2	54	52	20	33	10	0	2	0	13	11	5	1	3	0	2,300	75,000	222
Nonsect ..	2	1	20	10	4	7	....	....	2	0	0	3	....	....	3	0	500	10,000	223
Friends...	5	2	53	40	61	52	1	3	6	1	2	6	2	3	4	0	763	35,000	224
Nonsect ..	6	0	43	0	82	0	0	0	0	0	0	0	0	0	....	0	0	30,000	225
R. C	0	4	0	15	0	50	0	0	0	0	0	2	....	....	4	0	1,000	75,000	226

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	DISTRICT OF COLUMBIA—continued.		
227	Washington	Academy of the Visitation	Mother Mary Agnes Mathaney
228	Washington (1342 Vermont ave.).	Chenoweth Institute	Miss Chenoweth and Mrs. E. C. Sloan. *
229	Washington (914 14th st. NW.).	Emerson Institute	Charles B. Young, Ph. D
230	Washington (1409 Corcoran st.).	English and Classical School for Boys.	Wm. H. Putnam
231	Washington (1811 I st. NW.).	Friends Select School	T. W. Sidwell
232	Washington (1212-1214 14th st. NW.).	Gunston Institute (Girls)	Mr. and Mrs. Beverly R. Mason.
233	Washington (1312 Massachusetts ave.).	Holy Cross Academy	Sister M. Angelica
234	Washington (1623 N. st. NW.).	McDonald-Ellis School for Girls	Edwin R. Lewis, A. M., M. D.
235	Washington (1100 M. st. NW.).	Mount Vernon Seminary *	Mrs. Elizabeth J. Somers
236	Washington (822 Connecticut ave.).	National Capital University School.	Warren Waverly Phelan
237	Washington (1206 18th st.)	The Olney School	Misses Dorsey
238	Washington (601 East Capitol st.).	St. Cecilia's Academy	Mother M. Augusta
239	Washington (1225 Vermont ave.).	St. John's College	Rev. Brother Fabrician
240	Washington	School of Notre Dame	Sister Mary Euphrasia
241	Washington (1823 Jefferson place).	The University School	Robert L. Preston, A. B
242	Washington (3d and T sts. NW.).	Washington College for Young Ladies.	F. Menefee
243	Washington	Wayland Seminary and College	George Rice Hovey
	FLORIDA.		
244	Gainesville	Tebeau's (Miss) Boarding and Day School.	Miss Maggie Tebeau
245	Jacksonville	Edward-Waters College	Rev. J. P. Q. Wallace
246	....do	St. Joseph's Academy *	Mother M. Clavorie *
247	Key West	Convent of Mary Immaculate *	Sister Mary Florentine, superior.
248	San Antonio	Holy Name Academy	Rev. Mother Boniface, O. S. B.
249	Tampa	Convent of the Holy Names	Sister M. Theophile, superior.
	GEORGIA.		
250	Arabi	Houston High School	J. E. Powell
251	Athens (312 Prince ave.)	Home School for Young Ladies	Miss C. Sosnowski
252	Athens	Jernel Academy	J. H. Brown
253	....do	Knox Institute	L. S. Clark, A. M
254	Atlanta (99 Leonard st.)	Spelman Seminary	Harriet E. Giles
255	Atlanta	Washington Seminary	Mrs. W. T. Chandler
256	Auburn	Perry-Rainey College *	Wm. Henry Strickland
257	Augusta	Academy of Richmond County	Charles H. Withrow
258	....do	St. Mary's Academy	Sister Mary Peter
259	....do	Summerville Academy	Arthur Grabowskie, Ph. D.
260	Birmingham	Birmingham High School	J. O. Brand
261	Blue Ridge	Blue Ridge High School *	W. W. Gaines
262	Canton	Etowah Military Institute *	C. L. Gunnels
263	Carnesville	Carnesville High School	W. H. Cobb
264	Cartersville	West End Institute *	Mrs. Florence C. Harris
265	Cedartown	The Samuel Benedict Memorial School.	Ernest M. Benedict, A. B

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	10	0	70	0	20	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	.....	227
Meth	2	2	1	22	2	5	0	2	.....	.....	0	0	.....	.....	5	0	500	.....	228
Nonsect	1	1	45	0	15	0	15	0	10	0	14	0	8	0	4	0	400	.....	229
Nonsect	2	1	7	5	3	0	2	0	1	0	1	0	1	0	4	0	.....	.....	230
Nonsect	2	8	34	33	84	40	3	2	7	3	2	5	2	3	4	0	500	$65,000	231
Nonsect	5	15	0	45	0	0	0	3	.....	.....	0	2	0	2	.....	.....	.....	.....	232
R. C	0	7	0	55	0	75	.....	.....	.....	.....	0	6	.....	.....	4	.....	.....	.....	233
Nonsect	0	14	0	40	0	15	.....	.....	.....	.....	0	10	0	1	.....	.....	2,000	.....	234
Nonsect	0	4	0	80	0	45	0	5	.....	.....	0	13	.....	.....	.....	.....	2,000	.....	235
Nonsect	4	0	25	0	8	0	6	0	10	0	5	0	5	0	4	0	1,000	.....	236
Nonsect	0	5	0	16	0	11	.....	.....	.....	.....	0	0	0	0	4	0	400	300	237
R. C	2	3	0	29	35	121	0	3	0	2	0	3	0	2	4	0	1,200	.....	238
R. C	6	0	73	0	42	0	73	0	0	0	10	0	10	0	4	0	3,500	150,000	239
R. C	0	4	0	80	0	520	0	0	0	0	0	1	.....	.....	.....	.....	3,000	.....	240
Nonsect	3	0	23	0	11	0	7	0	16	0	3	0	3	0	.....	0	.....	.....	241
Nonsect	0	15	0	54	0	6	.....	.....	.....	.....	0	6	.....	.....	.....	.....	2,000	125,000	242
Bapt	4	5	52	41	27	21	17	3	.....	.....	8	13	4	0	4	52	2,000	60,000	243
P. E	0	2	0	15	0	40	.....	.....	.....	.....	0	1	.....	.....	.....	.....	.....	10,000	244
A. M. E	1	1	5	7	47	39	0	0	0	0	.....	.....	0	0	4	0	100	25,000	245
R. C	0	2	0	26	56	135	0	0	0	0	0	1	0	0	4	0	300	50,000	246
R. C	0	2	0	23	153	429	.....	.....	.....	.....	0	2	.....	.....	.....	.....	300	75,000	247
R. C	0	5	0	14	8	9	0	2	.....	.....	.....	.....	.....	.....	.....	.....	300	10,000	248
R. C	0	4	10	39	247	326	3	5	.....	.....	2	3	.....	.....	4	0	1,000	40,000	249
Bapt	1	4	66	44	65	27	5	2	.....	.....	7	6	7	6	3	0	300	3,000	250
Nonsect	0	4	0	25	0	35	.....	.....	.....	.....	0	5	0	5	.....	.....	600	.....	251
Bapt	1	2	24	19	77	101	2	2	.....	.....	2	3	.....	.....	4	.....	212	10,000	252
Cong	2	1	10	10	103	181	10	10	.....	.....	1	3	1	3	3	0	125	4,000	253
Bapt	0	9	0	53	0	397	.....	.....	0	6	0	8	0	0	4	0	3,300	160,000	254
Nonsect	1	7	0	106	0	53	0	8	.....	.....	0	18	0	4	4	0	3,000	40,000	255
Bapt	1	1	78	54	116	52	10	11	7	9	6	7	0	0	4	0	.....	10,000	256
Nonsect	5	0	101	0	0	0	.....	.....	.....	.....	0	13	.....	.....	4	101	.....	75,000	257
R. C	0	4	0	32	0	153	.....	.....	.....	.....	0	5	0	3	4	.....	.....	.....	258
Nonsect	1	2	14	7	41	53	4	3	7	2	0	0	0	0	2	0	1,200	7,200	259
M. E. So	1	1	17	24	33	30	3	1	.....	.....	3	1	3	1	.....	.....	.....	.....	260
Meth	1	0	5	5	75	43	.....	.....	.....	.....	0	0	0	0	3	0	200	1,500	261
Nonsect	2	2	30	24	55	56	5	5	.....	.....	.....	.....	.....	.....	4	.....	350	1,500	262
Nonsect	1	1	26	18	57	73	4	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,600	263
Nonsect	1	1	10	40	20	20	2	6	1	0	0	6	3	2	4	0	1,000	8,000	264
Nonsect	3	1	17	13	62	40	.....	.....	1	3	2	2	1	1	3	0	1,000	25,000	265

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	GEORGIA—continued.		
266	Cleveland	Cleveland Academy	Prof. A. E. Lashley
267	Cochran	New Ebenezer College *	A. M. Duggan
268	Columbus	Moore's (Miss) Private School	Miss Ruth Moore
269	do	Wynnton College	J. E. McRee
270	Crawfordville	Stephens High School	Jordan H. Sanford
271	Dalton	McLellan School	J. G. McLellan
272	Decatur	Agnes Scott Institute	F. H. Gaines, president
273	do	Donald Fraser High School (Boys)	G. Holman Gardner
274	Dixie	Dixie Academy *	L. K. Benson
275	Everett Springs	Everett Springs Seminary	W. J. Moore
276	Fairmount	Fairmount College	Rev. J. A. Sharp, A. B.
277	Forsyth	Banks Stephens Institute *	Carle R. Thompson
278	Greensboro	Thomas Stock's Institute	G. F. Oliphant and J. W. Dennington.
279	Greenville	Greenville Masonic Institute	J. Walter Mason
280	Hamilton	West Georgia Agricultural and Mechanical College.	J. O. Pettis
281	Hartwell	Hartwell Institute *	M. L. Parker, A. M.
282	Hiawassee	Hiawassee High School	A. B. Greene, A. B
283	Irwinton	Talmage Institute	J. C. V. Worthy, A. M
284	Jackson	Jackson Institute	H. R. Hunt
285	Jefferson	Martin Institute	C. B. La Hatte, A. M., Ph. D.
286	Lagrange	Park High School	R. E. Park
287	Lavonia	Lavonia Institute *	A. K. Snead
288	Leo	Mossy Creek High School	J. W. Smith
289	Lexington	Meson Academy	N. H. Ballard
290	Lincolnton	Lincolnton High School	George D. Godard
291	McIntosh	Dorchester Academy	Fred. W. Foster
292	McRae	South Georgia College	Reuben J. Stronier
293	Macon	Ballard Normal School	Geo. C. Burrage
294	do	St. Stanislaus Novitiate	Rev. John Brislan, S. J
295	Monroe	Johnston Institute	J. M. Caldwell
296	Monticello	Monticello Male and Female Academy.	J. E. Hall
297	Mount Zion	Mount Zion Seminary	W. T. Morris
298	Oliver	Oliver High School *	H. A. Heidt
299	Ringgold	Ringgold Literary and Normal Institute.	W. E. Bryan
300	Savannah (512 Harris st.)	Beach Institute	Miss Mertie L. Graham
301	Savannah (334 Bull st.)	Savannah Academy	John Taliaferro
302	Senoia	Excelsior Training School	W. Beauford Davis
303	Shellman	Shellman Institute	Chas. R. Jenkins
304	Stellaville	Stellaville High School	Prof. Thos. Davis
305	Sumach	Sumach Seminary *	Miss O. A. Henry
306	Sylvania	Sylvania Academy	S. J. Overstreet
307	Talbotton	Le Vert College	J. A. Bryan
308	Tennille	Tennille Institute	Z. Whitehurst
309	Thomaston	R. E. Lee Institute	N. W. Hurst
310	Thomasville	South Georgia College	Miss E. H. Merrill and Prof. A. G. Miller.
311	Thomson	Geo. F. Pierce Collegiate Institute *	Isaac A. Gibson, A. M., M. D.
312	Warrenton	Warrenton Academy *	J. E. Purks
313	Washington	St. Joseph's Academy	Mother Clemence
314	Waynesboro	Waynesboro Academy *	N. B. F. Close
315	Weston	Weston High School	O. L. Spurlin
316	Whitesburg	Hutcheson Collegiate Institute	R. F. Hodnett
	IDAHO.		
317	Boise	St. Teresa's Academy	Sister M. Francis Clare
318	Caldwell	College of Idaho	William Judson Boone
319	Lewiston	Episcopal School	Rev. J. D. McConkey

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	1	13	20	54	52	3	2	1	0	0	0	.....	.....	.....	.....	.....	.....	266
Bapt.....	1	1	19	21	54	65	8	5	11	16	5	3	5	3	3	38	.....	$25,000	267
Nonsect..	0	1	8	13	13	6	.....	.....	.....	.....	0	0	0	0	.....	.....	.....	.....	268
Nonsect..	1	1	15	30	40	30	5	5	2	3	2	4	2	4	3	0	.....	5,000	269
Nonsect..	1	1	42	14	34	38	42	14	.....	.....	0	0	0	0	.....	0	.....	2,000	270
Nonsect..	1	0	15	0	10	0	.....	.....	.....	.....	.....	.....	.....	.....	4	0	150	1,000	271
Presb.....	0	11	0	113	0	107	.....	.....	.....	.....	0	1	.....	.....	4	.....	1,200	100,000	272
Presb.....	3	0	30	0	65	0	10	0	.....	.....	5	0	3	0	3	0	750	5,000	273
Nonsect..	1	0	11	9	15	12	11	9	0	0	.....	.....	.....	.....	.....	.....	.....	.....	274
Nonsect..	2	0	30	25	.....	.....	2	0	.....	.....	0	0	.....	.....	4	0	40	1,200	275
Meth.....	2	3	40	41	110	106	2	0	1	0	3	3	.....	.....	4	0	195	10,500	276
Nonsect..	2	2	22	28	76	81	0	0	0	0	1	7	0	0	4	42	200	8,000	277
Nonsect..	0	2	29	27	46	41	15	14	0	0	0	0	.....	.....	.....	0	50	10,000	278
Nonsect..	1	0	10	17	29	36	4	6	0	0	2	5	2	5	3	0	.....	2,500	279
Nonsect..	0	1	14	18	9	2	5	4	.....	.....	.....	.....	.....	.....	.....	0	.....	8,000	280
Nonsect..	0	3	47	60	93	112	2	4	.....	.....	3	4	2	4	.....	.....	300	5,000	281
Bapt.....	2	2	125	75	0	0	25	5	.....	.....	6	6	.....	.....	4	0	200	2,000	282
Nonsect..	1	0	15	22	25	32	2	6	2	0	0	0	0	0	4	0	3	1,000	283
Nonsect..	2	2	50	50	70	100	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	6,500	284
Nonsect..	2	1	30	50	40	61	.....	.....	.....	.....	0	0	0	0	3	0	300	18,000	285
Protestant	2	0	50	0	57	0	10	0	5	0	.....	.....	.....	.....	3	.....	1,200	2,000	286
Nonsect..	1	0	25	21	100	105	10	2	0	0	0	0	0	0	3	0	0	5,000	287
Meth.....	1	0	20	10	60	40	8	2	0	0	0	0	0	0	3	0	18	2,500	288
Nonsect..	1	0	8	7	30	34	2	3	.....	.....	.....	.....	.....	.....	3	0	450	150	289
Nonsect..	0	2	10	10	20	20	6	2	0	0	0	0	0	0	4	0	100	600	290
Cong.....	1	3	18	16	183	227	3	0	.....	.....	3	0	.....	.....	5	0	300	12,000	291
Meth.....	2	2	42	39	59	77	5	0	5	0	2	0	1	1	4	0	250	16,000	292
Cong.....	1	2	18	52	107	271	1	1	.....	.....	0	6	0	1	5	0	3,000	35,000	293
R. C.....	2	0	29	0	0	0	.....	.....	.....	.....	0	0	.....	.....	.....	0	6,000	50,000	294
Nonsect..	1	0	18	25	0	0	2	10	.....	.....	0	5	0	5	3	0	375	2,500	295
Nonsect..	2	0	15	15	45	55	5	8	.....	.....	1	2	1	2	5	0	100	3,500	296
M. E. So..	0	2	16	18	64	72	6	3	.....	.....	.....	.....	.....	.....	4	0	.....	6,000	297
Nonsect..	1	0	20	19	0	0	1	0	0	0	0	0	0	0	4	0	.....	1,000	298
Nonsect..	0	1	5	25	65	60	2	1	1	1	.....	.....	.....	.....	4	0	100	3,000	299
Cong.....	0	2	5	30	95	145	.....	.....	2	6	2	16	.....	.....	2	0	100	.....	300
Nonsect..	2	0	17	0	20	0	16	0	0	0	.....	.....	.....	.....	4	0	250	12,000	301
Bapt.....	3	0	30	17	57	32	12	7	0	4	.....	.....	.....	.....	4	24	.....	3,000	302
Nonsect..	2	0	30	15	30	37	1	0	2	6	3	3	3	3	3	0	0	2,800	303
Nonsect..	1	1	11	19	40	44	0	2	.....	.....	0	0	0	0	3	0	0	1,000	304
Nonsect..	2	1	31	18	60	56	7	2	2	0	3	1	2	1	3	0	40	2,000	305
Nonsect..	0	1	7	7	32	36	2	3	.....	.....	0	3	3	0	4	.....	.....	600	306
Nonsect..	2	0	25	39	20	34	.....	.....	.....	.....	0	4	0	4	3	0	397	3,000	307
Nonsect..	1	5	13	17	75	80	8	7	2	1	3	7	2	5	3	0	500	15,000	308
Nonsect..	2	2	28	37	.....	.....	.....	.....	.....	.....	3	10	2	2	.....	0	200	9,000	309
Nonsect..	1	6	52	22	61	49	8	5	6	3	0	4	0	4	4	.....	500	20,000	310
Nonsect..	0	5	30	34	52	68	24	28	.....	.....	2	1	2	1	4	0	250	4,000	311
Nonsect..	1	2	26	42	48	34	12	20	.....	.....	2	10	2	10	3	0	250	6,000	312
R. C.....	0	3	0	20	0	40	0	2	.....	.....	0	6	0	1	4	0	500	.....	313
Nonsect..	1	0	17	20	58	55	10	16	1	2	0	0	0	0	2	0	125	9,000	314
Nonsect..	1	1	30	15	20	15	3	5	.....	.....	3	5	3	5	4	0	0	750	315
Meth.....	1	1	40	25	100	60	5	2	0	0	0	0	0	0	4	0	315	3,500	316
R. C.....	0	3	0	30	20	70	.....	.....	.....	.....	0	1	.....	.....	4	.....	250	15,000	317
Presb.....	2	1	20	30	0	0	5	4	0	0	1	6	1	0	4	0	1,000	5,000	318
P. E.....	1	0	6	2	0	1	0	0	0	0	0	0	0	0	.....	0	0	.....	319

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	IDAHO—continued.		
320	Lewiston	St. Aloysius College	Rev. M. Meyer, S. J
321	Paris	Bear Lake Stake Academy	W. W. Billings
322	Preston	Oneida Stake Academy	Josiah E. Hickman
323	Rexburg	Bannock Stake Academy	George Cole
	ILLINOIS.		
324	Albion	Southern Collegiate Institute	F. B. Hines
325	Alton	Ursuline Academy of the Holy Family.	Mother Theresa
326	Anna	Union Academy	E. Wood
327	Belleville	Academy of the Immaculate Conception.	Sisters of Notre Dame
328	Bourbonnais	Notre Dame Academy	Sister St. Mary of Mercy
329	Bunker Hill	Bunker Hill Military Academy	S. L. Stiver, superintendent
330	Cairo	St. Joseph's School	Sister Mary Thomas
331	Chicago (4568 Oakenwald ave.).	Ascham Hall	Kate Byam Martin
332	Chicago (2141 Calumet ave.)	Dearborn Seminary	Mrs. Jennie F. Purington
333	Chicago (Wabash ave. and 35th st.).	De La Salle Institute	Brother Pius
334	Chicago (481 Dearborn ave.)	Girls' Collegiate School	Miss Rebecca S. Rice, A. M
335	Chicago (4670 Lake ave.)	The Harvard School	John J. Schobinger and John C. Grant.
336	Chicago (40 East 47th st.)	The Kenwood Institute	Miss Annice Bradford Butts
337	Chicago (40 Scott st.)	Kirkland School	Miss Emma S. Adams
338	Chicago	Lewis Institute	George Noble Carman
339	Chicago (2535 Prairie ave.)	The Loring School	Mrs. Stella Dyer Loring
340	Chicago (1401-1403 Washington boulevard).	St. Margaret's School*	Virginia Sayre
341	Chicago	St. Stanislaus College	Rev. John Kruszynski, C. R
342	Chicago (2834 Wabash ave.)	St. Xavier Academy	Rev. Mother Genevieve
343	Chicago (485 W. Taylor st.)	Seminary of the Sacred Heart	Madame Victoire Van Dyke
344	Chicago (Vincennes ave.)	Starrett's (Mrs.) School for Girls	Mrs. Helen E. Starrett
345	Chicago (399 Dearborn ave.)	University School	E. C. Coulter, A. M
346	Coffeen	Coffeen Normal School and Academy.	Jacob L. Traylor
347	Creal Springs	Creal Springs College	Mrs. G. B. Murrah
348	Dakota	College of Northern Illinois	Rev. H. L. Beam, A. M., president.
349	Decatur	St. Theresa's Academy	Mother Lucy
350	Dixon	Steinmann Institute	Chas. A. Steinmann, president
351	Elgin	Elgin Academy	George P. Bacon
352	Evanston	The Winchell Academy	S. R. Winchell
353	Fairfield	Hayward College and Commercial School.	Rev. J. G. Bonnell, D. D
354	Galesburg	St. Joseph's Academy*	Sister Theodata
355	Geneseo	Geneseo Collegiate Institute	J. F. Casebeer
356	Godfrey	Monticello Ladies' Seminary	Harriet N. Haskell
357	Greenville	Greenville College	Wilson T. Hogg, president
358	Joliet	St. Francis Academy	Sister M. Stanislas Drocsler
359	.....do	St. Mary's Academy	
360	Kankakee	St. Joseph's Seminary	Sister St. Zephyrina
361	Knoxville	St. Albans School	A. H. Noyes, A. B
362	La Harpe	Gittings Seminary	L. B. Hull, president
363	Longwood	Institute of our Lady of the Sacred Heart.	Mother M. F. Seraphica
364	Marissa	Marissa Academy*	H. W. Speer
365	Media	Wever-Media Academy	H. W. Bowersmith, M. S., A. B.
366	Mendota	Mendota College	G. V. Clum, A. B., president
367	Morris	St. Angela's Academy	Sister M. Jerome
368	Mount Carroll	Frances Shimer Academy of the University of Chicago.	William P. McKee

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	1	0	10	0	15	0	5	0	0	0	....	....	....	....	4	....	200	$10,000	320
L. D. S.	1	1	4	2	45	28	0	0	0	0	....	....	....	....	....	0	100	.....	321
L. D. S.	3	0	19	28	90	102	0	0	4	0	....	....	....	....	3	0	1,500	50,000	322
L. D. S.	2	1	11	14	92	59	6	4	5	10	4	3	....	....	4	....	.....	3,000	323
Cong	2	1	39	23	76	28	4	0	15	5	6	2	6	1	4	0	1,300	13,000	324
R. C	0	2	0	20	0	80	0	10	0	10	0	4	0	4	4	0	1,300	20,000	325
Presb	1	1	15	12	20	14	....	....	0	2	1	4	1	2	4	0	.....	25,000	326
R. C	0	1	0	8	0	8	0	0	0	0	0	4	0	0	3	0	200	.....	327
R. C	0	6	0	32	0	123	....	....	....	....	0	4	....	....	4	....	1,200	25,000	328
Nonsect	2	0	14	6	10	0	2	2	....	....	4	3	1	2	4	14	500	20,000	329
R. C	0	3	0	10	75	80	0	0	0	0	0	0	....	....	4	....	300	17,000	330
Nonsect	3	3	4	16	16	24	0	8	....	....	0	2	0	2	4	....	800	.....	331
Nonsect	0	5	0	75	0	25	0	10	0	0	0	9	0	5	5	0	500	.....	332
R. C	12	0	200	0	150	0	25	0	25	0	37	0	....	....	4	....	3,500	200,000	333
Nonsect	1	8	0	33	8	31	0	1	0	14	0	3	0	3	5	0	2,500	800	334
Nonsect	8	3	75	0	8	5	30	0	30	0	16	0	16	0	4	0	300	1,500	335
Nonsect	0	10	0	108	....	....	....	....	....	....	0	32	0	20	4	0	1,000	.....	336
Nonsect	0	9	0	74	32	63	0	3	0	14	0	7	0	3	5	0	1,200	50,000	337
Nonsect	22	10	312	233	0	0	36	19	49	6	15	5	15	5	6	0	7,000	500,000	338
Nonsect	1	3	0	30	32	59	0	15	0	0	0	0	....	....	4	....	.....	.....	339
Epis	0	4	0	34	13	23	....	....	....	....	....	....	....	....	....	....	.....	.....	340
R. C	4	0	30	0	30	0	....	....	....	....	0	0	....	....	....	30	.....	3,000	341
R. C	0	10	0	60	0	190	....	....	....	....	0	10	....	....	4	0	6,500	.....	342
R. C	0	8	0	30	0	70	....	....	....	....	0	7	....	....	4	....	4,000	250,000	343
Nonsect	2	5	0	35	0	30	0	4	....	....	0	4	....	....	....	....	.....	.....	344
Nonsect	8	2	80	0	50	0	50	0	25	0	11	0	11	0	5	80	.....	100,000	345
Nonsect	2	0	19	23	4	2	0	0	0	0	0	0	0	0	4	0	50	2,000	346
Bapt	2	4	39	54	8	10	....	....	....	....	0	1	0	0	3	0	200	12,000	347
Reformed	2	0	13	15	0	0	3	1	....	....	4	4	3	1	4	0	500	7,000	348
R. C	0	2	7	20	93	130	....	....	....	....	0	4	....	....	....	....	250	4,000	349
Nonsect	4	2	20	10	3	1	4	2	3	1	....	....	....	....	....	0	1,000	40,000	350
Nonsect	4	6	39	44	83	53	2	2	4	5	17	11	....	....	4	0	250	35,000	351
Nonsect	1	3	10	20	25	14	0	2	0	0	0	0	0	0	4	0	2,000	15,000	352
M. E. So	2	1	30	23	38	79	8	6	10	8	8	7	8	7	....	0	300	15,000	353
R. C	0	4	0	28	60	112	0	18	0	10	0	6	0	6	4	....	100	.....	354
Presb	0	2	40	50	40	41	8	4	....	....	5	7	5	2	4	0	400	30,000	355
Nonsect	0	10	0	100	0	60	....	....	....	....	0	17	....	....	....	....	2,500	500,000	356
Free Meth	3	1	34	25	40	61	....	....	....	....	7	2	1	1	3	0	500	35,000	357
R. C	0	1	0	10	0	45	0	0	0	0	0	0	0	0	4	0	.....	.....	358
R. C	0	3	0	52	0	126	....	....	....	....	0	10	....	....	4	....	.....	.....	359
R. C	0	6	0	32	0	259	....	....	....	....	0	2	....	....	4	0	685	37,860	360
Epis	7	1	54	0	10	0	4	0	10	0	2	0	2	0	4	34	.....	60,000	361
M. P	0	3	19	24	16	28	....	....	....	....	1	2	1	2	4	0	.....	24,025	362
R. C	0	4	0	28	0	44	0	6	....	....	0	5	....	....	4	....	3,000	.....	363
U. Pres	1	1	17	16	0	0	6	6	....	....	3	1	3	1	3	0	25	.....	364
Nonsect	3	2	24	21	15	10	....	....	....	....	0	0	....	....	4	....	25	6,000	365
Adventist	2	1	30	26	0	0	0	0	5	2	....	....	....	....	3	0	430	3,000	366
R. C	0	3	0	28	0	56	....	....	....	....	0	4	0	3	4	....	.....	.....	367
Bapt	1	4	4	33	7	53	2	8	....	....	0	9	0	3	4	0	1,000	40,000	368

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	ILLINOIS—continued.		
369	Mount Morris	Mount Morris College	J. G. Royer, president
370	Nauvoo	St. Mary's Academy	Mother M. Ottilia, O. S. B.
371	Onarga	Grand Prairie Seminary	Samuel Van Pelt, A. M
372	Ottawa	St. Francis Xavier's Academy	Rev. Mother M. Ursula
373	Paxton	Rice Collegiate Institute	Harvey K. Coleman
374	Peoria	Academy of Our Lady of the Sacred Heart.	Sister D. Evelyn
375	Port Byron	Port Byron Academy	Henry A. Ruger, A. B
376	Princeville	Princeville Academy	Royal B. Cushing
377	Quincy	St. Mary's Institute	Mother Mary Boniface
378	Springfield	Academy of Our Lady of the Sacred Heart.	Mother Mary Agnes
379	.....do	Bettie Stuart Institute	Mrs. A. M. Brooks
380	.....do	Concordia Seminary	Rev. R. Pieper, A. B
381	Sycamore	Waterman Hall	Rev. B. F. Fleetwood, D. D
382	Toulon	Toulon Academy	G. F. Loomis, B. A
383	Upper Alton	Western Military Academy	A. M. Jackson
384	Vermilion Grove	Vermilion Academy	George H. Moore
385	Waynesville	Waynesville Academy	W. H. Smith
	INDIANA.		
386	Bloomingdale	Friends Bloomingdale Academy	Andrew F. Mitchel
387	Borden	Borden Institute	H. A. Buerk
388	Collegeville	St. Joseph's College	Aug. Seifert
389	Culver	Culver Military Academy	A. F. Fleet
390	Elkhart	Elkhart Institute	H. C. Heasley
391	Fairmount	Fairmount Academy and Normal School.	Elwood O. Ellis
392	Ferdinand	Academy of the Immaculate Conception.	Sister M. Salesia Ketzner, O. S. B.
393	Fort Wayne	St. Augustine's Academy	Sister St. Louise
394	.....do	Westminster Seminary	Miss C. B. Sharp and Mrs. D. B. Wells.
395	Indianapolis	Classical School for Girls	May Wright Sewall
396	.....do	Knickerbacker Hall	The Misses Yerkes
397	.....do	St. Agnes' Academy	
398	.....do	St. John's Academy*	Sister Superior
399	Lafayette	St. Ignatius' Academy	Sister Domitilla
400	La Porte	St. Rose's Academy	Sisters of the Holy Cross
401	Lima	Howe School	Wm. Wallace Hammond
402	Michigan City	St. Mary's Academy*	Mother Pacifica
403	New Albany	Holy Trinity Academy	Sister Mary Emerita
404	North Manchester	Manchester College*	E. S. Young
405	Notre Dame	St. Mary's Academy	Mother M. Pauline
406	Oakland City	Oakland City College	William Prentice Dearing
407	Oldenburg	Immaculate Conception Academy	Sister Veronica
408	Plainfield	Central Academy	Robert L. Kelly
409	.....do	Sugar Grove Academy	Benjamin J. Thomas
410	St. Marys	St. Mary's Academic Institute	Sister M. Alma
411	South Bend	St. Joseph's Academy*	Sister Mary Ambrose
412	Spiceland	Spiceland Academy	G. W. Neet
413	Vincennes	St. Rose's Academy	Sister St. Cyrilla
414	.....do	Vincennes University	Albert H. Yoder
	INDIAN TERRITORY.		
415	Ardmore	Hargrove College	J. T. Johnson
416	Atoka	Atoka Baptist Academy	E. H. Rishel
417	Cameron	Cameron Presbyterian Institute	Rev. T. B. Lunsford
418	Chelsea	Chelsea Academy	Thos. L. Bates

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Ger. Bapt.	11	4	140	80	20	10	30	22	43	35	11	7	11	7	....	0	20,000	$60,000	369
R. C	0	5	0	56	0	54	0	1	0	2	0	14	0	2	4	0	.....	.....	370
M. E.....	6	5	145	140	0	0	....	....	12	10	8	9	....	....	4	....	1,000	45,000	371
R. C	0	4	0	50	0	150	....	....	....	....	0	13	....	....	4	0	300	.....	372
Cong	3	1	50	32	0	0	7	5	5	0	10	8	6	5	3	0	300	15,000	373
R. C	0	4	0	30	0	60	....	....	....	....	0	4	0	0	4	0	200	125,000	374
Cong	1	1	12	19	17	8	5	4	1	4	1	2	1	2	3	0	.....	6,000	375
Nonsect ..	1	2	24	13	3	3	3	2	2	0	7	4	2	2	4	20	200	2,500	376
R. C	0	6	0	77	0	103	0	30	0	40	0	6	....	....	4	0	2,000	.....	377
R. C	0	3	0	22	0	18	....	....	....	....	0	3	....	....	4	0	1,000	30,000	378
Nonsect ..	0	3	0	25	0	100	0	2	....	....	0	4	0	1	4	0	.....	20,000	379
Ev. Luth .	5	0	127	0	42	0	....	....	....	....	30	0	18	0	3	0	2,500	175,000	380
P. E	0	10	0	65	0	15	0	2	....	....	0	7	0	1	5	....	2,500	75,000	381
Nonsect ..	1	4	30	50	0	0	2	1	7	3	4	9	3	3	4	0	100	10,000	382
Nonsect ..	6	0	70	0	10	0	3	0	6	0	10	0	5	0	4	70	500	100,000	383
Friends...	2	1	22	24	6	18	....	....	....	....	3	8	0	8	3	0	400	5,000	384
Presb.....	2	0	16	14	1	3	2	2	2	1	3	2	1	2	4	30	.....	.....	385
Friends...	1	2	29	27	18	20	8	10	....	....	6	1	1	1	3	0	800	18,000	386
Nonsect ..	5	0	75	30	25	20	10	5	2	0	11	7	5	2	3	....	4,000	30,000	387
R. C	10	0	128	0	....	....	....	....	....	....	17	0	....	....	....	62	.....	.....	388
Nonsect ..	12	0	158	0	0	0	16	0	78	0	7	0	7	0	4	158	650	250,000	389
Mennonite	1	1	18	16	69	101	8	0	....	....	0	1	....	....	4	0	600	9,000	390
Friends...	4	3	87	76	0	0	....	....	....	....	7	4	3	1	3	0	500	20,000	391
R. C	0	1	0	10	0	2	0	0	0	4	0	0	0	0	....	0	.....	80,000	392
R. C	0	3	0	40	65	260	0	25	0	15	0	2	....	....	4	0	1,000	70,000	393
Presb.....	0	11	0	50	0	10	....	....	....	....	0	7	....	....	....	....	1,000	20,000	394
Nonsect ..	1	10	0	78	3	84	....	....	....	....	0	13	....	....	5	....	500	20,000	395
P. E	0	6	0	22	0	28	0	9	0	0	0	0	....	....	5	....	.....	30,000	396
R. C	0	6	14	10	56	85	6	0	....	....	0	0	....	....	4	....	125	.....	397
R. C	0	5	0	110	0	215	0	80	0	30	0	14	0	14	4	0	.....	.....	398
R. C	0	3	0	50	110	85	....	....	....	....	....	....	....	....	4	....	.....	.....	399
R. C	0	3	2	13	13	22	....	....	....	....	....	....	....	....	4	0	.....	.....	400
P. E	8	0	52	0	18	0	2	0	4	0	6	0	2	0	4	52	1,000	100,000	401
R. C	0	4	15	25	135	140	....	....	....	....	....	....	....	....	....	....	.....	.....	402
R. C	0	1	0	15	130	125	....	....	....	....	0	1	....	....	4	....	310	.....	403
Ger. Bapt.	2	1	58	31	167	69	10	4	5	0	0	40	3	3	....	....	.....	30,000	404
R. C	0	2	0	54	0	103	....	....	....	....	0	8	....	....	4	....	4,500	.....	405
Bapt.....	4	2	31	18	72	37	....	....	....	....	1	0	....	....	....	0	4,000	10,000	406
R. C	0	4	0	18	0	57	....	....	....	....	0	5	0	5	3	0	2,500	.....	407
Friends...	4	1	48	59	15	23	8	12	7	0	3	8	....	....	4	0	300	10,000	408
Friends...	1	0	3	5	7	16	0	0	0	0	0	0	0	0	....	0	60	500	409
R. C	0	16	0	98	0	78	0	6	....	....	0	12	....	....	4	....	5,000	600,000	410
R. C	0	3	0	100	0	15	....	....	....	....	....	....	....	....	....	....	.....	.....	411
Friends...	3	1	38	50	30	32	....	....	....	....	8	5	....	....	3	0	3,000	10,000	412
R. C	0	6	0	50	0	200	....	....	....	....	0	6	....	....	4	0	.....	.....	413
Nonsect ..	10	4	134	103	0	0	....	....	....	....	2	4	2	4	6	102	6,805	30,000	414
M. E. So ..	1	2	38	41	85	88	8	3	2	5	....	....	....	....	2	0	58	15,000	415
Baptist ...	1	1	10	15	96	107	3	5	....	....	....	....	....	....	4	0	300	8,000	416
Presb.....	1	2	11	14	52	61	3	1	....	....	....	....	....	....	4	0	200	1,800	417
Cum.Presb	1	0	10	10	50	60	0	0	5	2	....	....	....	....	3	0	6	3,500	418

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries.*

	State and post-office.	Name.	Principal.
	1	2	3
	INDIAN TERRITORY—cont'd.		
419	Muscogee	Harrell International Institute*	W. R. Thornton
420	Okmulgee	Nuyaka Mission School	Miss Lida A. Robe
421	Ryan	Ryan College	S. W. Hayes
422	Vinita	Willie Halsell College	W. L. Chapman, A. M., Ph. D.
423	.....do	Worcester Academy	L. A. Ellis
	IOWA.		
424	Ackley	Graves' Academy*	G. A. Graves
425	Ackworth	Ackworth Academy	S. A. Jackson
426	Bode	Lutheran High School	L. O. Lillegaard
427	Boone	Sacred Heart School	Rev. B. C. Lenehan
428	Burlington	Burlington Institute-College	H. L. Atkinson, A. M
429	Cedar Rapids	St. Joseph's Academy	Mother Superior
430	Centerdale	Scattergood Seminary	Henderson H. McKinney
431	Charles City	Academy of the Immaculate Conception.	Sister M. Josephine
432	Clinton	Mount St. Clair Academy	Mother Mary Agnes Mooney
433	.....do	St. Mary's School	Sister M. Emerita
434	Corning	Corning Academy	Rev. T. D. Ewing, D. D.
435	Council Bluffs	St. Francis' Academy	Sister Mary Chionia
436	....do	St. Joseph's Academy	Sisters of Charity
437	Davenport	Immaculate Conception Academy	Sister Mary Editha
438	.....do	St. Ambrose Academy	Rev. J. T. A. Flannagan
439	Decorah	Decorah Institute	J. Breckenridge
440	Denmark	Denmark Academy	J. E. Conner
441	Des Moines (566 15th st.)	Clarke's (Miss) School	Miss Rachael C. Clarke
442	Dubuque	Convent of the Visitation	Sister M. Alphonsa Montague.
443	.....do	St. Joseph's Academy	Sister Mary Marcelliana
444	Earlham	Earlham Academy	H. E. McGrew and R. B. Pemberton.
445	Elkhorn	Elkhorn College*	Rev. P. L. C. Hansen
446	Epworth	Epworth Seminary	Rev. Frank G. Barnes, A. B
447	Fort Dodge	Tobin College	T. Tobin, president
448	Hartland	Hartland Academy*	Barclay C. Winslow, B. S.
449	Hull	Hull Educational Institute	Rev. James B. Chase, A. B
450	Iowa City	Iowa City Academy	W. A. Willis
451	Jewell	Jewell Lutheran College	Meyer Brandvig
452	Keokuk	St. Vincent's Academy*	Sister Clarisse
453	Lamoni	Graceland College	J. T. Pence
454	Le Grand	Friends' Academy	G. M. Dimmitt, B. S
455	.....do	Palmer College*	D. M. Helfinstine
456	New Providence	New Providence Academy	Albert F. Styles
457	Nora Springs	Nora Springs Seminary*	J. F. Mitchell
458	Orange City	Northwestern Classical Academy.	Rev. James F. Zwemer, A. M.
459	Osage	Cedar Valley Seminary	Alonzo Abernethy, A. M., Ph. D
460	Oskaloosa	Oskaloosa College	John M. Stoke
461	Pleasant Plain	Pleasant Plain Academy	J. C. Roberts
462	St. Ansgar	St. Ansgar Seminary and Institute	J. O. Sethre, A. M
463	Salem	Whittier College*	W. C. Pidgeon
464	Vinton	Tilford Collegiate Academy*	Thomas Francis Tobin
465	Washington	Washington Academy	W. C. Allen
466	Waukon	Sacred Heart School	Sister M. Agatha
467	Wilton	Wilton German-English College	Rev. Jacob F. Grove
	KANSAS.		
468	Atchison	St. Scholastica's Academy*	Mother Aloysia
469	Concordia	Nazareth Academy	Sister Mary Stanislaus
470	Eureka	Southern Kansas Academy	Thaddeus H. Rhodes
471	Haviland	Haviland Academy	Harvey D. Crumly, B. S.
472	Hesper	Hesper Academy	H. H. Townsend, B. S.

* Statistics of 1896-97.

Digitized by Google

and other private secondary schools for the scholastic year 1897-98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
M. E. So ..	2	2	60	40	60	60	....	....	....	....	0	6	0	6	3	0	60	$50,000	419
Presb	0	2	28	25	20	20	1	0	....	....	....	....	....	....	3	0	500	20,000	420
Cum. Presb	0	2	11	12	89	207	4	2	....	....	....	....	....	....	3	0	.....	6,000	421
M. E. So ..	2	3	17	23	78	82	....	....	....	....	0	4	....	....	4	....	300	50,000	422
Nonsect ..	1	1	25	26	35	55	2	0	4	0	1	3	0	0	4	0	200	20,000	423
Nonsect ..	1	0	28	13	0	0	0	0	1	0	1	1	1	1	4	0	.....	.....	424
Friends...	1	2	9	12	8	5	....	....	1	1	1	2	1	2	....	0	.....	.....	425
Luth	2	0	9	1	5	7	3	0	0	0	1	1	0	0	3	0	20	3,000	426
R. C	0	1	5	10	55	80	....	....	....	....	1	2	....	....	4	0	300	.....	427
Baptist...	0	3	12	48	0	0	12	13	....	....	1	4	....	....	4	0	5,000	25,000	428
R. C	0	3	7	15	67	96	....	....	....	....	0	1	0	1	4	0	600	.....	429
Friends...	1	1	8	7	....	....	....	....	....	....	0	0	....	....	4	0	500	5,000	430
R. C	1	2	12	27	52	63	0	6	0	8	0	1	....	....	4	0	.....	10,000	431
R. C	0	4	0	30	0	45	....	....	....	....	0	3	....	....	4	....	300	25,000	432
R. C	0	3	6	15	134	145	....	....	....	....	5	1	....	....	4	....	.....	.....	433
Presb.....	3	6	50	96	1	2	6	4	16	14	5	9	3	6	3	0	400	20,000	434
R. C	0	8	0	45	0	205	....	....	....	....	0	4	....	....	4	....	1,500	.....	435
R. C	2	0	10	0	80	0	2	0	....	....	6	0	2	0	....	....	.....	.....	436
R. C	0	4	0	34	0	131	....	....	....	....	0	8	..	....	4	....	.....	.....	437
R. C	5	0	70	0	10	0	....	....	....	....	13	0	....	....	4	0	.....	.....	438
Nonsect ..	2	1	31	14	167	89	....	....	....	....	10	2	....	....	....	....	.....	4,500	439
Cong	1	2	47	71	14	19	3	3	0	1	2	2	1	2	3	0	1,500	8,000	440
Nonsect ..	0	3	3	15	4	2	3	0	1	6	0	1	0	1	4	0	.....	.....	441
R. C	0	5	0	20	0	140	....	....	....	....	0	3	....	....	4	....	.....	.....	442
R. C	0	3	0	25	0	175	....	....	....	....	0	1	....	....	4	....	600	30,000	443
Friends...	2	2	13	12	11	14	3	1	1	0	2	0	2	0	4	0	400	10,500	444
Dan. Luth	2	3	89	40	146	13	34	15	0	0	23	8	6	2	4	125	1,500	45,000	445
M. E.....	4	4	46	71	73	38	....	....	....	....	13	16	7	4	4	0	1,700	50,000	446
Nonsect ..	4	1	30	25	75	20	15	7	3	2	....	....	....	....	3	....	450	3,000	447
Friends...	0	1	13	9	3	2	0	2	1	0	0	2	0	0	4	0	.....	1,500	448
Cong	2	2	21	61	0	0	....	....	4	2	0	1	0	1	4	0	2,000	15,000	449
Nonsect ..	3	5	91	52	13	24	0	2	33	24	17	19	7	9	3	0	100	800	450
Luth	2	1	32	10	36	18	....	....	....	....	4	0	2	0	4	0	600	2,300	451
R. C	0	2	0	15	60	150	0	0	0	0	0	10	0	0	....	0	.....	.....	452
L. D. S....	2	1	19	17	31	33	....	....	....	....	1	0	....	....	....	0	1,000	35,000	453
Friends...	1	2	31	23	0	0	4	6	0	0	0	2	0	2	4	0	500	8,000	454
Christian..	3	1	40	30	10	0	10	7	....	....	14	5	5	3	4	0	1,000	20,000	455
Friends...	1	2	29	23	5	4	....	....	....	....	2	4	....	....	4	0	225	3,725	456
Nonsect ..	7	7	213	220	0	0	5	7	3	6	24	33	8	13	2	80	200	10,000	457
Reformed.	3	2	36	17	18	5	36	17	....	....	8	7	4	0	3	0	2,500	30,000	458
Baptist...	1	2	100	68	40	30	30	27	26	18	18	6	....	....	4	20	2,000	25,000	459
Christian.	1	2	8	3	9	7	....	....	3	2	0	0	....	....	3	0	3,000	15,000	460
Friends...	1	2	35	35	3	2	2	2	1	1	3	4	2	2	4	0	300	.....	461
Luth	4	0	11	6	42	3	4	0	0	0	3	4	1	2	4	0	.....	1,200	462
Friends...	3	1	59	53	8	7	6	4	3	3	2	1	0	0	4	0	300	20,000	463
Nonsect ..	4	2	42	26	126	75	12	8	9	6	12	6	10	6	....	....	1,000	30,000	464
Nonsect ..	1	2	32	48	0	0	....	....	....	....	8	10	....	....	4	....	.....	5,000	465
R. C	0	2	20	18	53	72	....	....	....	....	0	0	0	0	3	0	.....	.....	466
Cong	6	1	56	23	33	37	2	0	3	1	13	3	7	1	4	40	2,000	21,200	467
R. C	0	6	0	90	0	37	....	....	....	....	0	1	....	....	....	....	.....	.....	468
R. C	0	4	0	30	0	50	0	6	0	7	0	6	0	6	3	0	.....	25,000	469
Cong	2	2	40	32	0	0	4	4	....	....	3	1	1	0	4	0	1,000	20,000	470
Friends...	1	0	14	15	4	5	....	....	5	5	1	2	1	2	3	0	500	3,000	471
Friends...	1	1	21	9	1	1	3	2	....	....	1	0	....	....	4	0	600	3,500	472

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	KANSAS—continued.		
473	Hiawatha	Hiawatha Academy	L. E. Tupper, A. M.
474	Leavenworth	St. Mary's Academy	Mother Mary Peter
475	Lincoln	Kansas Christian College	C. B. Whitaker
476	Newton	Bethel College	Rev. C. H. Wedel
477	North Branch	North Branch Academy	A. H. Symons
478	Salina	St. John's Military School	Charles E. Barber, M. Sc
479	Tonganoxie	Tonganoxie Academy	Irving King, A. B.
480	Washington	Friends' Academy	A. W. Jones, A. M
481	Wichita	All Hallow's Academy	Sister Mary Leocretia
482	.....do	Lewis Academy	James M. Naylor, Ph. D.
	KENTUCKY.		
483	Albany	Albany High School *	L. E. Gray
484	Anchorage	Bellewood Female Seminary	W. G. Lord
485	Ashland	Ashland School for Girls	Agnes Louise Goddard
486	Auburn	Auburn Seminary	O. O. Russell
487	Beattyville	Beattyville Episcopal High School	Miss E. J. Merrell
488	Beechmont	Louisville Training School for Boys.	H. K. Taylor
489	Bowling Green	St. Columbia's Academy	Sister Mary Victor
490	Bremen	Bremen College and Perryman Institute.	Peter Shaver
491	Buffalo	East Lynn College	John C. Hoskinson
492	Cadiz	Cadiz High School *	B. E. Thom
493	Campbellsburg	Campbellsburg School	J. W. Pearcy
494	Campbellsville	Campbellsville High School	William M. Jackson
495	Carrollton	St. John's Select School	Rev. I. M. Ahmann
496	Clinton	Marvin College *	J. C. Dean
497	Corinth	Northern Kentucky Normal School and Academy.*	Marion Pfanstiel
498	Covington	Academy of Notre Dame	Sister Mary Armella
499	.....do	Rugby School	K. J. Morris
500	Cynthiana	Harrison Female College	Mrs. Laurie Wilson James
501	.....do	Smith's Classical School	N. F. Smith
502	Danville	Hogsett Military Academy	E. Albert Smith, supt
503	Elizabethtown	Hardin Collegiate Institute	Rice Miller, A. B.
504	Elkton	Vanderbilt Training School *	R. E. Crockett
505	Flippin	Monroe Normal School *	E. T. Thomas
506	Frankfort	St. Joseph's Academy	Sisters of Charity
507	Fulton	Fulton Normal School and Business College.*	B. H. Vance
508	Gethsemani	Gethsemani College	Rev. B. M. Cyprian
509	Glendale	Lynnland Male and Female Institute.*	W. B. Gwynn
510	Halfway	Douglass' Academy	W. E. Taylor
511	Hampton	Hampton Academy	W. C. Canterbury, B. S., C. E.
512	Harrodsburg	Harrodsburg Academy	Boyer and Hill
513	Hartford	Hartford College	T. J. Morton
514	Hazel Green	Hazel Green Academy	Wm. H. Cord
515	Henderson	Henderson Female Seminary	Sue Starling Towles
516	.....do	Henderson High School *	W. B. Tharp
517	.....do	Home School for Girls	Miss Mary Stewart Bunch
518	Hindman	Hindman School	George Clarke
519	Hodgenville	Kenyon College	John C. Pirtle, A. B.
520	Hopkinsville	Hopkinsville High School	James O. Ferrell
521	Hyden	Hyden Academy	James M. Walton
522	Independence	Independence High School	G. W. Dunlap
523	Kirksville	Elliott Institute *	Clarence H. Poage, A. B.
524	Lebanon	St. Augustine's Academy	Sister M. Kevin
525	Lexington	St. Catherine's Academy	Sister Ligouri

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	2	4	75	61	13	20	8	1	16	13	6	4	4	2	4	0	300	$25,000	473
R. C	0	5	0	31	0	35	.....	.....	.....	.....	0	1	.....	.....	4	.....	2,000	.....	474
Christian .	3	1	30	25	20	18	10	5	15	8	3	1	.....	.....	.....	0	3,000	20,000	475
Mennonite	4	0	28	6	50	30	2	0	.....	.....	3	3	3	3	3	0	1,000	50,000	476
Friends...	2	2	21	31	14	16	1	2	.....	.....	2	4	.....	.....	3	0	200	.....	477
P. E	7	0	46	0	8	0	4	0	9	0	9	0	7	0	4	46	500	85,000	478
Nonsect ..	1	1	18	8	19	18	2	2	4	0	0	2	0	2	4	0	500	2,825	479
Friends...	2	1	11	9	59	46	2	2	.....	.....	1	0	.....	.....	3	0	500	.....	480
R. C	0	5	0	30	0	40	0	10	0	10	.....	.....	.....	.....	4	.....	300	3,600	481
Presb.....	3	3	40	42	82	76	6	12	.....	.....	4	11	.....	.....	4	0	300	60,000	482
Bapt.....	1	1	30	39	44	51	.....	.....	.....	.....	0	0	0	6	.....	0	15	2,000	483
Nonsect ..	1	4	4	45	13	20	1	0	.....	.....	0	3	.....	.....	4	0	600	12,000	484
Epis	0	3	0	38	4	3	0	5	.....	.....	0	2	0	2	4	0	.....	.....	485
Cum.Presb	3	0	26	35	14	19	4	2	3	2	0	0	0	6	4	0	50	10,000	486
Epis	0	1	6	5	10	4	1	0	1	0	0	0	.....	.....	.....	.....	200	.....	487
Nonsect ..	0	1	28	2	35	13	.....	.....	3	0	0	0	.....	.....	.....	30	500	10,000	488
R. C	0	1	3	16	57	74	.....	.....	.....	.....	0	1	.....	.....	3	0	.....	.....	489
M. E.....	2	1	14	11	30	21	2	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	3,000	490
Nonsect ..	6	1	75	50	100	70	.....	.....	.....	.....	15	2	.....	.....	4	0	500	5,000	491
Nonsect ..	1	0	10	10	20	20	.....	.....	.....	.....	0	0	.....	.....	3	0	300	44,000	492
Nonsect ..	1	2	31	28	20	16	1	0	0	0	1	1	.....	.....	3	0	75	4,000	493
Presb.....	1	1	50	50	17	18	18	15	.....	.....	.....	.....	.....	.....	.....	0	.....	4,000	494
R. C	1	1	5	15	27	29	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	495
Meth	2	0	40	45	40	25	10	5	8	5	5	1	.....	.....	4	0	300	15,500	496
Christian .	1	2	28	31	64	45	4	2	0	0	0	0	0	0	0	0	12	4,000	497
R. C	0	5	0	19	48	60	.....	.....	0	1	0	1	0	1	3	.....	.....	.....	498
Nonsect ..	1	2	18	0	14	0	2	0	8	0	4	0	.....	.....	4	18	200	10,000	499
Nonsect ..	0	1	9	7	8	9	0	0	0	0	0	1	0	0	4	0	.....	10,000	500
Nonsect ..	1	2	39	22	6	3	30	10	20	0	.....	.....	.....	.....	5	0	600	2,000	501
Nonsect ..	6	0	30	0	3	0	10	0	20	0	.....	.....	.....	.....	.....	.....	2,000	30,000	502
Presb.....	2	3	20	14	30	8	.....	.....	.....	.....	3	2	2	0	4	20	.....	20,000	503
M. E. So..	3	0	72	8	0	0	.....	.....	.....	.....	10	0	10	0	4	0	1,200	20,000	504
Nonsect ..	1	1	10	9	.....	.....	5	3	5	3	6	1	.....	.....	3	.....	150	2,500	505
R. C	0	2	0	13	60	62	.....	.....	.....	.....	0	9	0	.....	3	.....	.....	4,450	506
Nonsect ..	1	1	12	5	13	0	.....	.....	.....	.....	.....	.....	.....	.....	0	.....	.....	2,500	507
R. C	5	0	54	0	16	0	.....	.....	.....	.....	.....	.....	.....	.....	6	0	200	25,000	508
Bapt.....	1	1	17	20	7	12	5	12	7	8	0	2	0	2	4	0	500	25,000	509
Nonsect ..	1	1	26	11	10	7	4	3	3	2	.....	.....	.....	.....	.....	0	.....	1,000	510
Nonsect ..	2	0	25	17	44	30	0	0	2	1	0	0	.....	.....	4	0	40	800	511
Nonsect ..	2	3	30	18	40	13	8	2	7	2	0	0	.....	.....	4	0	.....	.....	512
Nonsect ..	0	2	15	17	75	66	.....	.....	.....	.....	0	2	.....	.....	4	0	300	10,000	513
Christian .	2	2	50	24	50	44	.....	.....	1	2	2	1	1	1	3	0	450	8,000	514
Nonsect ..	2	4	0	25	5	20	0	0	0	0	0	7	0	0	4	0	.....	5,000	515
Nonsect ..	1	3	64	33	0	0	.....	.....	.....	.....	6	4	3	0	4	0	400	15,000	516
Nonsect ..	0	4	1	21	4	14	.....	.....	1	0	0	6	.....	.....	4	.....	.....	.....	517
Nonsect ..	1	0	10	4	120	88	.....	.....	.....	.....	10	8	.....	.....	.....	0	.....	2,800	518
Nonsect ..	5	0	44	37	185	119	3	1	16	11	12	5	11	4	4	0	.....	12,000	519
Nonsect ..	1	0	32	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	520
Presb.....	1	2	25	15	70	70	3	1	2	1	.....	.....	.....	.....	4	.....	150	2,500	521
Nonsect ..	1	2	20	10	30	28	1	0	0	0	3	5	1	0	4	0	800	2,000	522
Nonsect ..	1	1	4	6	.....	.....	2	0	0	0	0	0	0	0	.....	0	.....	.....	523
R. C	0	4	20	46	44	60	12	10	.....	.....	.....	.....	.....	.....	4	0	300	.....	524
R. C	0	4	0	20	20	58	.....	.....	.....	.....	.....	.....	.....	.....	4	.....	500	.....	525

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	KENTUCKY—continued.		
526	Livermore	Livermore High School*	M. H. Newton
527	London	Sue Bennett Memorial School	J. C. Lewis
528	Loretto	Loretto Literary and Benevolent Institute.	Mother Praxedes
529	Louisville (1071 3d ave.)	Allmond's University School	Marcus Blakey Allmond, A. M., LL. D.
530	Louisville	Cedar Grove Academy*	Sister Mary Flaget
531	do	Flexner's School	Abraham Flexner
532	do	Hampton College	Mrs. L. D. Hampton Cowling
533	do	Kentucky Home School for Girls	Miss Belle S. Peers
534	Louisville (cor. 4th and Breckinridge sts.).	Presentation Academy	Sister Eutropia
535	Louisville	St. Xavier's College	Rev. Brother Stanislaus
536	Louisville (1225-1227 4th ave.).	Semple Collegiate School	Patty B. Semple
537	Louisville	State University	Rev. C. L. Purce, D. D.
538	do	University School of Kentucky*	D. A. Chenault
539	Lyndon	Kentucky Military Institute	C. W. Fowler, M. A., C. E.
540	Magnolia	Classical and Normal College	S. A. Beauchamp, president
541	Maysville	Hayswood Female Seminary	John S. Hays, D. D.
542	do	St. Francis De Sales Academy*	Mother Frances Borgia
543	Millersburg	Millersburg Training School for Boys and Young Men.*	Carl M. Best
544	Millerstown	Millerstown Seminary	W. F. Nichols
545	Morgantown	Morgantown Seminary	J. C. Glasgow
546	Mount Sterling	Goodwin's Male High School	M. J. Goodwin
547	Mount Vernon	Mount Vernon Collegiate Institute.*	Luther M. Scrogge
548	Nazareth	Nazareth Literary and Benevolent Institution.	Mother M. Cleophas Mills
549	Newport	Mount St. Martin's Seminary	Mother Mary Leo, C. D. P
550	do	University High School	Thomas J. Dodd, D. D.
551	North Middletown	Kentucky Classical and Business College.	M. G. Thomson
552	Owingsville	High School	C. V. Liming, A. M.
553	Paris	Yerkes, W. L., Private School*	W. L. Yerkes
554	Pikeville	Pikeville Collegiate Institute	Rev. J. Harvey Hammet, A. M.
555	Princeton	Princeton Collegiate Institute	John M. Richmond, D. D.
556	Russellville	Sevier's (Miss) School*	Miss Elizabeth Sevier
557	St. Joseph	Mount St. Joseph Academy	Mother Augustine
558	St. Vincent	St. Vincent's Academy	Sister Mary David
559	Scottsville	Scottsville Seminary	J. V. Chapman
560	Sharpsburg	Sharpsburg Male and Female College.	Mrs. Fannie B. Talbot
561	Shelbyville	Science Hill School	Mrs. W. T. Poynter
562	Slaughtersville	Van Horn Institute*	J. L. Tait
563	Stanford	Stanford Male Academy	Hardin Craig
564	Taylorsville	Spencer Institute	Geo. C. Overstreet
565	Vanceburg	Riverside Seminary	Lawrence Rolfe, A. B.
566	Versailles	Rose Hill Seminary*	Mrs. G. B. Crenshaw
567	Vine Grove	Vine Grove High School	J. T. Nall
568	Wilmore	Asbury College*	Rev. J. W. Hughes
569	Williamsburg	Williamsburg Academy*	Charles M. Stevens
	LOUISIANA.		
570	Arcadia	E. A. Seminary	R. A. Smith
571	Baldwin	Gilbert Academy and Industrial College.	A. E. Albert, A. M., M. D., D. D.
572	Clinton	Clinton Female Institute*	Mrs. S. E. Munday
573	Donaldsonville	St. Vincent's Institute	Sister M. Clotilda

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	2	0	7	10	16	16	1	0	2	3	0	0	0	0	4	0	.....	$1,000	526
M. E. So..	2	2	40	30	80	58	....	....	....	....	0	0	....	....	4	0	200	25,000	527
R. C.....	0	5	0	25	0	45	....	....	....	....	0	6	0	6	....	....	4,000	351,500	528
Nonsect..	1	2	11	3	4	0	16	0	....	....	....	....	....	....	0	....	.....	.....	529
R. C.....	0	3	0	15	0	55	....	....	....	....	0	4	....	....	4	....	1,200	40,000	530
Nonsect..	1	1	16	4	9	1	10	2	3	0	6	1	6	0	....	0	.....	.....	531
Nonsect..	1	10	0	110	10	40	0	8	0	20	0	15	0	5	4	0	5,000	50,000	532
Epis.....	0	6	0	34	....	....	....	....	....	....	0	5	0	1	4	....	.....	.....	533
R. C.....	0	2	0	18	38	78	....	....	....	....	0	6	....	....	4	0	.....	.....	534
R. C.....	9	0	90	0	89	0	....	....	....	....	11	0	....	....	4	0	1,550	.....	535
Nonsect..	0	9	0	90	0	30	0	6	0	6	0	14	0	2	4	....	500	.....	536
Baptist...	7	5	71	27	38	5	35	5	....	....	7	1	7	1	4	....	1,000	30,000	537
Nonsect..	2	1	20	4	8	2	14	2	2	2	9	3	9	3	4	0	2,500	1,500	538
Nonsect..	5	0	38	0	3	0	....	....	....	....	2	0	0	0	3	38	.....	.....	539
Nonsect..	1	1	7	12	12	12	....	....	....	....	0	0	....	....	0	....	0	.....	540
Nonsect..	0	2	0	26	5	16	0	0	0	0	0	4	....	....	4	0	200	.....	541
R. C.....	0	6	0	40	0	60	0	20	....	....	0	2	0	2	4	0	1,000	40,000	542
M. E. So..	2	1	39	0	8	0	5	0	12	0	4	0	3	0	4	0	300	10,000	543
Nonsect..	1	0	14	9	61	56	....	....	....	....	....	....	....	....	....	....	.....	300	544
Nonsect..	2	0	45	55	20	15	8	7	10	8	....	....	....	....	....	....	300	2,500	545
Nonsect..	1	0	22	0	10	0	12	0	2	0	2	0	2	0	4	0	520	2,500	546
Presb.....	2	2	7	10	48	50	10	10	....	....	1	1	....	....	3	0	200	3,500	547
R. C.....	0	10	0	50	0	43	0	3	....	....	0	6	....	....	4	....	5,000	.....	548
R. C.....	0	3	0	25	0	23	....	....	....	....	....	....	....	....	5	....	70	.....	549
Nonsect..	2	1	14	6	2	0	0	1	1	0	....	....	....	....	5	0	.....	.....	550
Christian.	0	1	12	26	20	22	1	0	4	0	3	3	....	....	....	....	800	9,000	551
Nonsect..	1	1	8	5	62	70	2	0	3	2	....	....	....	....	....	0	.....	.....	552
Nonsect..	1	0	21	11	3	0	12	4	....	....	5	0	5	0	....	0	.....	2,500	553
Presb.....	2	2	25	35	20	5	10	13	3	4	1	0	1	0	3	0	280	10,000	554
Presb.....	1	7	17	19	15	19	....	....	....	....	3	3	2	0	4	25	.....	50,000	555
Nonsect..	0	1	3	14	2	7	1	1	....	....	....	....	....	....	....	....	.....	.....	556
R. C.....	0	3	0	30	0	10	....	....	....	....	0	3	0	3	....	....	1,800	.....	557
R. C.....	0	3	0	30	0	50	....	....	....	....	0	2	....	....	4	....	800	.....	558
Nonsect..	2	0	27	21	13	11	3	3	2	1	0	0	0	0	4	24	0	2,500	559
Nonsect..	1	1	14	12	66	75	1	0	....	....	2	0	2	0	....	0	.....	1,500	560
Nonsect..	0	9	0	66	0	39	....	....	....	....	0	8	0	5	4	....	2,500	25,000	561
Nonsect..	1	1	15	14	27	61	....	....	1	7	0	0	0	0	3	0	30	3,000	562
Nonsect..	1	1	37	0	0	0	16	0	2	0	17	0	3	0	3	0	0	5,000	563
Nonsect..	1	2	13	15	12	10	....	....	....	....	0	2	0	0	....	0	.....	7,000	564
Nonsect..	0	1	6	8	27	19	....	....	....	....	0	0	....	....	....	0	.....	3,000	565
Nonsect..	1	2	10	15	20	30	1	1	0	0	0	1	....	....	4	0	500	8,000	566
Nonsect..	1	2	17	18	38	50	....	....	3	4	....	....	....	....	....	0	150	1,500	567
Meth.....	4	4	79	47	18	13	0	0	0	0	3	3	....	....	....	....	100	10,000	568
Cong.....	0	5	24	25	100	134	....	....	....	....	3	0	....	....	4	0	1,500	10,000	569
Nonsect..	2	1	13	15	14	23	5	8	8	7	0	0	0	0	4	0	300	1,800	570
M. E.....	2	0	13	14	114	131	11	6	1	0	3	1	3	1	3	....	2,000	100,000	571
Meth.....	0	1	2	14	14	18	....	....	....	....	....	....	....	....	....	....	.....	.....	572
R. C.....	0	4	0	30	0	52	....	....	....	....	0	3	0	3	6	....	1,000	.....	573

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	LOUISIANA—continued.		
574	Franklinton	Franklinton Central Institute	G. D. Free, A. M
575	Gibsland	Gibsland Normal Institute	J. A. Robinson, M. A
576	Houma	Houma Academy	D. F. Rose, A. M., LL.B
577	Jackson	Feliciana Female Collegiate Institute.	Miss L. J. Catlett
578	Mount Lebanon	Mount Lebanon College	J. Wolfe Carter
579	New Iberia	Fasnacht's (Miss) Graded Institute.	Miss Louise Fasnacht
580	New Orleans (St. Charles ave.).	Academy of the Sacred Heart	Mme. E. Deighton
581	New Orleans (1727 Carondelet st.).	Dykers Institute	Miss Harriet V. Dykers
582	New Orleans	Holy Cross College	Rev. Daniel J. Spellard
583	New Orleans (1456 Camp st.)	Home Institute	Miss Sophie B. Wright
584	New Orleans (2308 Esplanade st.).	Matthey-Picard Institute	Mrs. E. H. Matthey
585	New Orleans (Rampart and Esplanade sts.).	St. Aloysius Commercial Institute	Brother Charles
586	New Orleans (1321 Annunciation st.).	St. Simeon's School*	Sister Adelaide
587	New Orleans (2618 Coliseum st.).	Southern Academic Institute	Mrs. Kate C. Seaman
588	New Orleans (1923 Coliseum st.).	University School	T. W. Dyer
589	New Orleans	Ursuline Academy	Mother St. Stanislaus
590	New Roads	Poydras Academy	Leo M. Favrot
591	Olla	Olla Male and Female Institute*	S. N. Young
592	Opelousas	Academy of the Immaculate Conception.	Sister Mary of St. Veronica
593	Ruston	Ruston College*	Thos. R. Hardin
594	Spearsville	Everett Institute	Geo. W. Mason, B. A
	MAINE.		
595	Athens	Somerset Academy	L. C. Williams
596	Bangor	Newman's (Miss) School	Miss Helen L. Newman
597	Bethel	Gould Academy	Frank E. Hanscom
598	Blue Hill	Blue Hill Academy*	Frank E. Briggs, A. B
599	Bucksport	East Maine Conference Seminary	Rev. J. F. Haley, A. M
600	Charleston	Higgins Classical Institute	H. Warren Foss
601	Cherryfield	Cherryfield Academy	Leroy S. Dewey
602	Cumberland Center	Greely Institute	E. L. Pennell
603	Dresden Mills	Bridge Academy	Alonzo W. Morelen
604	East Machias	Washington Academy	Fred O. Small
605	Farmington	Abbott Family School	A. H. Abbott, A. M
606	Foxcroft	Foxcroft Academy	W. R. Fletcher
607	Gray	Pennell Institute	Edwin B. Stevens
608	Hampden	Hampden Academy	George C. Webber, A. B
609	Hebron	Hebron Academy	W. E. Sargent
610	Houlton	Ricker Classical Institute	Arthur M. Thomas, A. M
611	Lewiston	Bates College*	Ivory F. Frisbee
612	Limerick	Limerick Academy*	Willis B. Moore
613	Limington	Limington Academy	Herbert L. Whitman, A. M
614	Litchfield Corners	Litchfield Academy*	Thomas C. Tooker
615	New Castle	Lincoln Academy	G. H. Larrabee, A. M
616	New Gloucester	The Stevens School*	M. B. and S. P. Stevens
617	North Anson	Anson Academy	Walter W. Poore
618	North Bridgeton	Bridgeton Academy	C. C. Spratt
619	Paris	Paris Hill Academy	J. O. Wellman, A. B
620	Pittsfield	Maine Central Institute	O. H. Drake
621	Portland	St. Elizabeth's Academy	Mother M. Teresa
622	Saco	Thornton Academy	Edwin P. Sampson

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	2	46	27	26	53	2	0	24	20	3	6	3	4	4	0	60	$2,000	574
Christian .	3	1	30	38	54	30	....	....	....	....	3	2	3	2	4	0	64	3,000	575
Bapt.....	1	2	40	30	80	100	3	1	2	0	3	0	....	....	5	....	100	5,000	576
Presb.....	1	5	10	40	15	20	....	....	....	....	0	3	....	....	3	0	.....	4,000	577
Bapt.....	0	2	40	50	55	35	25	8	18	18	10	12	10	12	5	0	500	50,000	578
Nonsect ..	0	1	10	6	7	12	3	1	....	....	....	....	....	....	....	....	.....	.....	579
R. C	0	4	0	20	12	41	0	0	0	0	0	2	0	0	4	....	1,000	.....	580
Christian .	0	2	1	6	5	9	....	....	1	0	0	0	....	....	3	....	300	10,000	581
R. C	5	0	50	0	20	0	5	0	3	0	3	0	....	....	3	....	15	500,000	582
Nonsect ..	0	5	0	50	10	110	0	10	0	5	0	18	0	18	3	0	700	20,000	583
Nonsect ..	0	4	0	16	30	59	0	0	0	0	0	9	0	0	2	0	200	15,000	584
R. C	3	0	35	0	130	0	0	0	....	....	10	0	0	0	3	0	500	32,000	585
R. C	0	3	0	35	45	165	....	....	....	....	0	9	0	8	....	....	.....	.....	586
Nonsect ..	0	3	0	23	15	37	0	3	0	1	0	1	....	....	3	0	.....	25,000	587
Nonsect ..	3	0	50	0	78	0	....	....	....	....	14	0	14	0	3	50	1,500	20,000	588
R. C	0	12	0	54	0	7	....	....	....	....	0	3	....	....	....	....	.....	.....	589
Nonsect ..	1	1	12	17	25	16	....	....	....	....	0	0	0	0	3	0	250	5,500	590
Nonsect ..	1	1	21	31	24	25	7	10	....	....	0	7	0	7	3	0	75	3,000	591
R. C	2	3	12	16	43	44	0	0	0	0	....	....	....	....	....	....	.....	.....	592
Nonsect ..	1	1	20	25	37	33	10	15	1	0	1	0	....	....	3	0	140	5,000	593
Miss. Bapt	1	1	12	13	18	22	2	3	2	3	1	3	1	1	4	0	40	2,000	594
Nonsect ..	1	1	21	32	4	3	6	6	1	2	0	0	0	0	4	0	20	4,000	595
Nonsect ..	0	2	3	6	8	16	3	3	0	0	....	....	....	....	4	0	200	400	596
Nonsect ..	3	1	34	49	0	0	5	5	....	....	1	0	0	0	4	0	450	15,000	597
Cong	1	1	26	24	14	9	0	0	2	0	5	6	0	0	4	0	0	1,000	598
M. E.....	3	4	74	70	0	0	15	6	10	4	13	12	5	0	....	144	6,000	35,000	599
Bapt.....	2	2	50	46	0	0	19	8	5	0	1	5	0	1	4	0	1,300	8,000	600
Nonsect ..	2	1	47	53	8	22	....	....	....	....	5	9	2	2	4	0	75	3,000	601
Nonsect ..	1	4	71	81	7	6	2	1	2	0	4	8	0	1	4	0	875	7,000	602
Nonsect ..	1	1	15	23	9	3	1	0	0	4	1	6	1	2	4	0	100	16,000	603
Nonsect ..	2	1	35	45	0	0	8	6	2	0	4	0	4	0	4	0	200	5,000	604
Nonsect ..	3	0	15	0	10	0	6	0	4	0	....	....	....	....	....	....	.....	.....	605
Nonsect ..	1	2	28	33	0	0	2	2	5	0	5	3	5	0	4	0	.....	4,200	606
Nonsect ..	1	2	14	37	8	4	1	10	0	0	0	3	0	3	4	0	752	15,000	607
Nonsect ..	1	2	9	10	26	35	6	9	2	0	0	0	0	0	4	....	500	2,000	608
Nonsect ..	3	4	93	68	2	2	27	6	2	0	28	21	12	1	4	0	1,300	60,000	609
Bapt.....	2	4	79	130	7	3	20	10	1	0	8	9	6	2	4	0	1,000	90,000	610
Free Bapt.	5	0	71	0	0	0	71	0	....	....	17	0	17	0	3	....	1,400	.....	611
Cong.....	1	2	68	100	0	0	3	4	3	0	3	12	1	6	5	0	40	2,500	612
Nonsect ..	1	1	26	28	0	0	6	2	....	....	5	6	4	0	4	0	200	.....	613
Cong	1	1	10	25	4	1	3	5	1	0	0	6	0	0	4	0	.....	2,000	614
Nonsect ..	1	3	16	23	26	21	6	2	....	....	6	5	3	0	4	0	320	13,000	615
Nonsect ..	0	7	2	23	0	0	0	1	0	2	0	3	0	2	4	0	400	.....	616
Nonsect ..	1	2	36	30	36	30	10	7	5	0	10	3	5	2	4	0	.....	2,500	617
Nonsect ..	2	3	36	25	0	0	6	2	16	2	5	2	4	0	4	0	700	12,500	618
Nonsect ..	1	1	7	10	0	0	5	2	0	0	1	0	1	0	4	0	500	.....	619
Free Bapt.	2	5	95	105	5	7	30	6	8	3	14	13	11	5	4	0	800	35,000	620
R. C	0	6	0	78	0	15	....	....	....	....	0	12	....	....	4	....	500	.....	621
Nonsect ..	3	6	90	99	0	0	22	22	20	0	21	21	11	8	4	27	2,400	36,000	622

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MAINE—continued.		
623	Sebago	Potter Academy	Charles T. Stone
624	South Berwick	Berwick Academy	Edw. D. Merriman
625	South China	Erskine Academy	W. J. Thompson
626	Vassalboro	Oak Grove Academy	Wilbur A. Estes
627	Waterville	Coburn Classical Institute	Franklin W. Johnson, A. M.
628	Wilton	Wilton Academy	Drew T. Harthorn, A. M
629	Yarmouth	North Yarmouth Academy	Rev. B. P. Snow, A. M
	MARYLAND.		
630	Baltimore	Baltimore Academy of the Visitation.	Sister Mary Leonard Neale
631	Baltimore (Brevard st.)	The Boys' Latin School	J. A. Dunham, A. B
632	Baltimore (8 East Franklin st.).	Boys' School of St. Paul's Parish*	Rev. E. de S. Juny
633	Baltimore (Cathedral and Mulberry sts.).	Calvert Hall College	Brother Demis
634	Baltimore (Charles st. extended).	The Country School for Boys of Baltimore City.	Frederick Winsor, headmaster.
635	Baltimore (847–851 N. Howard st.).	Deichmann's Gymnasium School	Dr. Edward Deichmann
636	Baltimore (Walbrook)	Epiphany Apostolic College	Rev. J. A. St. Laurent
637	Baltimore (St. Paul and 24th sts.).	Girls' Latin School*	William H. Shelley
638	Baltimore (310 W. Hoffman st.).	Milton Academy	J. F. Springer
639	Baltimore (Station G)	Mount de Sales Academy of the Visitation.*	Superioress of the Academy
640	Baltimore (Station D)	Mount St. Joseph's College	Brother Joseph
641	Baltimore (1405 Park ave.).	Randolph-Harrison School	Mrs. Jane R. H. Randall
642	Baltimore	St. Frances Academy	
643	Baltimore (915–917 N. Charles st.).	Southern Home School*	Mrs. Cary, Miss Cary
644	Baltimore (710–712 Madison ave.).	University School for Boys	W. S. Marston
645	Baltimore (909 Cathedral st.).	Wilford Home School	Mrs. Waller R. Bullock
646	Brookeville	Brookeville Academy	H. S. Housekeeper, M. A
647	Brunswick	Brunswick Seminary	J. J. Shenk
648	Catonsville	Academy of the Visitation, Mount de Sales.	Superioress of Mt. de Sales
649	Colora	West Nottingham Academy	John G. Conner, A. M
650	Darnestown	Andrew Small Academy	William Nelson
651	Emmitsburg	St. Joseph's Academy*	Sister Augustine Park
652	Forest Glen	National Park Seminary	John A. Cassedy
653	Frederick	Frederick College	E. E. Cates, A. M., president
654	....do	St. John's Literary Institute	Rev. W. H. Walsh, S. J.
655	Hagerstown	Home and Day School for Girls	Miss S. Josephine Bacon
656	Hyattsville	Melrose Institute	The Misses Lewin
657	Leonardtown	St. Mary's Academy	Sister Mary Catharine
658	McDonogh	McDonogh Institute	James T. Edwards, D.D., LL. D
659	Millersville	Anne Arundel County Academy	William H. Thompson
660	Mount Washington	Mount St. Agnes College	Sisters of Mercy
661	Port Deposit	The Jacob Tome Institute	William Perry Eveland
662	Reisterstown	The Hannah More Academy	Rev. Joseph Fletcher
663	Rising Sun	Friends' School	Miss May Rodney
664	Rockville	Rockville Academy	W. Pinckney Mason
665	St. George	St. George's Hall for Boys	James C. Kinear, A. M
666	St. Mary's City	St. Mary's Female Seminary	Miss L. R. Langley
667	Sandy Springs	Sherwood Friends' School	Elizabeth P. M. Thom
668	Union Bridge	Union Bridge High School	James L. T. Waltz

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	2	26	34	0	0	4	1	2	0	1	1	0	1	4	0	150	$6,132	623
Nonsect ..	2	1	23	39	4	1	3	2	1	0	2	3	2	2	4	0	3,900	80,500	624
Nonsect ..	1	2	25	25	15	10	....	....	....	....	2	3	....	....	3	0	350	3,000	625
Friends...	3	3	47	43	2	8	1	0	....	....	4	7	0	1	4	0	2,000	20,000	626
Bapt.....	4	5	93	78	0	0	61	37	5	0	13	23	11	12	4	0	1,800	60,000	627
Nonsect ..	2	2	46	35	0	0	14	8	6	0	7	2	5	0	4	0	650	15,525	628
Nonsect ..	1	3	11	36	2	3	2	3	3	0	2	6	2	5	4	0	1,300	18,000	629
R. C	0	10	0	61	0	70	....	....	....	....	0	7	....	....	....	....	4,000	.....	630
Nonsect ..	7	0	52	0	6	0	15	0	20	0	5	0	4	0	4	0	0	9,000	631
Epis	2	0	7	0	23	0	....	....	....	....	....	....	....	....	....	0	600	.....	632
R. C	6	0	109	0	134	0	....	....	....	....	8	0	....	....	....	....	4,915	175,000	633
Nonsect ..	3	0	13	0	28	0	....	....	....	....	0	0	0	0	6	0	0	.....	634
Nonsect ..	6	0	50	0	35	0	40	0	10	0	30	0	20	0	4	0	.....	10,000	635
R. C	8	0	52	0	13	0	17	0	13	0	14	0	14	0	5	0	400	150,000	636
M. E.....	0	8	0	261	0	29	0	45	....	....	0	35	0	35	4	....	1,138	.....	637
Nonsect ..	4	0	28	0	10	0	6	0	3	0	3	0	3	0	4	0	.....	.....	638
R. C	0	8	0	50	....	....	....	....	....	....	0	5	....	....	....	....	5,000	.....	639
R. C	4	0	40	0	62	0	....	....	23	0	0	0	0	0	4	0	6,000	95,000	640
Nonsect ..	0	6	0	40	0	46	0	40	0	0	0	2	0	2	4	....	1,000	.....	641
R. C	0	5	0	20	0	20	....	....	....	....	....	....	....	....	....	....	.....	.....	642
Nonsect ..	0	8	0	96	0	44	0	1	0	0	0	8	0	1	4	0	.....	.....	643
Nonsect ..	10	0	165	0	2	0	....	....	....	....	20	0	20	0	4	0	2,000	55,000	644
Nonsect ..	0	8	0	30	10	10	....	....	0	12	0	6	0	5	....	....	.....	.....	645
Nonsect ..	1	1	18	5	0	0	1	0	1	0	0	0	....	....	4	0	.....	.....	646
Nonsect ..	1	2	16	13	32	5	....	....	2	2	2	5	2	2	3	0	30	4,200	647
R. C	0	9	0	30	....	....	....	....	....	....	0	2	....	....	....	....	4,000	.....	648
Nonsect ..	2	0	31	11	0	4	4	3	3	0	3	1	3	0	4	0	200	10,000	649
Nonsect ..	1	1	8	4	23	15	0	0	0	0	4	15	....	....	3	12	.....	15,000	650
R. C	0	5	0	40	0	47	....	....	....	....	0	10	0	9	....	....	2,000	.....	651
Nonsect ..	0	3	0	114	0	12	0	3	0	0	0	10	0	1	5	0	1,000	75,000	652
Nonsect ..	2	0	28	0	0	0	8	0	0	0	0	0	0	0	4	20	5,000	15,000	653
R. C	2	0	10	0	66	0	4	0	....	....	....	....	....	....	....	....	2,000	.....	654
Nonsect ..	0	4	0	25	0	17	....	....	....	....	....	....	....	....	4	....	.....	.....	655
Epis	1	4	0	24	6	16	0	0	0	0	0	3	0	0	4	....	.....	.....	656
R. C	0	2	0	18	11	49	0	0	0	0	0	3	0	3	5	0	500	6,000	957
Nonsect ..	9	0	71	0	80	0	0	0	10	0	25	0	0	0	5	71	3,000	350,000	658
Nonsect ..	1	0	9	2	5	5	3	0	....	....	0	0	0	0	4	0	.....	.....	659
R. C	0	8	0	40	0	35	....	....	....	....	0	2	....	....	6	....	1,000	.....	660
Nonsect ..	6	6	46	56	205	253	....	....	3	0	4	6	3	0	4	....	.....	106,208	661
P. E	2	7	0	39	0	27	....	....	....	....	0	7	....	....	3	....	272	60,000	662
Friends...	1	1	7	11	5	1	4	3	0	0	0	1	0	1	3	0	20	2,600	663
Nonsect ..	2	1	38	15	0	0	6	0	0	0	....	....	....	....	....	....	300	5,000	664
Epis	2	1	10	0	10	0	1	0	1	0	0	0	0	0	3	0	500	15,000	665
Nonsect ..	0	1	0	26	0	6	0	0	0	0	0	4	0	0	3	0	500	.....	666
Friends...	0	3	10	4	12	18	2	0	....	....	....	....	....	....	....	0	100	.....	667
Nonsect ..	1	1	18	25	70	75	0	0	0	0	0	0	0	0	4	0	150	3,000	668

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS.		
669	Amherst	Oak Grove Home School	Miss Vryling W. Buffum
670	Andover	Abbot Academy	Miss Laura S. Watson
671	....do	Phillips Academy	Cecil F. P. Bancroft, LL. D.
672	....do	Punchard Free School	Frank O. Baldwin
673	Ashburnham	Cushing Academy	Hervey S. Cowell
674	Belmont	The Belmont School	B. F. Harding, A. M.
675	Billerica	Howe School	Earl C. Douis
676	....do	Mitchell's Boys' School	M. C. Mitchell
677	Boston (Back Bay)	Boston Academy of Notre Dame	Sister Francis of Sacred Heart.
678	Boston (618 Massachusetts ave.).	Boston Female Academy of the Sacred Heart.	Madame R. B. Aitken
679	Boston (252 Marlboro st.)	Bynner's (Miss) Private School for Girls.	Miss Caroline Naomi Bynner.
680	Boston (253 Commonwealth ave.).	Chamberlayne's (Miss) School for Girls.	Miss Catharine J. Chamberlayne.
681	Boston (458 Boylston st.)	Chauncy Hall School	Taylor, De Meritte, and Hagar
682	Boston (97 Beacon st.)	Classical School	George W. C. Noble and James J. Greenough.
683	Boston (324 Commonwealth ave.).	The Commonwealth Avenue School.	The Misses Gilman (Hannah E. and Julia R.).
684	Boston (91 Newbury st.)	Curtis's (Miss) Private School *	Miss Elizabeth Curtis
685	Boston (86 Beacon st.)	Hale's School for Boys *	E. D. Marsh, C. S. Street, R. F. Curtis.
686	Boston (401 Beacon st.)	Home and Day School for Girls	Miss Frances V. Emerson
687	Boston (25 Chestnut st.)	Hersey's (Miss) School for Girls *	Miss Heloise E. Hersey
688	Boston (21 Marlboro st.)	Winsor's (Miss) School	Miss Mary Pickard Winsor
689	Bradford	Bradford Academy	Miss Ida C. Allen
690	....do	Carleton School	Isaac N. Carleton, Ph. D.
691	Brighton	Mount St. Joseph Academy	Sister Superior
692	Brimfield	Hitchcock Academy *	George W. Earle
693	Cambridge	Browne and Nichols School	George H. Browne, A. M., Edgar H. Nichols, A. B.
694	Cambridge (34 and 36 Concord ave.).	The Cambridge School for Girls	Arthur Gilman, M. A., director.
695	Cambridge (13 Buckingham st.).	Private Fitting School for Boys and Girls.	Miss K. V. Smith
696	Cambridgeport	Day and Family School for Boys *	Joshua Kendall
697	Concord	Concord School	James S. Garland
698	Conway	Hill View School	Mrs. E. C. Perry
699	Danvers (cor. Maple and Poplar sts.).	Willard Hall School for Girls	Mrs. Sarah M. Merrill
700	Deerfield	Deerfield Academy and Dickinson High School.	D. T. Carpenter
701	Dorchester (23 Allston st.)	Shawmut School	Miss Ella G. Ives
702	Dudley	Nichols Academy	Alfred G. Collins, A. M.
703	Duxbury	The Alden School for Girls *	Mary T. Jenkins
704	....do	Partridge Academy	Thos. H. H. Knight, A. B.
705	....do	Powder Point School	F. B. Knapp, S. B
706	Easthampton	Williston Seminary	Joseph H. Sawyer, A. M.
707	East Northfield	Northfield Seminary	Evelyn S. Hall, B. A
708	Everett	Home School	Mrs. A. P. Potter
709	Fall River	La Ste. Union des Sacrés Cœurs	Sister Mary Aidan
710	Franklin	Dean Academy	Arthur W. Peirce, A. B
711	Great Barrington	Housatonic Hall	Miss F. M. Warren
712	....do	Sedgwick Institute *	Edward J. Van Lennep
713	Greenfield	Prospect Hill School	Ida F. Foster and Caroline R. Clark.
714	Groton	Groton School	Rev. Endicott Peabody, LL. M.
715	Hadley	Hopkins Academy	H. M. Thayer, B. A
716	Harvard	Bromfield School	Miss Lilla N. Frost
717	Hatfield	Smith Academy	Howard W. Dickinson

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	0	2	0	9	0	0	0	1	0	3	0	2	0	2	4	....	600	.....	669
Nonsect..	1	14	0	126	0	0	0	8	0	14	0	14	.....	.....	....	0	4,500	$140,000	670
Nonsect..	18	0	407	0	0	0	229	0	178	0	122	0	122	0	4	0	3,100	200,000	671
Nonsect..	1	3	38	46	0	0	4	7	4	0	10	8	4	2	4	....	500	40,000	672
Nonsect..	5	6	78	71	12	8	14	6	6	0	13	11	8	5	4	0	1,000	128,100	673
Epis.....	4	0	14	0	1	0	12	0	2	0	4	0	3	0	4	0	2,000	50,900	674
Nonsect..	2	1	29	25	0	0	1	2	3	2	2	8	1	2	4	0	90	9,000	675
Nonsect..	4	0	20	0	20	0	1	0	9	0	1	0	.....	.....	4	20	200	50,000	676
R. C	0	5	0	75	0	100	.....	.....	.....	.....	0	11	0	0	4	0	5,000	200,000	677
R. C	0	8	0	41	0	24	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1,250	65,300	678
Nonsect..	1	10	0	34	0	6	0	5	.....	.....	.....	.....	.....	.....	4	....	3,000	.....	679
Nonsect..	4	6	0	25	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	680
Nonsect..	3	2	59	24	34	117	10	5	33	0	.....	.....	.....	.....	4	0	750	600	681
Nonsect..	6	0	110	0	40	0	100	0	10	0	17	0	17	0	5	0	200	.....	682
Nonsect..	0	3	0	25	0	10	0	3	0	3	0	2	0	1	....	0	.....	.....	683
Nonsect..	0	7	0	50	30	30	0	10	.....	.....	0	3	0	3	.....	.....	.....	.....	684
Nonsect..	4	0	20	0	30	0	20	0	8	0	20	0	20	0	4	0	250	.....	685
Nonsect..	1	8	0	35	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	686
Epis.....	0	12	0	82	0	14	.....	.....	.....	.....	0	14	.....	.....	.....	.....	.....	.....	687
Nonsect..	0	13	0	72	0	16	0	26	0	0	0	20	0	12	5	0	.....	.....	688
Nonsect..	3	11	0	115	0	0	0	1	0	4	0	19	0	0	....	0	5,000	100,000	689
Cong	2	2	14	0	2	0	1	0	.....	.....	.....	.....	.....	.....	.....	0	1,000	15,000	690
R. C	0	5	0	20	0	46	0	0	0	0	0	2	0	0	4	0	1,550	130,009	691
Nonsect..	2	1	25	30	0	0	10	20	0	0	0	8	0	3	4	0	2,000	12,000	692
Nonsect..	7	0	47	0	10	0	43	0	2	0	9	0	9	0	5	0	800	40,000	693
Nonsect..	0	10	0	65	0	19	.....	.....	.....	.....	0	7	0	7	....	0	.....	.....	694
Nonsect..	0	4	6	4	2	4	5	2	.....	.....	0	0	.....	.....	5	0	.....	.....	695
Nonsect..	1	1	4	0	0	0	4	0	0	0	.....	.....	.....	.....	.....	.....	.....	.....	696
Nonsect..	4	0	14	0	4	0	8	0	5	0	4	0	2	0	....	0	500	30,000	697
Nonsect..	0	3	1	4	1	4	0	2	0	0	0	0	0	0	3	0	.....	3,000	698
Cong	0	4	0	11	.....	.....	0	2	.....	.....	0	0	.....	.....	.....	.....	300	15,000	699
Nonsect..	2	1	14	19	0	0	.....	.....	.....	.....	2	5	1	2	4	0	3,000	16,000	700
Nonsect..	0	6	0	16	0	2	.....	.....	0	9	.....	.....	.....	.....	4	.....	.....	.....	701
Nonsect..	2	2	30	34	0	0	10	10	0	0	4	3	2	0	4	0	3,200	150,000	702
Nonsect..	0	2	1	5	5	2	0	0	0	0	0	0	0	0	4	0	700	12,000	703
Nonsect..	1	1	17	25	9	9	0	1	.....	.....	3	10	0	0	3	18	500	8,000	704
Nonsect..	5	0	25	0	10	0	10	0	8	0	4	0	2	0	4	0	1,000	25,000	705
Cong	9	0	101	3	0	0	34	3	.....	.....	16	0	12	0	4	0	3,500	150,000	706
Nonsect..	2	23	0	234	0	148	0	38	0	39	0	32	0	11	4	0	5,444	356,000	707
Bapt.....	0	4	0	25	0	5	0	7	0	....	0	5	0	3	4	0	500	20,000	708
R. C	0	4	0	15	0	33	0	0	0	0	0	4	0	3	4	0	.....	.....	709
Univ	6	5	53	41	0	0	15	10	10	0	13	9	9	4	4	0	1,500	135,000	710
Nonsect..	0	1	0	14	5	16	0	3	.....	.....	0	6	0	3	.....	.....	150	.....	711
Nonsect..	4	3	19	0	9	0	9	0	10	0	7	0	4	0	....	0	.....	30,000	712
Nonsect..	0	5	0	13	0	3	0	3	.....	.....	0	2	.....	.....	.....	.....	400	30,000	713
P. E	13	0	90	0	37	0	90	0	.....	.....	18	0	15	0	4	0	3,000	300,000	714
Nonsect..	1	1	13	25	0	0	1	5	2	2	0	3	0	0	4	0	250	.....	715
Nonsect..	0	4	7	13	0	0	0	0	2	2	0	5	0	1	4	....	2,000	25,000	716
Nonsect..	1	2	25	25	0	0	2	3	4	5	3	2	2	0	4	0	500	24,742	717

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MASSACHUSETTS—cont'd.		
718	Hingham	Derby Academy*	Sarah G. Robinson
719	Leicester	Leicester Academy*	Corwin F. Palmer
720	Lowell	The Rogers Hall School for Girls	Eliza P. Underhill
721	Marion	Tabor Academy	Dana M. Dustan, A. M.
722	Middleboro	Eaton School	Amos H. Eaton
723	Milton	Milton Academy	Harrison Otis Apthorp, A. M.
724	Monson	Monson Academy	Arthur Newell Burke
725	Mount Hermon	Mount Hermon School for Boys	Henry F. Cutler, B. A.
726	Nantucket	Admiral Sir Isaac Coffin's Lancasterian School.	E. B. Fox and Miss Gertrude M. King.
727	Natick	Walnut Hill School for Girls	Charlotte H. Conant, B. A., Florence Bigelow, M. A.
728	New Bedford	Friends' Academy	Thomas H. Eckfeldt
729	....do	Home Preparatory School	Charles E. E. Mosher
730	Newton	Cutler's Preparatory School	Edward H. Cutler, A. M.
731	....do	Newton Private School	Anna M. Goodmon
732	Northampton	Mary A. Burnham School for Girls.	Miss B. T. Capen
733	Norton	Wheaton Female Seminary	Samuel V. Cole
734	Pittsfield	The Berkshire School	Arthur J. Clough, A. M.
735	....do	Family and Day School for Girls*	Miss Mary E. Salisbury
736	Quincy	Adams Academy*	William Royall Tyler
737	....do	Woodward Seminary	Miss Carrie E. Small
738	Roxbury	Notre Dame Academy	Sister Julia
739	....do	Roxbury Latin School	William C. Collar, A. M.
740	Sherborn	Sawin Academy and Dowse High School.	Charles S. Webb
741	Southboro	St. Mark's School	Rev. Wm. G. Thayer, A. M.
742	South Braintree	Thayer Academy	William Gallagher, Ph. D
743	South Byfield	Dummer Academy	Perley Leonard Horne, A. M.
744	South Lancaster	South Lancaster Academy	Joseph H. Haughey
745	South Worthington	The Conwell Academy	C. Burnham
746	Springfield	The "Elms" Home Day and Music Schools (Girls).	Miss Charlotte W. Porter
747	....do	MacDuffie's School for Girls	John MacDuffie, Ph. D.
748	Taunton	Bristol Academy	Wm. A. Lackey
749	Waban	The Waban School*	Charles Everett Fish, A. M.
750	Waltham	Waltham New Church School*	Benjamin Worcester
751	Wellesley	Dana Hall School	Misses Eastman
752	....do	Wellesley School for Boys	Edward A. Benner
753	West Boxford	Barker Free School*	N. B. Sargent
754	West Bridgewater	Howard Seminary	Ralph Waldo Gilford
755	Westford	Westford Academy	William E. Frost
756	West Newton	West Newton English and Classical School.	Nathaniel T. Allen
757	Wilbraham	Wesleyan Academy	William Rice Newhall
758	Winchendon	Murdock School	Frederic W. Plummer
759	Wollaston	Quincy Mansion School for Girls	Horace Mann Willard
760	Worcester	The Dalzell School for Boys	Geo. A. Stearns, jr
761	....do	The Dalzell School for Girls	Rachel C. Fish
762	....do	The Highland Military Academy	Joseph Alden Shaw, A. M.
763	....do	Kimball's (Miss) School for Girls.	Miss E. A. Kimball
764	....do	Worcester Academy	D. W. Abercrombie, A. M., LL. D.
	MICHIGAN.		
765	Ann Arbor	St. Thomas School	Sister M. Magdalene
766	Benton Harbor	Benton Harbor College	G. J. Edgcumbe, A. M., Ph. D.
767	Birdsall	Raisin Valley Seminary	L. Adelbert Bailey, A. M.
768	Clarksville	Clarksville Academy	Charles J. Transue
769	Detroit (322 Jefferson ave.)	Academy of the Sacred Heart	Madame A. Pardow
770	Detroit (73 Stimson place)	Detroit Home and Day School	Miss Ella M. Liggett, A. B.

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Unitarian	0	2	0	10	14	15	0	1	.....	.....	.....	.....	.....	.....	.....	0	.....	$5,000	718
Nonsect ..	3	4	39	40	0	0	10	4	7	8	8	3	5	2	5	39	300	25,000	719
Nonsect ..	3	10	0	31	0	11	0	1	0	20	0	7	0	7	5	31	259	45,000	720
Cong	3	3	41	36	0	0	8	7	5	0	11	3	6	1	4	0	1,249	20,000	721
Nonsect ..	1	3	16	7	14	3	0	1	2	0	.....	.....	.....	.....	0	.....	.....	.....	722
Nonsect ..	8	1	94	19	14	8	.....	.....	.....	.....	7	0	7	0	6	0	1,000	100,000	723
Nonsect ..	2	6	60	66	0	0	8	10	6	1	13	10	10	9	.....	0	2,000	15,000	724
Nonsect ..	11	7	189	0	179	0	78	0	79	0	21	0	18	0	4	0	5,151	297,773	725
Nonsect ..	1	2	3	27	8	7	.....	.....	0	2	0	0	.....	.....	4	.....	2,050	8,000	726
Nonsect ..	1	12	0	33	0	0	0	3	0	10	0	8	0	7	4	.....	2,000	20,000	727
Nonsect ..	1	4	11	26	7	21	7	2	4	0	3	4	3	0	4	.....	1,200	25,000	728
Nonsect ..	1	2	18	15	9	6	3	7	9	7	9	0	6	0	4	0	.....	.....	729
Nonsect ..	1	2	26	8	3	5	14	6	4	0	11	1	9	1	.....	0	.....	.....	730
Nonsect ..	0	4	0	9	14	19	0	1	.....	.....	.....	.....	.....	.....	4	.....	.....	.....	731
Nonsect ..	5	16	0	153	0	0	.....	.....	.....	.....	0	26	0	26	.....	.....	.....	.....	732
Nonsect ..	2	7	0	62	0	0	.....	.....	0	2	0	4	.....	.....	4	0	5,550	90,000	733
Nonsect ..	1	4	6	9	5	4	1	1	1	1	1	2	1	2	4	0	.....	17,500	734
Nonsect ..	0	4	0	27	6	32	.....	.....	0	6	0	2	0	2	5	0	1,200	3,000	735
Nonsect ..	3	0	30	0	0	0	0	0	1	0	8	0	8	0	4	0	.....	.....	736
Nonsect ..	1	10	0	93	0	0	0	11	0	8	0	5	0	0	5	0	650	44,077	737
R. C	0	4	0	32	0	47	0	0	0	1	0	8	.....	.....	4	0	6,000	184,350	738
Nonsect ..	8	0	159	0	0	0	50	0	50	0	18	0	18	0	6	0	2,500	20,000	739
Nonsect ..	1	1	8	11	6	7	1	1	.....	.....	1	1	0	0	4	0	125	16,000	740
Epis	11	0	115	0	7	0	105	0	10	0	13	0	14	0	4	0	3,500	250,000	741
Nonsect ..	4	2	60	48	0	0	17	15	15	0	6	0	1	4	4	0	1,000	10,700	742
Nonsect ..	4	0	18	7	6	1	10	2	2	0	6	0	6	0	4	0	1,000	.....	743
7 D. Adv..	4	5	24	12	62	55	22	14	.....	.....	1	0	.....	.....	4	0	.....	41,989	744
Nonsect ..	2	1	23	20	0	0	2	0	3	0	2	0	2	0	4	0	.....	.....	745
Nonsect ..	2	4	0	44	2	13	2	20	.....	.....	0	2	0	2	5	0	3,500	.....	746
Nonsect ..	0	4	0	45	0	25	0	10	0	1	0	5	0	1	5	0	1,000	30,000	747
Nonsect ..	1	2	23	19	15	13	.....	.....	.....	.....	.....	.....	.....	.....	4	0	150	.....	748
Nonsect ..	5	2	35	0	0	0	20	0	15	0	10	0	10	0	4	0	1,000	50,000	749
N. Jer	1	1	12	16	13	18	3	3	4	0	.....	.....	.....	.....	.....	0	500	52,500	750
Nonsect ..	0	19	0	98	9	0	0	12	0	77	0	22	0	22	4	0	.....	.....	751
Nonsect ..	1	1	7	0	4	0	3	0	.....	.....	.....	.....	.....	.....	4	.....	450	8,000	752
Nonsect ..	1	0	15	8	0	0	.....	.....	.....	.....	3	3	.....	.....	4	0	50	.....	753
Nonsect ..	2	6	0	22	0	0	0	5	.....	.....	0	12	0	4	4	0	4,000	100,000	754
Nonsect ..	1	1	19	21	0	0	2	2	3	4	5	2	1	0	4	0	100	.....	755
Nonsect ..	3	2	32	8	20	3	.....	.....	.....	.....	6	0	6	0	4	0	.....	25,000	756
Nonsect ..	8	6	119	91	0	0	36	4	30	4	15	17	15	5	4	0	6,500	203,184	757
Nonsect ..	2	4	30	41	7	9	4	5	3	6	4	10	2	0	4	0	300	130,000	758
Nonsect ..	0	8	0	25	0	10	0	20	0	5	0	9	0	5	.....	.....	3,200	30,000	759
Nonsect ..	3	3	19	0	1	0	16	0	3	0	2	0	2	0	5	0	1,000	4,000	760
Nonsect ..	2	3	0	16	0	10	0	3	.....	.....	0	0	0	0	5	0	.....	500	761
P. E	8	0	34	0	6	0	4	0	7	0	9	0	4	0	3	34	1,000	36,000	762
Nonsect ..	0	5	0	25	0	10	0	4	.....	.....	0	4	.....	.....	4	.....	.....	.....	763
Nonsect ..	15	0	232	0	232	0	75	0	75	0	40	0	35	0	4	.....	2,500	650,000	764
R. C	0	2	0	10	76	107	0	3	.....	.....	0	0	.....	.....	4	.....	.....	.....	765
Nonsect ..	7	5	140	194	34	42	.....	.....	.....	.....	11	14	7	12	4	48	1,016	40,000	766
Friends...	2	1	10	10	20	6	0	0	1	0	1	1	0	0	4	0	650	.....	767
Nonsect ..	2	1	20	6	55	27	.....	.....	.....	.....	.....	.....	.....	.....	4	0	.....	.....	768
R. C	0	5	0	20	0	30	.....	.....	.....	.....	.....	.....	.....	.....	3	0	2,000	.....	769
Nonsect ..	0	8	0	100	0	150	.....	.....	0	30	0	14	0	5	4	0	1,000	50,000	770

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MICHIGAN—continued.		
771	Detroit (36 Putnam st.)	Detroit School for Boys	Frederick Whitton
772	Detroit (643-615 Jefferson ave.).	Detroit Seminary	Mrs. Eliza F. Hammond, Miss Laura C. Browning.
773	Escanaba	St. Joseph's Parochial School	Rev. Father Bede
774	Grand Haven (Washington st.).	Akeley Institute	Rev. James E. Wilkinson, Ph. D.
775	Grand Rapids (70 Jefferson ave.).	Powell's School for Boys	Rev. Isaac P. Powell
776	Grosse Point	Academy of the Sacred Heart	Madam Isabella Gavin
777	Hancock	St. Patrick's School	Sister M. Casailda
778	Ishpeming	St. John's School*	Rev. J. M. Langan
779	Laurium	Sacred Heart Academy	Rev. Peter Welling
780	Marquette	St. Joseph's Academy	Sister M. Agnes
781	Monroe	St. Mary's Academy	Mother M. Justina
782	Orchard Lake	Michigan Military Academy	Charles Alden Smith
783	Saginaw	St. Andrew's Academy	Sister M. Matthew
784	Spring Arbor	Spring Arbor Seminary	David S. Warner, A. M.
785	Traverse City	St. Francis' School	Rev. Father Bauer
	MINNESOTA.		
786	Albert Lea	Luther Academy	Einar I. Strōm
787	Duluth (26 Avenue E)	The Maynard School	Laura A. Jones
788	Duluth	Sacred Heart Institute	Mother Scholastica, O. S. B.
789	Faribault	Bethlehem Academy	Sister Veronica
790	....do	St. Mary's Hall	Miss Caroline Wright Eells
791	....do	Shattuck School	Rev. James Dobbin, D. D.
792	Fergus Falls	Park Region Lutheran College	John T. Asker
793	Madison	Lutheran Normal School	Rev. O. Lo' Kensgaard
794	Minneapolis	Holy Angels Academy	Sister Frances Clare
795	Minneapolis (1313 Fourth st.).	Minneapolis Academy	Thomas Peebles
796	Minneapolis (2118-2122 Pleasant ave.).	Stanley Hall*	Olive Adele Evers
797	Montevideo	Windom Institute	C. W. Headley
798	Owatonna	Pillsbury Academy	James W. Ford, Ph. D.
799	Red Wing	Red Wing Evangelical Seminary	Rev. M. G. Hanson
800	St. Joseph	St. Benedict's Academy	Sister Pius, directress
801	St. Paul (459 Portland ave.)	Baldwin Seminary	C. J. Backus, M. A
802	St. Paul (370 Selby ave.)	Barnard School for Boys	C. N. B. Wheeler
803	St. Paul (Merriam Park)	College of St. Thomas*	Rev. James C. Byrne
804	St. Paul	Concordia College	Theo. Buenger
805	....do	Cretin High School	Brother Emery
806	....do	St. Catherine's School*	Morelli S. Dusinberre
807	St. Paul (cor. Western ave. and Nelson street).	St. Joseph s Academy	Sister Hyacinth
808	St. Paul (407 E. Ninth st.)	St. Mary's School	Sisters of St. Joseph
809	St. Paul	St. Paul s College	Rev. C. W. Hertzler, A. M.
810	....do	Visitation Convent	M. C. Shepherd
811	Sauk Center	Sauk Center Academy and Business College.	Lewis H. Vath
812	Waseca	Academy of the Holy Child Jesus*	Mother M. Wenceslaus
813	Wilder	Breck Mission and Farm School	Anson M. Sperry
814	Willmar	Willmar Seminary	H. S. Hilleboe
815	Winona	The Winona Seminary*	Sister M. Th. Aquin, directress
	MISSISSIPPI.		
816	Abbeville	Abbeville Normal School	E. T. Keeton
817	Binnsville	Fairview Collegiate Training School.	James T. Boydston

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	6	1	27	1	49	0	6	0	10	0	5	0	5	0	4	0	1,000	$60,000	771
Nonsect ..	0	7	0	45	13	58	0	4	0	3	0	16	0	3	4	0	1,500	.....	772
R. C	0	1	19	26	256	270	....	....	....	....	6	6	....	....	4	0	250	.....	773
Epis	1	5	0	34	0	3	0	5	....	....	0	3	0	0	4	....	1,000	75,000	774
Nonsect ..	1	1	15	14	4	1	15	9	....	....	....	....	....	....	....	....	.....	.....	775
R. C	0	5	0	60	0	0	....	....	....	....	0	3	....	....	....	....	1,500	.....	776
R. C	0	1	11	21	160	159	....	....	....	....	1	4	....	....	4	....	500	.....	777
R. C	0	6	0	17	168	177	....	....	....	....	0	4	....	....	4	0	300	.....	778
R. C	0	4	10	14	165	236	....	....	....	....	....	....	....	....	....	....	.....	.....	779
R. C	0	3	30	50	120	200	....	....	....	....	0	6	....	....	4	....	400	.....	780
R. C	0	11	0	63	0	117	....	....	....	....	0	6	....	....	4	....	2,986	96,441	781
Nonsect ..	8	0	113	0	11	0	7	0	45	0	16	0	14	0	4	113	8,000	250,000	782
R. C	0	3	0	30	75	100	....	....	....	....	0	6	0	6	4	....	100	.....	783
Free Meth	3	1	41	31	21	22	1	0	....	....	9	1	1	0	4	0	600	7,000	784
R. C	0	2	9	16	76	84	....	....	....	....	0	0	0	0	4	0	70	6,000	785
Ev. Luth. U. Nor.	2	2	24	16	59	51	7	0	2	0	9	10	8	0	2	0	1,000	3,500	786
Nonsect ..	1	6	0	26	17	36	0	8	0	0	0	4	0	2	4	0	250	.....	787
R. C	0	4	0	30	0	60	0	6	0	7	0	0	0	0	4	0	725	10,000	788
R. C	0	5	0	20	0	40	0	6	0	6	0	3	0	3	3	....	200	.....	789
P. E	0	5	0	53	0	19	0	0	0	0	0	12	0	10	4	0	3,000	100,000	790
P. E	14	1	162	0	16	0	15	0	28	0	25	0	13	0	4	162	3,000	.....	791
Luth	2	0	28	12	130	23	7	3	5	2	17	6	6	3	4	0	275	.....	792
Luth. U. Nor.	3	0	10	14	62	31	....	....	....	....	8	6	0	0	2	0	300	30,000	793
R. C	0	3	0	27	0	109	....	....	....	....	0	4	....	....	4	....	720	75,000	794
Ref. Presb	5	1	89	22	10	4	....	....	....	....	19	7	18	5	4	0	300	25,000	795
Nonsect ..	5	9	5	33	5	30	....	....	....	....	....	....	....	....	4	....	.....	.....	796
Cong	3	3	30	20	50	40	8	4	6	5	2	6	....	....	4	0	700	20,000	797
Bapt.....	5	2	73	74	26	4	....	....	....	....	21	34	6	3	4	117	2,163	125,000	798
Ev. Luth .	6	0	105	0	35	0	....	....	....	....	....	....	....	....	4	....	500	25,000	799
R. C	0	4	0	50	0	48	....	....	....	....	0	0	....	....	4	0	900	.....	800
Nonsect ..	2	6	19	14	3	4	5	2	2	1	3	4	3	1	4	33	450	.....	801
Nonsect ..	2	0	12	0	7	0	5	0	3	0	0	0	0	0	5	0	623	300	802
R. C	11	0	111	0	0	0	....	....	....	....	....	....	....	....	....	....	5,000	70,000	803
Ev. Luth .	6	0	61	0	0	0	41	0	20	0	13	0	9	0	3	0	40	100,000	804
R. C	3	0	105	0	204	0	2	0	....	....	12	0	....	....	3	0	500	4,500	805
Epis	0	9	0	28	0	39	0	0	0	0	0	5	0	0	4	0	600	2,000	806
R. C	2	5	0	100	0	117	0	12	....	....	0	7	0	1	4	....	1,200	.....	807
R. C	0	8	10	19	222	279	0	0	0	0	0	0	....	....	4	0	300	46,000	808
M. E. Ger .	4	4	18	6	52	24	7	0	6	0	13	3	5	1	3	0	900	41,000	809
R. C	2	8	0	40	0	20	0	14	....	....	0	2	....	....	5	....	5,000	175,000	810
Nonsect ..	3	0	10	6	72	6	....	....	5	4	8	3	....	....	....	0	400	1,300	811
R. C	0	1	0	10	50	90	0	10	....	....	0	1	....	....	4	....	500	.....	812
P. E	1	0	13	5	77	33	....	....	1	1	0	0	0	0	3	0	300	11,000	813
Luth	2	1	22	8	204	45	....	....	....	....	13	2	....	....	4	0	.....	20,000	814
R. C	0	6	0	25	0	120	....	....	....	....	0	3	....	....	4	....	1,000	80,000	815
Nonsect ..	1	1	30	23	40	67	1	2	....	....	1	0	1	0	2	0	150	5,000	816
Nonsect ..	1	1	35	32	20	16	....	....	2	1	1	1	....	....	3	0	200	3,000	817

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSISSIPPI—continued.		
818	Brandon	Brandon Graded School	G. W. Sisler
819	Braxton	Braxton Collegiate Institute	J. H. Venable
820	Byhalia	Kate Tucker Institute	Miss Kate E. Tucker
821	....do	Waverly Institute	E. H. Randle, A. M.
822	Carrollton	Carrollton Male and Female College.	Wm. F. Hamilton
823	Carthage	Carthage Academy	Prof. N. F. Wallace
824	Chalybeate	Chalybeate Springs Institute	J. D. McLeran and W. F. Jeffrey.
825	Chatawa	St. Mary's Institute	Sister Mary Florence
826	Clarkson	Woodland Academy	Daniel Richards
827	Clinton	Mount Hermon Female Seminary.	Sarah A. Dickey
828	College Hill	"College Hill Presbyterial School."*	Rev. L. B. Chaney
829	Columbia	Columbia High School	J. T. Calhoun
830	Dixon	Dixon High School	H. Y. Graham
831	French Camp	French Camp Academy	Jackson Reeves
832	Gatewood	Walthall High School	Harvey E. Groves
833	Grenada	Grenada Collegiate Institute*	Rev. J. W. Malone, A. M
834	Handsboro	Gulf Coast College	Sam E. Jones
835	Harperville	Harperville School	F. B. Woodley, A. M.
836	Holly Springs	Epworth College	J. W. Honnoll, president
837	....do	North Mississippi Presbyterian College.	Rev. T. W. Raymond
838	....do	St. Thomas Hall	Rev. P. G. Sears
839	Houston	Mississippi Normal College	H. B. Abernethy
840	Kossuth	High School*	C. D. Garrett
841	Liberty	Liberty Male and Female College.	Rev. N. Smylie, president
842	Lockhart	University Institute	Chas. A. Huddleston, president.
843	Louisville	Louisville Normal School	J. T. McIntosh
844	Meridian	Lincoln School	Mrs. H. I. Miller
845	....do	Meridian Academy	Rev. J. L. Wilson, A. M., B. D.
846	Montrose	Forest District High School	Geo. W. Burton
847	Moss Point	Moss Point Academy	Walter T. Pate
848	Natchez	Cathedral School	Brother Celestine
849	....do	Natchez College	S. H. C. Owen
850	....do	St. Joseph's School	Sister Theresa
851	....do	Stanton College for Young Ladies.	Miss M. L. Prince
852	Nettleton	Providence College (male and female).	A. L. Burdine, B. S
853	Paris	Paris Normal Academy*	T. M. Anderson
854	Pickens	Pickens Graded High School	J. M. Briout
855	Senatobia	Blackbourne College*	Mrs. Thida D. Moore
856	Sherman	Mississippi Normal Institute	Davis, Langston, and Tucker.
857	Shubuta	Shubuta High School	C. W. Anderson
858	Sylvarena	Sylvarena High School	W. S. Huddleston, A. M.
859	Tula	Tula Normal Institute and Business College.	C. C. Hughes, president
860	Union Church	Union Church High School	J. A. Smylie
861	Vaiden	Vaiden Institute	J. B. T. Moss
862	Waynesboro	Waynesboro Collegiate Institute*	J. N. Powers
863	West Point	Mary Holmes Seminary	Rev. H. N. Payne, D. D.
864	Yale	Oakland Normal Institute	G. A. and J. T. Holley
865	Yazoo	St. Clara's Academy	Sister Emerentia
	MISSOURI.		
866	Appleton City	Appleton City Academy	G. A. Theilmann
867	Arcadia	Ursuline Academy	Mother Marian
868	Ashley	Watson Seminary	A. R. Coburn

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	0	12	14	66	73	....	....	4	5	0	0	0	0	3	0	.....	$4,000	818
Nonsect..	2	0	17	10	68	65	10	0	5	0	0	0	0	0	3	0	100	1,200	819
Nonsect..	1	1	10	18	30	27	....	....	3	8	0	5	0	....	4	0	855	9,000	820
Nonsect..	1	1	16	18	40	50	5	0	....	....	1	2	1	2	4	0	1,500	9,000	821
Nonsect..	2	2	20	30	40	60	3	10	4	0	....	....	....	....	....	....	200	2,000	822
Nonsect..	2	0	55	50	20	25	....	....	....	....	0	0	0	0	3	0	200	1,000	823
Nonsect..	2	0	17	5	76	62	....	....	....	....	2	0	1	0	2	0	26	1,200	824
R. C.....	0	2	0	15	9	21	....	....	....	....	0	1	....	....	3	....	150	.....	825
M. E.....	1	1	9	25	34	43	2	3	....	....	1	3	1	3	3	0	.....	1,500	826
Nonsect..	0	3	1	24	8	46	....	....	....	....	....	....	....	....	....	....	....	25,000	827
Presb....	1	1	20	17	20	18	5	8	10	10	....	....	....	....	4	0	100	5,000	828
Nonsect..	1	2	28	25	75	102	....	....	....	....	4	4	4	4	3	0	300	5,600	829
Nonsect..	1	2	12	23	41	42	....	....	2	1	....	....	....	....	3	....	200	2,000	830
Presb.....	2	1	38	0	14	0	5	0	0	0	3	0	3	0	4	0	.....	4,500	831
Nonsect..	1	0	14	33	26	19	1	2	4	0	2	2	1	2	3	....	125	2,000	832
M. E. So..	0	10	0	157	0	43	....	....	....	....	0	16	....	....	5	....	600	40,000	833
Nonsect..	0	2	42	29	44	48	....	....	....	....	10	1	....	....	....	....	200	4,000	834
Nonsect..	2	4	20	35	60	59	....	....	....	....	0	0	....	....	3	0	2,000	1,500	835
M. E. So..	0	3	0	20	0	60	....	....	....	....	0	5	0	5	....	0	40	1,000	836
Presb.....	0	8	0	65	0	25	....	....	....	....	0	1	....	....	....	0	250	1,600	837
P. E	6	0	48	0	6	0	46	0	2	0	6	0	6	0	5	48	2,000	25,000	838
Nonsect..	4	6	56	60	125	145	....	....	....	....	8	11	5	8	2	0	600	10,000	839
Nonsect..	1	1	29	33	44	27	1	1	0	0	1	0	1	0	5	0	.....	800	840
Nonsect..	1	1	6	16	37	32	....	....	....	....	0	1	....	....	5	....	.....	3,000	841
Nonsect..	2	1	32	28	24	20	32	28	....	....	....	....	....	....	....	41	1,500	5,350	842
Nonsect..	1	1	20	18	62	71	5	3	10	5	0	0	0	0	4	0	300	10,000	843
Cong	0	4	32	60	60	80	4	2	8	8	8	8	4	6	....	0	300	2,000	844
M. E. So..	1	2	40	45	80	120	2	6	....	....	2	20	0	2	4	0	.....	4,000	845
Meth.....	1	1	10	10	50	50	1	0	....	....	1	1	1	1	....	0	.....	1,000	846
Nonsect..	0	1	22	18	21	19	2	5	....	....	4	1	....	....	4	0	300	3,000	847
R. C.....	3	0	65	0	110	0	....	....	....	....	6	0	....	....	4	0	600	50,000	848
Bapt.....	1	2	12	13	41	86	2	3	....	....	4	4	2	3	....	....	.....	12,000	849
R. C.....	0	2	0	39	0	75	....	....	....	....	0	0	0	0	....	....	.....	.....	850
Nonsect..	1	2	0	20	37	78	0	1	....	....	0	1	0	1	4	....	150	100,000	851
Nonsect..	0	2	21	19	50	46	2	1	4	3	0	0	0	0	3	0	1,000	2,500	852
Nonsect..	1	1	25	15	33	41	0	1	2	5	0	0	....	....	4	0	0	300	853
Nonsect..	0	2	1	10	34	30	0	6	0	0	....	....	....	....	2	....	50	1,500	854
Nonsect..	0	2	0	32	0	65	....	....	....	....	0	0	0	0	3	....	100	5,000	855
Nonsect..	3	0	25	20	90	90	0	1	1	1	5	1	1	2	3	0	300	3,500	856
Nonsect..	1	1	10	17	53	50	....	....	....	....	0	0	0	0	4	0	0	1,500	857
Nonsect..	1	0	14	13	48	30	....	....	3	1	0	0	....	....	3	0	250	1,200	858
Nonsect..	2	1	45	44	60	68	12	8	14	6	6	2	....	....	3	0	600	2,500	859
Nonsect..	0	1	12	13	9	15	2	0	....	....	....	....	....	....	4	....	.....	2,000	860
Nonsect..	1	1	16	14	30	33	8	12	....	....	0	0	....	....	....	....	.....	3,000	861
Nonsect..	1	1	65	50	20	30	3	3	0	0	0	3	0	3	4	0	.....	4,000	862
Presb.....	1	4	0	19	0	85	....	....	....	....	....	....	....	....	4	0	500	45,000	863
Miss. Bapt	1	1	30	25	60	95	8	3	20	5	26	6	16	7	4	0	500	2,500	864
R. C.....	0	2	26	29	10	21	....	....	....	....	0	1	....	....	....	....	1,500	.....	865
Nonsect..	3	1	44	40	24	16	....	....	....	....	1	3	....	....	4	45	382	3,500	866
R. C.....	0	1	0	32	0	11	0	11	....	....	0	0	....	....	....	....	1,200	.....	867
Nonsect..	1	1	35	45	5	5	6	8	0	0	0	2	0	2	4	0	1,200	10,000	868

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
869	Aurora	Aurora Collegiate School	J. H. Selden
870	Boonville	Kemper School	T. A. Johnston
871	do	Megquier Seminary	Miss Julia Megquier
872	Brookfield	Brookfield College	Harry C. Myers, A. M.
873	Butler	Butler Academy*	John W. Richardson
874	Caledonia	Bellevue Collegiate Institute	J. M. McFadden
875	Camden Point	Camden Point Military Institute.	W. N. Stagner
876	do	Female Orphan School	A. O. Riall
877	Chillicothe	St. Joseph's Academy	Sisters of St. Joseph
878	Clarence	Macon District High School	E. C. Crabb, A. M., president.
879	Clarksburg	Hooper Institute	Rev. S. H. Pollard
880	Clinton	Baird College*	Mrs. H. T. Baird
881	Columbia	The University Academy	John B. Welch, A. M.
882	Conception	Conception College	Rt. Rev. Frowin Conrad, O. S. B.
883	Concordia	St. Paul's College	J. H. C. Kaeppel
884	Dadeville	Dadeville Academy	S. W. Whitaker
885	Excelsior Springs	Haynes Academy	Anthony Haynes
886	Farmington	Carleton College	Rev. J. J. Martin, D. D
887	do	Elmwood Seminary*	Miss S. H. Holliday
888	do	Farmington Baptist College*	E. J. Jennings
889	Fredericktown	Marvin Collegiate Institute	Nelson Bollinger Henry
890	Fulton	The Orphan School of the Christian Church of Missouri.	James B. Jones
891	Gallatin	Grand River College	J. H. Hatton, president
892	Gravelton	Concordia College*	L. M. Wagner, A. M.
893	Holden	St. Cecilia's Seminary	Sister Mary Cyprian
894	Humphreys	Humphrey's Academy and Business College.	L. H. Gehman, A. M., president
895	Iberia	Iberia Academy*	G. Byron Smith
896	Independence	Woodland College	Geo. S. Bryant
897	Jackson	Carlisle Training School	Rev. Willis Carlisle
898	Joplin	Institute of Our Lady of Mercy	Sister M. Mercedes
899	Kansas City	St. Teresa's Academy	Sister Rose Vincent
900	Kidder	Kidder Institute	G. W. Shaw, A. M.
901	Kirkwood	Kirkwood Military Academy and Glendale Institute.	Edward A. Haight, A. M.
902	Labaddie	Labaddie Academy	L. C. Knowlton
903	Laddonia	Collins Seminary*	E. A. Collins
904	Lexington	Wentworth Military Academy	Maj. Sandford Sellers
905	Marble Hill	Mayfield-Smith Academy	J. Hume Dobbyn
906	Marionville	Marionville Collegiate Institute	Martin Luther Curl
907	Marshall	St. Savior's Academy	Sister Loretto
908	Maryville	Maryville Seminary	Geo. E. Moore, A. M., president
909	Moberly	St. Mary's Academy	Sister M. Caroline
910	Moundville	Cooper College	C. H. Miles, president
911	Mount Vernon	Mount Vernon Academy	Geo. H. Pollard
912	Nevada	Nevada Seminary	Mrs. Lulu G. Elliott
913	Odessa	Odessa College	J. R. McChesney
914	O'Fallon	Woodlawn Institute*	Rev. W. T. Howison, A. M
915	Olney	Olney Institute*	Belinda N. Jones
916	Otterville	Otterville College*	P. A. Grove
917	Palmyra	Centenary College	Rev. A. B. Culbertson
918	Pierce City	Pierce City Baptist College	R. D. Swain, A. M., president.
919	Pilot Grove	Pilot Grove Academy*	J. L. Green
920	Platte City	Gaylord Institute	Mrs. T. W. Park
921	Plattsburg	Plattsburg College	S. Z. Sharp, A. M., president.
922	Portland	St. Mark's School*	Rev. F. E. Alleyne
923	Powersville	York Seminary*	J. A. Cozad
924	Rensselaer	Van Rensselaer Academy	Miss L. E. Ayres
925	Richmond	Woodson Institute	B. G. Shackelford

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	1	32	30	3	2	2	2	0	0	0	0	0	0	4	0	.....	$3,000	869
Nonsect..	6	0	43	0	30	0	0	0	6	0	9	0	6	0	4	43	2,000	60,000	870
Nonsect..	0	2	3	20	5	27	0	6	0	6	0	2	0	0	4	0	500	10,000	871
Presb.....	3	2	45	40	5	28	6	8	1	0	1	3	0	1	....	0	500	20,000	872
Presb.....	2	2	20	10	25	10	1	4	4	2	6	4	6	4	4	0	300	6,500	873
Meth	1	2	18	15	36	47	0	0	0	0	1	0	1	0	3	0	1,000	15,000	874
Nonsect..	2	1	18	0	32	0	2	0	3	0	6	0	1	0	3	18	40	2,500	875
Christian.	2	8	0	110	0	0	0	19	0	27	0	7	0	7	4	0	1,200	35,000	876
R. C.....	0	2	0	16	0	80	0	2	0	4	0	0	0	0	4	0	40	.....	877
M. E. So..	1	1	67	18	12	18	0	0	2	0	0	0	0	0	4	0	150	15,000	878
Nonsect..	2	2	24	10	25	16	4	0	5	0	5	2	....	....	....	0	200	5,000	879
Nonsect..	0	4	0	60	2	65	....	....	....	....	0	10	....	....	....	0	1,000	65,000	880
Nonsect..	5	1	86	18	4	0	13	4	20	6	9	3	9	1	4	....	1,000	4,000	881
R. C.....	13	0	35	0	0	0	34	0	34	0	3	0	....	....	0	....	.....	.....	882
Ev. Luth.	4	0	47	0	0	0	47	0	47	0	13	0	13	0	3	0	400	20,000	883
Nonsect..	3	2	54	52	13	12	....	....	40	37	2	2	....	....	4	0	300	5,000	884
Nonsect..	1	1	12	11	0	17	4	6	6	5	1	0	1	0	4	....	500	4,500	885
M. E.....	1	1	14	12	35	52	7	12	0	0	3	4	....	....	5	0	.....	25,000	886
Presb.....	0	2	0	20	10	50	....	....	....	....	0	7	....	....	....	0	500	.....	887
Miss. Bapt	2	0	24	24	11	5	13	7	10	4	0	0	....	....	4	0	100	12,000	888
M. E. So ..	5	5	48	41	31	12	3	0	4	2	0	0	0	0	4	0	1,000	30,000	889
Christian.	0	5	0	47	....	....	....	....	....	....	0	13	....	....	....	....	500	40,000	890
Bapt.....	1	2	33	42	62	43	20	22	20	15	2	0	....	....	4	0	18	37,000	891
Nonsect..	2	0	22	20	20	10	4	1	....	....	8	0	....	....	....	0	.....	.....	892
R. C	0	2	0	25	0	100	....	....	....	....	0	3	....	....	4	....	300	.....	893
M. E. So ..	2	2	40	20	28	37	8	4	....	....	2	0	2	0	4	0	400	15,000	894
Cong	1	3	15	13	35	37	3	1	10	10	0	2	....	....	4	0	1,500	5,000	895
Nonsect..	2	2	25	49	5	11	....	....	....	....	5	8	....	....	4	0	1,500	20,000	896
Nonsect..	2	1	37	38	8	2	3	3	....	....	1	1	1	1	4	0	375	12,000	897
R. C	0	2	4	13	20	43	0	2	....	....	0	1	....	....	4	....	250	30,000	898
R. C	0	2	0	23	0	246	....	....	....	....	0	0	....	....	4	....	.....	.....	899
Cong	4	2	40	63	10	12	4	5	0	1	8	9	4	6	4	0	1,500	35,000	900
Nonsect..	3	1	22	7	26	0	5	0	....	....	....	....	....	....	4	19	500	25,000	901
Nonsect..	1	1	10	9	15	15	5	2	....	....	0	0	....	....	3	0	34	2,400	902
Nonsect..	1	1	8	19	3	11	0	0	0	0	0	1	0	0	4	0	350	2,500	903
Nonsect..	9	0	89	0	30	0	20	0	15	0	15	0	8	0	4	50	500	30,000	904
Bapt.....	3	0	58	25	12	8	6	2	....	....	2	0	2	0	3	0	200	5,000	905
M. E.....	4	1	52	61	15	4	3	0	4	1	8	6	8	2	3	0	500	12,000	906
R. C.....	0	3	0	16	0	0	12	34	0	0	0	0	0	2	3	....	200	12,000	907
M. E.....	5	4	204	190	0	0	....	....	....	....	13	15	0	0	4	0	1,000	18,000	908
R. C.....	2	5	0	30	50	60	....	....	....	....	....	....	....	....	....	....	200	.....	909
Nonsect..	3	1	17	10	40	36	4	0	13	6	1	1	1	1	3	0	200	6,000	910
Presb.....	0	1	17	8	6	6	6	3	1	0	7	2	7	1	....	0	.....	5,000	911
Nonsect..	0	2	5	25	20	50	3	7	....	....	0	3	3	0	4	0	800	.....	912
Nonsect..	2	1	25	24	6	3	0	0	0	0	7	7	0	0	....	0	200	6,560	913
Presb. So .	0	1	10	31	3	1	....	....	....	....	1	2	0	2	4	0	300	6,800	914
Nonsect..	0	2	12	9	4	7	0	0	0	0	0	0	0	0	3	....	208	3,000	915
Nonsect..	1	1	18	10	12	10	4	4	....	....	8	7	8	7	4	0	500	4,000	916
M. E. So ..	3	0	20	21	13	15	....	....	....	....	1	4	....	....	5	0	250	20,000	917
Bapt.....	2	3	42	30	12	18	1	1	15	12	1	5	1	3	4	20	1,000	20,000	918
Nonsect..	2	3	34	52	6	18	....	....	....	....	1	1	....	....	4	0	250	6,000	919
Nonsect..	1	5	5	23	12	17	0	6	1	0	0	5	0	0	4	0	.....	25,000	920
Ger. Bapt.	1	2	16	20	4	8	7	9	8	5	4	6	0	4	3	0	600	12,000	921
Epis.....	1	0	8	0	17	0	....	....	....	....	....	....	....	....	....	0	2,500	.....	922
Nonsect..	2	1	20	20	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	923
Presb.....	0	1	4	8	0	0	0	2	0	0	....	....	....	....	4	0	.....	.....	924
M. E. So ..	5	0	58	56	24	39	....	....	....	....	4	7	....	....	4	0	1,500	40,000	925

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TABLE 43.—*Statistics of private high schools, ~~endowed academies~~, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	MISSOURI—continued.		
926	St. Charles	Academy of the Sacred Heart	A. Kavanagh
927	St. Joseph	Sacred Heart Academy	Madame O'Meara
928	St. Louis	Academy of the Visitation	
929	St. Louis (1607-1617 Compton ave.).	Bishop Robertson Hall	Sister Catharine, superior
930	St. Louis (4296 Washington ave.).	Hosmer Hall	Martha H. Mathews
931	St. Louis	Loretto Academy	Sister M. Louis
932	St. Louis (3817 Olive st.)	Rugby Academy	Denham Arnold
933	St. Louis (5577 Cabanne ave.).	School for Young People	Mrs. Ida M. Ball
934	St. Louis (912 South 9th st.).	Toensfeldt's Educational Institute.	J. Toensfeldt
935	St. Louis (Washington ave. and 19th st.).	Smith Academy*	Charles P. Card, A. M., Ph. D.
936	St. Louis (South 12th st.)	Ursuline Academy and Day School.	Mother Seraphine
937	St. Louis (1033 South 8th st.).	Walther College	August C. Burgdorf
938	Salisbury	North Missouri Academy	G. C. Briggs
939	Sedalia	George R. Smith College	Rev. E. A. Robertson, A. M.
940	South St. Louis (Meramec st.).	Academy of the Sacred Heart	Mary Burke
941	Spring Garden	Miller County Institute	J. I. Lumpkin
942	Sweet Springs	Sweet Springs Academy	J. E. Barnett, A. M.
943	Troy	Buchanan College	W. F. Roberts, A. M
944	Weaubleau	Weaubleau Christian College	J. Whitaker
945	West Plains	West Plains College	J. T. Outen
	MONTANA.		
946	Deer Lodge	St. Mary's Academy*	Mother Josepha
947	Helena	St. Vincent's Academy	Sister Anacleta
948	Miles City	Ursuline Convent of the Sacred Heart.*	Ursuline nuns
949	Missoula	Sacred Heart Academy	Sister Hilarion
	NEBRASKA.		
950	Chadron	Chadron Academy	Winfred Chesney Rhoades
951	Columbus	St. Francis Academy	Very Rev. Kollmeyer
952	Franklin	Franklin Academy	Alexis C. Hart
953	Grand Island	Grand Island College	George Sutherland, D. D.
954	Jackson	St. Catherine's Academy	Dominican Sisters
955	Kearney	Platte Collegiate Institute*	Harry N. Russell
956	North Platte	School of the Nativity	Mother Francis
957	Omaha (Park Place)	Academy of the Sacred Heart	Madame Miltenberger
958	Omaha	Brownell Hall*	Robert Doherty
959	.....do	St. Catherine's Academy*	Sister Mary Xavier O'Keefe
960	Pawnee City	Pawnee City Academy	Rev. Ross T. Campbell, A. M.
961	Wahoo	Luther Academy	Samuel M. Hill, A. M
962	Weeping Water	Weeping Water Academy	Frank C. Taylor, A. B.
963	York	School of the Holy Family	Ursuline Sisters
	NEW HAMPSHIRE.		
964	Andover	Proctor Academy	James F. Morton, A. M.
965	Atkinson	Atkinson Academy*	Herman N. Dunham
966	Canterbury	Kezer Seminary*	Isaac H. Storer
967	Center Strafford	Austin Academy	A. E. Thomas, A. M.
968	Concord	St. Mary's School	Miss Elizabeth M. Montague-Gainforth.

* Statistics of 1896-97.

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and other ~~private secondary~~ schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	4	0	30	0	20	0	0	0	0	0	5	0	5	5	0	1,000	$160,000	926
R. C	0	10	0	40	30	70	0	0	0	0	0	6	0	0	5	0	.....	.....	927
R. C	0	5	0	25	0	112	....	....	....	....	0	3	....	....	....	....	4,000	300,000	928
P. E	0	7	0	26	0	70	....	....	....	....	0	5	....	....	4	0	2,000	65,000	929
Nonsect	0	12	0	50	0	56	0	12	....	....	0	10	0	5	4	....	600	25,000	930
R. C	0	3	0	23	0	62	....	....	....	....	0	2	....	....	....	....	.....	50,000	931
Nonsect	2	1	21	0	10	0	10	0	6	0	6	0	3	0	6	0	.....	25,000	932
Nonsect	1	3	0	7	24	45	0	1	....	....	....	....	....	....	4	0	300	500	933
Nonsect	7	0	36	0	121	0	1	0	8	0	13	0	9	0	4	0	1,420	32,000	934
Nonsect	10	5	208	0	100	0	185	0	23	0	33	0	33	0	5	0	.....	225,000	935
R. C	0	3	0	40	12	240	0	0	....	....	0	4	0	....	4	....	1,250	76,000	936
Luth	5	0	97	18	0	0	....	....	....	....	10	5	6	1	4	0	400	60,000	937
Nonsect	4	4	66	86	0	0	....	....	....	....	....	....	....	....	4	40	700	30,000	938
M. E. So	2	2	35	31	55	65	7	3	13	5	1	3	0	0	....	0	2,500	70,500	939
R. C	0	10	0	45	0	52	....	....	....	....	0	10	....	....	4	....	2,454	.....	940
Nonsect	2	0	41	32	22	16	....	....	....	....	0	0	0	0	2	0	37	2,500	941
Nonsect	2	2	22	18	8	2	3	4	5	2	0	0	....	....	3	0	250	2,500	942
Nonsect	2	3	44	34	....	....	....	....	....	....	3	1	2	0	4	0	.....	12,000	943
Christian	2	1	19	20	34	20	....	....	....	....	4	0	....	....	5	....	400	7,000	944
Nonsect	1	1	16	16	28	20	0	0	0	0	0	0	0	0	4	0	250	8,000	945
R. C	0	4	0	55	20	15	....	....	0	55	....	....	....	....	4	....	200	.....	946
R. C	0	4	0	28	0	272	....	....	....	....	0	4	0	4	4	0	1,000	.....	947
R. C	0	1	0	17	0	25	....	....	....	....	....	....	....	....	....	....	230	.....	948
R. C	0	5	3	21	65	129	0	4	....	....	0	4	....	....	3	0	160	20,000	949
Cong	2	2	17	7	6	6	1	0	6	0	5	1	2	2	....	0	.....	13,675	950
R. C	1	3	2	9	110	95	0	0	0	0	0	3	0	0	4	0	285	30,500	951
Cong	5	2	71	88	0	0	15	12	13	12	3	5	3	4	4	35	.....	18,500	952
Bapt	4	2	22	17	56	38	10	3	5	7	0	4	0	4	3	37	1,600	60,000	953
R. C	0	3	0	8	0	47	....	....	....	....	....	....	....	....	4	....	40	.....	954
P. E	3	0	13	14	9	10	1	0	....	....	1	0	1	0	....	0	50	25,000	955
R. C	0	2	2	7	43	48	0	0	0	0	0	0	0	0	....	....	100	.....	956
R. C	0	4	0	28	0	35	....	....	....	....	....	....	....	....	4	....	3,000	50,000	957
P. E	1	6	0	33	0	21	0	1	....	....	0	3	....	....	4	....	1,500	150,000	958
R. C	0	5	0	20	26	50	0	14	....	....	0	0	0	0	4	0	300	1,000	959
U. Presb	0	3	26	27	38	42	2	4	3	2	0	2	0	2	4	0	225	20,000	960
Ev. Luth. Swedish.	5	1	13	14	43	12	....	....	....	....	11	2	8	2	2	0	1,300	20,265	961
Cong	2	1	25	20	8	13	3	3	5	3	6	5	5	5	3	0	680	5,585	962
R. C	0	4	5	25	50	50	....	....	....	....	0	1	....	....	....	....	.....	.....	963
Unitarian	1	2	15	11	24	15	0	0	1	0	0	0	0	0	3	0	1,500	.....	964
Cong	1	0	9	4	5	1	0	0	0	0	0	0	0	0	4	0	1,500	.....	965
Free Bapt	1	0	4	10	9	7	1	0	....	....	....	....	....	....	4	0	30	6,000	966
Nonsect	1	0	17	11	3	4	3	0	2	0	4	3	0	0	3	0	.....	4,000	967
P. E	0	6	0	18	0	8	0	6	0	2	0	3	0	3	4	....	.....	25,000	968

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW HAMPSHIRE—cont'd.		
969	Concord	St. Paul's School	Rev. Jos. Howland Coit, D. D.
970	Derry	Pinkerton Academy	G. W. Bingham
971	Dover	St. Joseph's High School	Brother Jerome
972	Exeter	The Phillips Exeter Academy	Harlan P. Amen, A. M
973	....do	Robinson Female Seminary	George N. Cross, A. M.
974	Francestown	Francestown Academy	James H. Johnson
975	Franconia	Dow Academy	F. W. Ernst
976	Gilmanton	Gilmanton Academy	Elizabeth Colley, A. M.
977	Hampstead	High School*	Forrest E. Merrill
978	Kingston	Sanborn Seminary	Frederic T. Farnsworth
979	Manchester (Spruce st.)	St. Augustine's Academy	Brother Alphonsus
980	Manchester	St. Joseph's High School	Brother Cantidius
981	Meriden	Kimball Union Academy	W. H. Cummings
982	Mount Vernon	McCollum Institute	George W. Cox
983	Nashua	St. Aloysius Academy (male)	Brother Fabien
984	....do	St. Aloysius School (female)	Sister M. of St. Angela
985	New Hampton	New Hampton Literary and Biblical Institution.	Atwood B. Meservey, Ph. D., D. D.
986	New London	Colby Academy	Rev. Geo. W. Gile
987	Northwood Center	Coe's Northwood Academy	Julius Waverly Brown
988	Pembroke	Pembroke Academy	Isaac Walker, A. M
989	Plymouth	Holderness School for Boys	Rev. Lorin Webster, M. A.
990	Portsmouth	The Morgan School*	Miss Georgiana S. Woodbury.
991	Reeds Ferry	McGaw Normal Institute	Frank J. Sherman, A. M
992	Tilton	New Hampshire Seminary and Female College.	George L. Plimpton, A. M., president.
	NEW JERSEY.		
993	Beverly	Farnum Preparatory School	James B. Dilks, M. A.
994	Blairstown	Blair Presbyterial Academy	W. S. Eversole, Ph. D.
995	Bloomfield	Academic Department of the German Theological School of Newark, N. J.	Charles E. Knox, president
996	Bordentown	Bordentown Military Institute	Rev. Thompson H. Landon, A. M.
997	.....do	The Priscilla Braislin School for Girls.	Miss Alice G. Braislin, Miss Mary R. Braislin.
998	.....do	St. Joseph's Academy	Sister M. Emmanuel
999	Bridgeton	Ivy Hall School for Girls	Mrs. J. Allen Maxwell
1000	.....do	South Jersey Institute*	H. K. Trask
1001	.....do	West Jersey Academy	Phœbus W. Lyon, A. M.
1002	Burlington	Van Rensselaer Seminary*	Helen M. Freeman
1003	Camden (419 Penn st.)	Raymond Academy	Helen Taxbury
1004	Cinnaminson	Westfield Friends' School*	Caroline Taylor
1005	Deckertown	Seeley's Home School	W. H. Seeley, A. M.
1006	East Orange (63 Harrison st.).	East Orange School	H. Louise Underhill
1007	Elizabeth (524 Westminster ave.).	Pingry School	Frank H. Robson, A. M
1008	Elizabeth (279 North Broad st.)	Vail-Deane School	Miss Laura A. Vail
1009	Englewood (Lincoln Park)	Collegiate School for Girls	Caroline M. Gerrish, A. B.
1010	Englewood	Dwight School for Girls	Effie S. Creighton, Ellen W. Farrar.
1011	....do	Englewood School for Boys	James B. Parsons, A. M.
1012	Fort Lee	Collegiate Institute of the Holy Angels.	Sister Mary Nonna Dunphy.
1013	Freehold	Freehold Ladies' Seminary and Classical Institute.	Rev. Chas. H. W. Stocking, D. D.
1014	Hackettstown	Centenary Collegiate Institute	Rev. Wilbert P. Ferguson, Ph. D., D. D.
1015	Hightstown	Peddie Institute	Rev. Joseph E. Perry, Ph. D.

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
P. E	36	0	300	0	33	0	109	0	51	0	67	0	48	0	4	0	12,000	.....	969
Nonsect	3	3	31	43	15	18	2	4	17	27	5	3	1	3	4	0	3,670	.....	970
R. C	2	2	50	0	175	25	3	0	0	0	4	0	3	0	3	0	500	$15,000	971
Nonsect	11	0	255	0	0	0	155	0	75	0	59	0	45	0	4	0	1,600	192,746	972
Nonsect	1	9	0	134	0	100	0	12	....	....	0	23	0	3	4	0	950	100,000	973
Nonsect	1	0	10	11	0	0	1	0	1	0	0	0	0	0	4	0	450	8,000	974
Cong	2	1	21	19	49	46	3	3	....	....	3	3	1	1	4	0	250	30,000	975
Nonsect	0	2	9	7	3	3	0	2	3	0	1	0	0	0	4	0	600	8,000	976
Nonsect	1	0	13	8	7	2	....	....	....	....	7	2	....	....	3	0	50	10,000	977
Nonsect	1	3	30	27	16	14	4	0	1	0	7	6	3	2	4	0	1,600	70,000	978
R. C	3	0	76	0	419	0	5	0	4	0	8	0	8	0	3	....	560	20,000	979
R. C	4	0	60	0	340	0	22	0	13	0	10	0	6	0	4	0	500	.....	980
Cong	2	6	117	81	0	0	21	6	17	0	12	7	10	2	4	0	1,800	40,000	981
Nonsect	1	0	2	9	2	3	0	0	0	0	0	0	0	0	4	0	800	.....	982
R. C	2	0	28	0	320	0	....	....	....	....	....	....	....	....	4	28	.....	70,000	983
R. C	0	2	0	21	48	382	....	....	....	....	0	0	....	....	4	....	.....	.....	984
F. W. Bapt	6	6	106	92	14	18	0	2	1	0	5	9	1	2	3	0	.....	30,000	985
Bapt	5	3	12	20	5	1	9	6	1	0	5	9	5	1	4	0	3,700	40,000	986
Cong	2	2	11	12	1	4	2	2	1	0	3	3	0	0	4	0	800	20,000	987
Nonsect	2	1	25	27	0	0	0	0	0	0	1	1	1	1	4	0	1,600	5,000	988
P. E	4	0	25	0	6	0	20	0	....	....	2	0	2	0	4	0	1,700	55,000	989
Nonsect	0	5	0	26	0	26	0	4	....	....	0	5	....	....	5	....	.....	18,000	990
Nonsect	1	2	10	11	4	5	....	....	....	....	1	3	....	....	4	0	450	5,000	991
M. E	6	4	95	85	6	14	....	....	....	....	10	10	9	5	4	0	3,000	75,000	992
Nonsect	1	5	15	45	....	....	....	....	....	....	2	11	....	....	3	0	.....	20,000	993
Presb	5	4	90	45	0	0	....	....	....	....	15	11	....	....	4	0	.....	300,000	994
Presb	5	0	16	0	0	0	16	0	....	....	8	0	8	0	4	....	4,500	25,000	995
Nonsect	4	0	34	0	7	0	18	0	16	0	10	0	6	0	....	34	800	.....	996
Nonsect	0	7	0	16	0	9	0	9	....	....	0	2	0	2	3	0	500	.....	997
R. C	1	1	0	12	3	25	0	0	0	0	0	5	0	0	4	0	280	.....	998
Nonsect	0	3	0	40	0	0	0	6	0	0	0	2	0	0	4	....	.....	.....	999
Bapt	2	1	80	41	50	10	30	10	0	40	14	12	10	5	4	....	2,000	150,000	1000
Presb	5	2	65	0	2	0	15	0	35	0	9	0	8	0	4	65	2,500	60,000	1001
Presb	0	2	9	15	9	5	....	....	....	....	0	2	0	0	....	0	.....	.....	1002
Nonsect	0	3	0	32	15	17	2	10	....	....	0	6	0	3	....	....	.....	.....	1003
Friends	0	2	3	9	8	6	....	....	....	....	0	1	0	1	....	0	.....	.....	1004
Nonsect	1	0	8	10	4	5	1	2	....	....	....	....	....	....	4	....	.....	8,000	1005
Nonsect	0	1	0	10	20	30	0	3	0	3	0	3	0	1	4	0	.....	15,000	1006
Nonsect	8	0	77	0	70	0	35	0	35	0	14	0	10	0	5	0	600	30,000	1007
Nonsect	2	6	0	41	0	0	0	1	0	10	0	12	0	4	4	0	800	.....	1008
Nonsect	0	8	0	35	0	15	0	20	0	0	0	8	0	8	6	....	.....	.....	1009
Nonsect	0	4	0	34	17	84	0	5	0	28	0	6	0	2	4	....	.....	30,000	1010
Nonsect	4	0	30	0	15	0	10	0	....	....	4	0	3	0	4	....	100	30,000	1011
R. C	0	4	0	30	0	38	0	10	0	0	0	0	....	....	4	0	1,600	120,000	1012
Nonsect	1	2	9	12	16	15	7	3	....	....	0	1	0	1	3	....	60	.....	1013
Meth	5	3	152	76	18	37	49	2	33	33	35	16	23	4	4	0	2,000	230,000	1014
Bapt	7	5	94	31	6	4	30	5	35	3	15	6	15	3	4	25	5,320	255,000	1015

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW JERSEY—continued.		
1016	Hoboken (285 Washington st.).	Academy of the Sacred Heart	Sisters of Charity
1017	Hoboken	Hoboken Academy	Dr. Heinrich Kaiser
1018	Hoboken (6th and River sts.).	Stevens School	Edward Wall, A. M
1019	Jersey City	Academy of St. Aloysius	Sister M. Ines
1020	....do	Hasbrouck Institute	Charles C. Stimets, A. M
1021	Jersey City (144 Grand st.)	St. Peter's College	Owen A. Hill, S. J
1022	Lakewood	The Oaks School*	Miss E. T. Farrington
1023	Lawrenceville	Lawrenceville School	Rev. James C. Mackenzie, Ph. D.
1024	Long Branch	"Star of the Sea" Academy	Sister M. Imelda
1025	Montclair	Montclair Military Academy	John G. MacVicar, A. M
1026	Moorestown	Friends' Academy (Orthodox)	Wm. F. Overman
1027	....do	Friends' High School (Hicksite)	Charles S. Moore
1028	Morristown	Dana's (Miss) School for Girls	Miss E. Elizabeth Dana
1029	.....do	Morris Academy	Charles D. Platt, A. M
1030	.....do	St. Bartholomew's School	F. E. Edwards, A. B
1031	Mount Holly	Mount Holly Academy	Richard F. Loos
1032	Mount Holly (48 Broad st.)	Wyllie's (Miss) school	Misses Wyllie
1033	Newark (544 High st.)	Newark Academy	Samuel A. Farrand
1034	Newark (993 Broad st.)	The Newark Seminary	Miss Anna Frances Whitmore
1035	Newark (21 Walnut st.)	The Norwood School*	Caroline B. Sergeant
1036	Newark (98 Washington st.)	St. Mary's Academy	Sisters of Charity
1037	Newark (42 Wallace place)	St. Vincent's Academy	Sister Marie Elise
1038	Newark (54 Park place)	Townsend's (Miss) School	Miss Anna P. Townsend
1039	New Brunswick (60 Bayard st.).	Anable's (Miss) School	The Misses Anable
1040	New Brunswick	Rutgers College Preparatory School.	Eliot R Payson, Ph. D
1041	.....do	St. Agnes Academy*	Sister Cecilia Joseph
1042	New Egypt	New Egypt Seminary and Female College.*	R. S. Wallace, acting president.
1043	Orange (443 Main st.)	Dearborn-Morgan School	David A. Kennedy, Ph. D., Abby B. Morgan.
1044	Passaic (60 High st.)	Passaic Collegiate School	Miss N. Louise Buckland
1045	Paterson	Academy of St. Aloysius	Sister M. Augustina
1046	.....do	The Paterson Classical and Scientific School.	Lincoln A. Rogers, A. M
1047	Pennington	Pennington Seminary*	Rev. Thomas Hanlon, D. D
1048	Plainfield (949 Central ave.)	Leal's School for Boys	John Leal
1049	Plainfield (123 West 7th st.)	Plainfield Seminary	Miss E. E. Kenyon, Miss I. S. Arnold.
1050	Pompton	Henry C. De Mille school for girls	Mrs. Henry C. De Mille
1051	Princeton	The Princeton Preparatory School.	J. B. Fine
1052	Salem	Friends' Select Graded School	Carlie McClure
1053	Short Hills	Carteret School	Alfred Colburn Arnold
1054	.....do	The Short Hills School for Girls*	Martha E. Jansen, A. B
1055	South Orange	Dryad Hill School*	Mrs. Louise W. Benjamin
1056	Summit	Kent Place School	Mrs. Sarah Woodman Paul
1057	.....do	St. George's Hall	Hartman Naylor
1058	.....do	Summit Academy	James Heard, A. M
1059	Trenton	Dupuy School for Boys*	E. D. Montagué
1060	.....do	St. Francis' College	Rev. Aloys M. Fish, Ph. D
1061	Woodbury	Woodbury Private School	Curtis J. Lewis
1062	Woodstown	Bacon Academy	Belle W. Hannum
	NEW MEXICO.		
1063	Albuquerque	Goss Military Institute	Col. Robt. S. Goss
1064	Santa Fe	Loretto Academy—Our Lady of Light.	Sister M. Xavier
1065	.....do	St. Michael's College	Brother Botulph

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	3	0	30	0	100	....	....	....	....	0	3	....	....	3	0	1,000	.....	1016
Nonsect ..	3	3	41	60	95	110	....	....	17	10	5	13	3	4	4	0	500	.....	1017
Nonsect ..	11	0	147	0	0	0	0	0	35	0	17	0	17	0	4	0	.....	$52,976	1018
R. C	2	5	0	40	35	75	0	5	0	0	0	5	0	0	4	0	200	85,000	1019
Nonsect .	8	4	75	62	50	48	30	12	15	2	12	13	8	4	4	0	500	100,000	1020
R. C	10	0	160	0	90	0	0	0	0	0	25	0	0	0	4	160	15,000	.....	1021
Nonsect ..	2	5	0	20	0	0	0	5	....	....	....	....	....	....	....	....	2,500	.....	1022
Presb	24	0	376	0	0	0	275	0	101	0	66	0	65	0	4	0	3,500	1,500,000	1023
R. C	1	5	10	35	23	54	5	0	....	....	0	2	0	0	4	0	275	10,000	1024
Nonsect ..	5	3	45	0	36	0	10	0	34	0	10	0	8	0	5	45	.....	.....	1025
Friends	1	2	39	45	13	11	2	1	....	....	0	0	0	0	3	0	1,800	.....	1026
Friends	1	3	7	15	39	35	0	4	....	....	0	2	....	....	3	0	200	3,500	1027
Nonsect ..	0	10	0	95	0	45	....	....	0	6	0	10	0	3	4	0	800	.....	1028
Nonsect ..	2	0	21	0	0	0	8	0	2	0	5	0	5	0	4	0	.....	.....	1029
Epis	9	0	45	0	0	0	43	0	2	0	1	0	0	0	4	45	3,000	100,000	1030
Nonsect ..	3	0	17	0	20	0	3	0	5	0	5	0	....	....	4	0	400	12,000	1031
Nonsect ..	0	2	0	14	12	19	0	6	0	0	0	0	....	....	4	....	.....	.....	1032
Nonsect ..	12	0	192	0	89	0	44	0	54	0	17	0	17	0	5	0	400	100,000	1033
Presb	1	4	0	35	0	30	0	2	0	0	0	1	0	0	4	0	800	.....	1034
Nonsect ..	1	8	0	37	0	0	0	1	....	....	0	4	....	....	....	0	.....	.....	1035
R. C	1	4	0	48	22	50	....	....	....	....	0	6	....	....	....	0	.....	.....	1036
R. C	0	3	0	15	45	64	....	....	....	....	0	0	....	....	4	12	.....	.....	1037
Nonsect ..	0	8	0	40	....	....	0	5	....	....	0	1	0	1	4	0	800	.....	1038
Nonsect ..	0	6	0	30	0	0	....	....	0	10	0	1	....	....	4	....	.....	20,000	1039
Reformed.	5	1	70	19	35	20	21	6	16	2	20	3	20	3	5	35	.....	.....	1040
R. C	0	2	13	23	242	326	....	....	....	....	0	18	....	....	2	0	.....	55,000	1041
Nonsect ..	0	1	20	16	11	5	4	0	2	0	0	0	0	0	4	....	1,800	7,000	1042
Nonsect ..	3	7	20	59	81	87	....	....	....	....	0	7	0	4	4	0	500	37,900	1043
Nonsect ..	0	5	0	9	22	24	0	1	0	1	0	0	0	0	4	0	0	.....	1044
R. C	0	4	2	38	25	59	....	....	....	....	0	14	....	....	4	0	202	.....	1045
Nonsect ..	4	0	25	0	15	0	2	0	....	....	0	0	0	0	....	25	.....	.....	1046
M. E	2	3	40	20	100	40	20	0	10	5	20	10	10	0	4	0	500	175,000	1047
Nonsect ..	3	0	42	0	30	0	30	0	8	0	7	0	7	0	4	32	.....	.....	1048
Nonsect ..	0	8	0	28	3	40	0	11	0	2	0	8	0	4	4	0	1,000	50,000	1049
P. E	0	2	0	10	0	10	0	3	....	....	0	2	....	....	2	10	3,000	40,000	1050
Nonsect ..	4	0	34	0	0	0	22	0	12	0	18	0	18	0	4	0	800	35,000	1051
Friends	0	2	4	2	14	23	1	0	....	....	....	....	....	....	5	0	.....	.....	1052
Nonsect ..	2	2	10	6	20	6	6	2	1	1	1	1	1	0	5	0	250	25,000	1053
Nonsect ..	1	4	0	9	3	8	0	0	0	0	0	0	0	0	4	0	1,000	2,000	1054
Epis	0	5	0	12	0	0	0	2	....	....	....	....	....	....	....	....	.....	.....	1055
Nonsect ..	0	8	0	26	0	30	0	1	0	17	0	0	0	0	4	0	300	30,000	1056
P. E	5	0	16	0	25	0	7	0	8	0	11	0	6	0	4	0	3,500	50,000	1057
Nonsect ..	6	1	15	0	15	0	....	....	....	....	3	0	3	0	5	0	200	.....	1058
Nonsect ..	1	0	20	0	0	0	2	0	1	0	5	0	5	0	....	0	200	.....	1059
R. C	2	0	8	0	14	0	....	....	....	....	....	....	....	....	4	0	1,850	.....	1060
Nonsect ..	1	1	18	17	0	0	....	....	....	....	1	2	....	....	4	0	100	.....	1061
Friends	0	2	10	10	21	15	1	1	0	0	0	2	0	1	3	0	.....	.....	1062
Nonsect ..	1	0	11	0	9	0	3	0	....	....	1	0	1	0	4	11	500	10,000	1063
R. C	0	4	0	16	0	134	0	0	0	0	0	3	0	0	4	....	.....	.....	1064
R. C	3	0	48	0	78	0	1	0	0	0	1	0	1	0	....	0	1,500	60,000	1065

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK.		
1066	Adams	Adams Collegiate Institute	H. Erwin Bard, A. B
1067	Albany	The Albany Academy	Henry P. Warren, A. B., L. H. D.
1068	Albany (155 Washington ave.).	Albany Female Academy	Lucy A. Plympton
1069	Albany (43 Lodge st.)	Christian Brothers' Academy	Brother Leontine
1070	Albany (Kenwood)	Female Academy of the Sacred Heart.	Madame Margaret Moran
1071	Albany (Robin st., cor. Madison ave.).	Notre Dame Academy of the Holy Names.*	Sister Mary Annunciata
1072	Albany	St. Agnes' School	Miss Ellen W. Boyd
1073	Albany (289 N. Pearl st.)	St. Joseph's Academy	Brother Adrian
1074	Allegany	St. Elizabeth's Academy	Sister M. Teresa
1075	Amawalk	St. Joseph's Normal College	Rev. Brother Jerome
1076	Amsterdam	St. Mary's Catholic Institute	Sister Marcella
1077	Antwerp	Ives Seminary	Erwin H. Schuyler, M. S.
1078	Aurora	Cayuga Lake Military Academy	Col. Vasa E. Stolbrand
1079	Batavia	St. Joseph's Academic School	S. M. Helena
1080	Belleville	Union Academy of Belleville	Charles Josiah Galpin, A. M
1081	Binghamton	The Lady Jane Grey School	Mrs. Jane Grey Hyde
1082	do	St. Joseph's Academy	Sister M. Joseph
1083	Bridgehampton	Bridgehampton Literary and Commercial Institute.	Lewis W. Hallock, A. M
1084	Brooklyn (63 New York ave.).	Bedford Academy	George Rodeman, A. M., Ph. D.
1085	Brooklyn (183-185 Lincoln place).	Berkeley Institute	Julian W. Abernethy, Ph. D.
1086	Brooklyn (102 Berkeley place).	Berkeley School for Boys	Wm. A. Stamm
1087	Brooklyn (36 Monroe place).	Bodman's (Miss) School for Girls	The Misses Bodman
1088	Brooklyn (247 Harrison st.)	Deghuée's School for Young Ladies and Children.*	Joseph Deghuée
1089	Brooklyn (209 Clinton ave.)	Female Institution of the Visitation.	Sister Mary Evangelista
1090	Brooklyn (146 Macon st.)	Garrott's (Miss) School for Young Ladies.	Miss Mary L. Garrott
1091	Brooklyn (40-42 Monroe place).	The Latin School	Caskie Harrison, M. A.
1092	Brooklyn	Lockwood Academy	J. Lockwood
1093	Brooklyn (30 Madison st.)	Nativity Academy	Sister M. Basil
1094	Brooklyn (215 Ryerson st.)	Pratt Institute (High School)	William McAndrew
1095	Brooklyn (264 Jay st.)	St. James School*	Brother Castoris
1096	Brooklyn (4th ave. and 9th st.).	St. Thomas Aquinas' Academy	Sister Mary Anna
1097	Buffalo (749 Washington st.).	The Buffalo Academy of the Sacred Heart.	Sister M. Leonard
1098	Buffalo (284 Delaware ave.)	The Buffalo Seminary	Mrs. Lucy L. Hartt
1099	Buffalo (129 College st.)	Hawley's Preparatory School for Boys.*	Lucius E. Hawley, A. M.
1100	Buffalo (623 Delaware ave.)	Heathcote School	Lester Wheeler, A. M.
1101	Buffalo (320 Porter ave.)	Holy Angel's Academy	Sister M. McMillan
1102	Buffalo (1238 Main st.)	St. Joseph's Collegiate Institute	Rev. Brother Pompian
1103	Buffalo (564 Franklin st.)	St. Margaret's School	Miss E. Currie Tuck
1104	Buffalo (74 Franklin st.)	St. Mary's Academy and Industrial Female School.	Mary Moffit
1105	Canandaigua	Granger Place School	Samuel Cole Fairley, A. B
1106	Carmel	Drew Seminary and Female College.*	James M. Yeager, D. D.
1107	Carthage	Augustinian Institute	Sister M. Josephine
1108	Cazenovia	Cazenovia Seminary	Carlton C. Wilbor, Ph. D., D. D.

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	3	4	42	39	5	2	6	2	8	5	5	6	3	3	3	0	2,000	$51,200	1066
Nonsect ..	7	2	138	0	53	0	60	0	60	0	10	0	0	0	6	111	800	100,000	1067
Nonsect ..	1	11	0	63	0	73	0	0	0	6	0	8	0	0	4	0	.....	83,975	1068
R. C	5	0	100	0	152	0	28	0	....	....	22	0	5	0	6	150	2,240	56,840	1069
R. C	0	5	0	55	0	45	0	0	0	0	0	7	0	0	0	0	3,684	400,460	1070
R. C	0	4	1	45	8	53	....	....	....	....	....	....	....	....	4	....	1,125	34,487	1071
Epis	0	13	0	100	0	70	0	4	....	....	0	10	0	1	....	....	4,200	300,000	1072
R. C	3	5	20	30	280	275	....	....	....	....	....	....	....	....	4	....	1,065	46,465	1073
R. C	0	8	0	45	0	35	0	3	0	0	0	5	0	3	4	0	2,342	106,035	1074
R. C	3	0	24	0	26	0	0	0	24	0	7	0	7	0	....	24	3,000	175,000	1075
R. C	0	8	56	45	250	255	4	2	....	....	4	4	4	2	4	0	1,000	80,000	1076
Nonsect ..	1	3	13	20	4	13	0	1	2	0	0	1	0	1	4	0	570	33,430	1077
Nonsect ..	2	0	34	0	6	0	6	0	3	0	6	0	6	0	4	34	3,000	20,000	1078
R. C	0	3	22	30	141	153	....	....	....	....	....	....	....	....	....	0	398	38,827	1079
Nonsect ..	2	2	20	26	21	28	4	1	4	2	5	5	2	2	4	0	2,200	18,000	1080
Nonsect ..	2	5	0	35	2	23	0	10	0	8	0	2	0	1	....	....	1,000	30,000	1081
R. C	0	3	6	23	84	142	6	23	....	....	0	0	0	0	4	0	525	44,040	1082
Nonsect ..	2	2	19	7	4	0	0	1	1	0	1	3	1	3	3	0	200	3,960	1083
Nonsect ..	2	1	24	0	15	21	2	0	....	....	....	....	....	....	4	24	210	35,000	1084
Nonsect ..	3	8	0	56	23	176	0	8	0	0	0	6	0	2	6	0	2,671	.....	1085
Nonsect ..	1	0	47	0	0	0	1	0	1	0	....	....	....	....	....	....	.....	15,000	1086
Nonsect ..	1	10	0	39	0	31	0	5	0	0	0	4	0	2	4	0	.....	.....	1087
Nonsect ..	1	1	2	15	4	20	0	0	0	0	....	....	....	....	4	....	.....	.....	1088
R. C	0	12	0	25	0	58	....	....	....	....	0	4	....	....	4	0	2,000	.....	1089
Nonsect ..	0	2	0	10	10	10	....	....	....	....	....	....	....	....	....	0	.....	.....	1090
Nonsect ..	7	0	80	0	20	0	60	0	20	0	25	0	20	0	4	0	.....	50,000	1091
Nonsect .	1	3	0	11	31	38	0	0	0	0	0	4	0	0	3	0	.....	.....	1092
R. C	3	6	0	65	175	210	....	....	....	....	0	20	....	....	3	....	500	.....	1093
Nonsect ..	12	15	80	115	0	0	0	0	14	18	0	1	0	0	4	0	70,000	.....	1094
R. C	3	0	82	0	405	0	0	0	0	0	11	0	2	0	3	0	.....	.....	1095
R. C	0	3	0	40	30	45	0	0	0	0	0	8	....	....	4	0	1,000	29,212	1096
R. C	1	0	0	50	0	80	....	....	....	....	0	5	....	....	5	0	.....	125,000	1097
Nonsect ..	1	4	0	87	2	42	0	0	0	0	0	22	0	7	4	0	1,944	83,612	1098
Nonsect ..	1	0	15	0	0	0	10	0	5	0	....	....	....	....	....	0	400	.....	1099
Nonsect ..	4	0	35	0	5	0	3	0	25	0	3	0	2	0	4	0	.....	50,000	1100
R. C	0	9	0	63	25	162	0	0	0	0	0	2	0	0	5	0	2,182	156,700	1101
R. C	6	0	65	0	20	0	30	0	15	0	8	0	4	0	4	0	2,000	60,000	1102
Nonsect ..	2	9	0	60	2	102	0	3	0	6	0	17	0	3	4	0	986	74,712	1103
R. C	0	8	0	43	75	116	0	0	0	0	0	6	0	0	4	0	500	162,330	1104
Nonsect ..	1	3	0	20	6	13	0	7	0	0	0	2	0	1	4	0	2,500	50,000	1105
Meth	0	5	0	38	0	10	0	2	0	2	0	11	0	3	4	..	3,000	50,000	1106
R. C	0	2	28	23	74	101	....	....	....	....	0	6	....	....	4	0	350	15,000	1107
M. E.....	6	4	102	60	9	2	....	....	....	....	11	10	5	9	4	0	3,405	83,845	1108

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1109	Chappaqua	Chappaqua Mountain Institute	S. C. Collins, A. M.
1110	Claverack	Hudson River Institute	Arthur H. Flack, A. M.
1111	Clinton	Cottage Seminary	Rev. C. W. Hawley, A. M.
1112	....do	Houghton Seminary	A. G. Benedict, A. M.
1113	Cohoes	St. Bernard's Academy	Thos. S. Keremy
1114	Cornwall-on-Hudson	Cornwall Heights School	Carlos H. Stone, Ph. D.
1115	....do	New York Military Academy	Sebastian C. Jones, C. E.
1116	Delhi	Delaware Academy*	W. D. Graves
1117	Dobbs Ferry	Westminster School	W. L. Cushing, A. M.
1118	Dover Plains	Dover Plains Academy	A. E. Bange
1119	Dunkirk	St. Mary's Academic School	Sister Agnes Joseph
1120	East Springfield	East Springfield Academy	Edward C. Wiley
1121	Eddytown	Starkey Seminary	Gilbert R. Hammond, Ph. D
1122	Elbridge	Munro Collegiate Institute	Milo D. Herron
1123	Flushing	Flushing Institute	Elias A. Fairchild, A. M
1124	Flushing (242 Sanford ave.)	Flushing Seminary	Hans Schuler, Ph. D.
1125	Flushing	Kyle Military Institute	P. Kyle
1126	....do	St. Joseph's Academy*	Mother Mary Louis
1127	Fort Edward	Fort Edward Collegiate Institute	Jos. E. King, Ph. D., D. D
1128	Fort Plain	Clinton Liberal Institute	William C. Joslin
1129	Franklin	Delaware Literary Institute	Elmer Ellsworth French
1130	Garden City	St. Mary's Cathedral School*	Miss Elizabeth L. Koues
1131	....do	St. Paul's Cathedral School	Frederick L. Gamage, A. M., D. C. L.
1132	Geneva	De Lancey School for Girls*	Mary S. Smart
1133	Glens Falls	Glens Falls Academy*	D. C. Farr
1134	Greenville	Greenville Academy*	C. E. Button, A. B.
1135	Hamilton	Colgate Academy	Frank L. Shepardson
1136	Hartwick	Hartwick Seminary	J. G. Traver, A. M
1137	Hempstead	Hempstead Institute	Ephraim Hinds, A. M.
1138	Hornellsville	St. Ann's Academic School	Rev. Arthur R. Barlow
1139	Irvington-on-Hudson	Bennett's (Miss) School for Girls	Miss May F. Bennett
1140	Ithaca	Cascadilla School	C. V. Parsell
1141	Ithaca (71 E. Seneca st.)	The University Preparatory School.	Chas. A. Stiles, B. S
1142	Keeseville	McAuley Academy	M. Joseph Carr
1143	Keuka College	Keuka Institute	John Kline
1144	Lima	Genesee Wesleyan Seminary	Rev. B. W. Hutchinson, A. M., S. T. B.
1145	Lockport	St. Joseph's Academy and Industrial Female School.	Sister Antonia
1146	Locust Valley	Friends' Academy	R. G. Bennett
1147	Lowville	Lowville Academy	Wm. H. Perry
1148	Macedon Center	Macedon Academy	Joseph G. McConnell
1149	Marion	Marion Collegiate Institute	William Carleton Tifft, A. M.
1150	Montour Falls	Cook Academy	R. W. Sweetland
1151	Moriah	Sherman Collegiate Institute	B. L. Brown, A. M.
1152	Mount Vernon	Lockwood's (Misses) Collegiate School for Girls.	Miss L. H. Lockwood, Miss M. C. Lockwood.
1153	Neperan	Concordia College	H. Feth, director
1154	New Brighton	Botsford's (Misses) School for Girls.	Laura H. Botsford
1155	....do	Staten Island Academy	Frederick E. Partington, A. M.
1156	Newburg	Mackie's (Miss) Seminary	Miss Eleanor J. Mackie
1157	....do	Mount St. Mary Academy	Sister M. Emmanuel
1158	....do	Siglar's School*	Henry W. Siglar
1159	New York (Riverdale)	Academy of Mount St. Vincent	Ellen T. McClancey
1160	New York (509 5th ave.)	Allen School	Francis B. Allen
1161	New York (117-119 West 125th st.).	Barnard School for Boys	Wm. Livingston Stone Hazen.
1162	New York (841 St. Nicholas ave.).	Barnard School for Girls	Katharine H. Davis

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Friends...	3	6	45	27	0	0	.....	.....	.....	.....	1	5	2	2	4	0	760	$90,000	1109
M. E.....	5	7	58	47	2	0	11	4	12	5	5	5	2	3	4	50	1,664	54,742	1110
Nonsect..	1	4	2	20	4	3	2	0	0	0	0	1	0	0	4	0	540	8,000	1111
Nonsect..	1	6	1	20	0	2	1	0	8	0	0	3	0	1	4	0	2,433	42,000	1112
R. C	0	8	102	109	250	260	2	3	2	3	0	6	0	3	4	0	724	31,350	1113
Nonsect..	4	0	20	0	10	0	7	0	4	0	3	0	3	0	5	0	.....	.....	1114
Nonsect..	11	2	82	0	7	0	22	0	38	0	18	0	16	0	5	82	5,360	72,500	1115
Nonsect..	2	5	52	62	10	11	6	4	4	0	2	2	1	1	4	0	2,300	40,000	1116
Nonsect..	5	0	58	0	14	0	20	0	38	0	12	0	12	0	4	0	2,000	.....	1117
Nonsect..	0	1	12	10	10	8	4	2	8	8	6	4	.....	.....	4	22	.....	3,500	1118
Nonsect..	1	2	11	12	.....	.....	.....	.....	.....	.....	0	0	0	0	4	0	626	21,529	1119
Nonsect..	1	0	10	4	15	10	.....	.....	.....	.....	0	0	0	0	4	0	320	2,700	1120
Christian.	3	1	50	29	41	18	.....	.....	.....	.....	1	3	1	2	3	0	3,000	28,200	1121
Nonsect..	1	3	40	28	12	7	1	0	3	2	4	2	2	1	4	0	1,300	24,325	1122
Nonsect..	5	0	11	0	21	0	1	0	0	0	0	0	0	0	4	0	1,374	78,100	1123
Nonsect..	1	5	0	35	0	5	0	2	0	0	0	3	0	0	5	.....	.....	.....	1124
Nonsect..	5	0	16	0	36	0	0	0	0	0	16	0	.....	.....	3	16	500	34,000	1125
R. C	0	7	0	32	0	84	0	0	0	0	0	10	0	0	3	0	1,500	278,000	1126
Nonsect..	2	7	0	55	0	20	0	6	0	10	0	8	0	2	....	0	1,100	80,000	1127
Univ	5	4	58	71	4	6	1	8	3	0	6	3	2	0	4	58	.....	.....	1128
Nonsect..	5	5	56	41	71	56	23	16	10	14	5	2	5	1	4	71	2,000	33,200	1129
Epis	2	4	0	35	12	36	.....	.....	.....	.....	0	8	0	6	....	0	5,000	.....	1130
P. E	9	0	114	0	32	0	0	0	0	0	23	0	23	0	4	0	5,000	1,000,000	1131
Epis	2	4	0	22	5	6	0	8	0	0	0	2	0	1	5	0	600	20,000	1132
Nonsect..	5	6	80	30	40	30	40	20	20	0	4	1	1	0	.....	.....	.....	.....	1133
Nonsect..	1	0	11	10	2	2	0	1	0	0	0	1	0	1	4	0	511	2,500	1134
Bapt.....	7	0	140	0	0	0	65	0	45	0	110	0	18	0	4	0	2,000	81,700	1135
Luth	5	4	32	20	5	4	2	0	.....	.....	3	3	1	0	4	0	5,784	44,000	1136
Nonsect..	2	3	15	3	31	1	0	2	.....	.....	0	0	0	0	....	0	1,000	18,000	1137
R. C	1	2	50	50	150	175	0	0	0	0	15	15	0	0	1	....	868	16,487	1138
Nonsect..	0	9	0	30	22	4	0	0	0	0	0	5	.....	.....	4	0	500	35,000	1139
Nonsect..	7	1	55	0	0	0	6	0	49	0	16	0	16	0	4	0	490	92,280	1140
Nonsect..	3	3	45	3	0	0	4	0	27	1	8	0	8	0	3	0	400	.....	1141
R. C	0	3	13	30	5	20	0	0	0	6	0	0	0	0	4	0	1,915	31,354	1142
Nonsect..	0	2	36	30	35	29	10	3	.....	.....	1	5	3	2	....	0	.....	110,900	1143
M. E.....	5	6	102	92	10	8	12	2	10	0	17	18	9	7	3	0	5,000	79,000	1144
R. C	0	4	6	24	0	35	0	0	0	0	0	0	0	0	4	0	1,137	86,122	1145
Friends...	2	4	22	10	33	21	1	1	4	2	2	2	2	0	4	0	460	40,000	1146
Nonsect..	4	4	40	50	0	0	2	3	10	6	4	7	.....	.....	4	0	4,095	44,489	1147
Nonsect..	1	2	30	36	0	0	10	10	3	4	8	3	4	0	4	0	400	4,000	1148
Bapt.....	2	4	31	24	22	12	6	1	2	0	8	3	6	0	4	0	575	17,329	1149
Bapt.....	5	8	96	80	0	0	.....	.....	.....	.....	6	3	6	1	4	50	2,292	113,808	1150
Nonsect..	1	3	55	40	15	20	0	0	6	5	4	5	2	1	....	0	400	12,000	1151
Nonsect..	1	1	0	40	6	35	0	25	0	0	0	4	0	3	4	....	600	20,000	1152
Luth	3	0	33	0	4	0	33	0	0	0	10	0	10	0	3	0	500	70,000	1153
Nonsect..	1	4	0	18	9	33	0	9	0	0	0	2	0	2	4	0	100	10,000	1154
Nonsect..	4	7	23	36	114	104	5	5	4	4	1	2	1	2	4	0	7,630	105,000	1155
Nonsect..	0	8	0	30	0	30	0	9	0	0	0	10	0	6	.....	.....	.....	.....	1156
R. C	0	2	0	20	12	20	0	0	0	0	.....	.....	0	0	4	0	1,000	37,695	1157
Nonsect..	3	0	30	0	0	0	15	0	8	0	3	0	3	0	4	....	450	30,000	1158
R. C	4	21	0	95	0	52	0	0	0	0	0	7	0	0	4	0	6,259	352,583	1159
Nonsect..	4	0	11	0	17	0	10	0	.....	.....	1	0	.....	.....	.....	0	200	400	1160
Nonsect..	7	1	55	0	70	0	18	0	17	0	10	0	8	0	4	55	3,500	75,000	1161
Protestant	1	4	0	16	20	44	0	5	0	0	0	2	0	0	4	16	200	1,000	1162

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1163	New York (20 West 44th st.).	Berkeley School	John S. White, LL. D
1164	New York (17 West 44th st.).	Brearley School	James G. Croswell, A. B
1165	New York (711-715 5th ave.).	Brown's (Miss) School	Miss Annie Brown
1166	New York (132 West 71st st.).	Callisen's School for Boys	A. W. Callisen
1167	New York (721 Madison ave.).	Chapin Collegiate School	Henry Barton Chapin, D. D., LL. D.
1168	New York (2034 5th ave.)	Classical School for Girls	Mrs. Helen M. Scoville
1169	New York (241-243 West 77th st.).	Collegiate School	Lemuel C. Mygatt, A. B., A. M.
1170	New York (34-36 East 51st st.).	Columbia Grammar School	Benjamin H. Campbell, A. M.
1171	New York (270 West 72d st. and West End ave.).	Columbia Institute*	Edwin Fowler
1172	New York (32 West 40th st.).	Comstock School	Miss Lydia Day
1173	New York (177 West 73d st.).	The Curtis School	Osborn Marcus Curtis
1174	New York (20 East 50th st.).	The Cutler School	Arthur H. Cutler, A. B., Ph.D.
1175	New York (342 Lexington ave.).	Daheim Preparatory Institute	Hermann Siegel, Amalie Siegel
1176	New York (106-108 Central Park, South).	De La Salle Institute	Bro. Charles, F. S. C
1177	New York (9 East 49th st.).	Drisler School	Frank Drisler
1178	New York (15 West 43d st.).	Dwight School	Arthur Williams
1179	New York (Columbus ave. and 84th st.).	Ely's (Miss) School for Girls	Misses Ely
1180	New York (43 West 47th st.).	English and Classical School for Girls.*	Miss Adelaide Bangs, Miss Mary B. Whiton.
1181	New York (Manhattanville, 128th st. and St. Nicholas ave.).	Female Academy of the Sacred Heart.	Madame Ellen Mahony, president.
1182	New York (226 East 16th st.).	Friends' Seminary	Edward B. Rawsom, B. S.
1183	New York (34 West 40th st.).	Halsey's Collegiate School for Boys.*	Prescott B. Vail
1184	New York (45 West 81st st.).	Hamilton Institute	N. Archibald Shaw, jr., A. M.
1185	New York (2134 7th ave., bet. 126th and 127th sts.).	Harlem Collegiate Institute	Max F. Giovanoly
1186	New York (East)	Holy Cross Academy	Sister M. Helena
1187	New York (54 West 84th st.).	The Irving School	Louis Dwight Ray, M. A., Ph. D.
1188	New York (44-50 2d st.)	La Salle Academy	Brother Joseph, M. A
1189	New York (334 Lenox ave.).	Lenox Institute	Andrew Zerban
1190	New York	Merington's (Misses) School for Girls.*	Misses Merington
1191	New York (336 West 29th st.).	Moeller Institute	P. W. Moeller
1192	New York (423 Madison ave.).	Morse's Classical and Mathematical School.	I. H. Morse
1193	New York (241 Lenox ave.).	New York Collegiate Institute	Miss Mary Schoonmaker
1194	New York	Peebles and Thompson's School	J. E. Merrill
1195	New York (176 West 25th st.).	Rayson's (Misses) School for Girls.	Miss M. E. Rayson, B. A
1196	New York (26 East 56th st.).	Ruel School	Miss Eleanor Boise

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	12	0	100	0	130	0	50	0	50	0	24	0	20	0	3	100	1,200	$750,000	1163
Nonsect ..	2	26	0	128	0	62	0	6	0	0	0	25	0	6	5	0	4,000	200,000	1164
Nonsect ..	0	7	0	55	3	125	0	7	0	48	0	32	0	7	....	....	.....	.....	1165
Nonsect ..	5	0	28	0	12	0	12	0	10	0	7	0	5	0	....	0	300	40,000	1166
Nonsect ..	5	1	27	0	33	0	18	0	6	0	6	0	5	0	4	0	.....	.....	1167
Nonsect ..	5	9	0	37	6	12	0	0	0	11	0	10	0	6	....	0	600	2,000	1168
Nonsect ..	6	2	51	0	92	0	....	....	....	....	5	0	5	0	4	51	500	.....	1169
Nonsect ..	18	0	114	0	37	0	42	0	38	0	28	0	20	0	5	0	300	100,000	1170
Nonsect ..	9	3	93	0	55	0	56	0	37	0	11	0	9	0	3	93	300	139,000	1171
Nonsect ..	0	6	0	29	0	43	0	8	....	....	0	4	0	1	....	....	1,200	.....	1172
Nonsect ..	7	0	12	0	16	0	5	0	5	0	5	0	5	0	4	....	800	33,000	1173
Nonsect ..	11	0	100	0	100	0	60	0	30	0	33	0	30	0	4	0	250	4,000	1174
Nonsect ..	1	1	2	2	8	6	2	2	0	0	0	0	0	0	5	4	200	30,000	1175
R. C	14	0	160	0	65	0	....	....	....	....	20	0	14	0	4	150	3,000	450,000	1176
Nonsect ..	12	0	35	0	35	0	12	0	6	0	8	0	6	0	....	....	.....	.....	1177
Nonsect ..	14	0	98	0	0	0	....	....	....	....	40	0	....	....	4	0	.....	.....	1178
Presb.....	8	22	0	150	0	0	0	15	....	....	0	12	0	2	....	0	2,500	425,000	1179
Nonsect ..	3	7	0	23	0	25	0	3	0	9	0	5	0	3	4	0	500	.....	1180
R. C	0	14	0	87	0	134	0	0	0	0	0	13	0	0	5	0	6,595	996,825	1181
Friends...	3	6	15	26	61	59	5	3	5	1	4	4	2	0	3	0	.....	200,000	1182
Nonsect ..	9	1	40	0	20	0	20	0	10	0	12	0	12	0	....	0	.....	.....	1183
Nonsect ..	9	3	25	0	45	0	15	0	10	0	4	0	4	0	4	25	400	.....	1184
Nonsect ..	2	3	1	13	17	30	....	....	13	0	0	0	0	0	4	0	600	2,500	1185
R. C	0	5	0	55	45	120	0	12	....	....	0	3	....	....	6	0	1,500	.....	1186
Nonsect ..	6	0	29	0	32	0	15	0	11	0	8	0	8	0	4	0	500	27,000	1187
R. C	7	0	95	0	115	0	80	0	10	0	10	0	8	0	4	0	2,500	500,000	1188
Nonsect ..	4	0	10	8	22	10	8	4	3	0	4	2	2	2	....	0	.....	50,000	1189
Nonsect ..	4	13	14	92	25	61	0	4	0	0	0	2	0	1	4	0	.....	2,000	1190
Nonsect ..	3	0	12	8	38	27	....	....	4	2	4	2	....	....	....	....	.....	25,000	1191
Nonsect ..	6	2	33	0	19	0	14	0	2	0	9	0	9	0	....	0	.....	.....	1192
Protest ...	2	10	0	40	7	63	0	1	0	3	0	3	0	0	4	....	.....	200	1193
Nonsect ..	3	12	0	97	0	30	....	....	....	....	0	14	0	2	4	0	.....	.....	1194
Nonsect ..	0	10	0	22	0	31	0	6	0	6	0	3	0	2	4	0	1,000	8,000	1195
Epis	0	14	0	40	0	0	....	....	....	....	0	3	0	1	4	0	.....	.....	1196

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1197	New York (84th st. and West End ave.).	Rugby Military Academy	F. V. N. Burling
1198	New York (38 West 59th st.).	Sachs' Collegiate Institute (Boys).	Dr. Julius Sachs
1199	New York (116 West 59th st.).	Sachs' Collegiate Institute (Girls).	.....do
1200	New York (152d st. and West Boulevard).	St. Catherine's Academy	Sister Mary de Pazzi
1201	New York (593 East 137th st.).	St. Jerome's Ursuline Academy	Mother M. Clara Ward
1202	New York (231 East 17th st.).	St. John Baptist School	Sisters of St. John Baptist
1203	New York (229-231 East Broadway).	St. Mary's Academy	Sister M. Frederica
1204	New York (6 and 8 East 46th st.).	St. Mary's School	Sister Anna
1205	New York (137 Henry st.)	St. Teresa's Ursuline Academy	Mother M. Lucy
1206	New York (6 West 48th st.)	Spence's (Miss) School for Girls	Miss C. B. Spence
1207	New York (27 East 44th st.)	Stern's School of Languages of New York City.	Sigmon M. Stern, director
1208	New York (147 West 91st st.).	Trinity School	Rev. Aug. Ulmann, S. D. D.
1209	New York (280 West 71st st.).	Van Norman Institute	Mme. Van Norman
1210	New York (160 West 74th st.).	Veltin's (Mlle.) School for Girls*	Mlle. Louise Veltin
1211	New York (139 East 79th st.).	Villa Maria Academy	Mother St. Celestine
1212	New York (148 Madison ave.).	Walker's (Miss) School for Girls	Miss Roberts
1213	New York (109-111 West 77th st.).	Weil's (Mrs.) School	Mrs. Matilda Weil
1214	New York (22 and 24 East 91st st.).	Weingart Institute	S. Weingart
1215	New York (622 5th ave., near 50th st.).	Wilson and Kellogg School	Francis F. Wilson, A. M., John M. Kellogg, M. D.
1216	New York (417 Madison ave.).	Woodbridge School*	David A. Center, B. S.
1217	Niagara	De Veaux College	Wm. Stanley Barrows, M. A., B. D.
1218	North Chili	The A. M. Chesbrough Seminary	B. H. Roberts, A. M., and E. S. Roberts, A. M.
1219	Nyack-on-Hudson	Hudson River Military Institute	Capt. J. Wilson, A. M
1220	Oakfield	Cary Collegiate Seminary*	Rev. Curtis C. Grove, M. A
1221	Peekskill	The Institute	Charles Unterreiner
1222	.....do	Mohegan Lake School	Henry Waters
1223	.....do	Peekskill Military Academy	Louis H. Orleman
1224	.....do	St. Gabriel's School	H. M. Cattell, instructor in mathematics.
1225	Pelham Manor	Suburban School for Girls	Mrs. and Miss Hazen
1226	Pike	Pike Seminary	Wm. H. McClelland
1227	Plattsburg	D'Youville Academy	Sister St. Euphrasia
1228	Port Henry	Champlain Institute	Sister M. Beatrice
1229	Poughkeepsie	Lyndon Hall School for Young Ladies.	Samuel W. Buck, A. M.
1230	.....do	Quincy School	Mary C. Alliger
1231	.....do	Riverview Military Academy	Joseph B. Bisbee
1232	Randolph	Chamberlain Institute	Rev. E. A. Bishop, A. M., D. D.
1233	Rochester (2 Prince st.)	Academy of the Sacred Heart	Amelia Schulten, Mother Superior.
1234	Rochester (401-404 Beckley Building).	Bradstreet School (Boys)	J. Howard Bradstreet

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	4	0	23	0	18	0	18	0	4	0	1	0	1	0	....	23	.....	.....	1197
Nonsect ..	13	1	90	0	60	0	30	0	20	0	22	0	16	0	4	0	500	.....	1198
Nonsect ..	4	14	0	90	0	75	0	25	....	....	0	16	0	1	4	....	.....	$100,000	1199
R. C	0	5	0	11	0	64	0	1	0	0	....	....	....	....	4	....	200	60,000	1200
R. C	2	4	0	20	25	65	0	0	0	0	0	4	0	0	3	0	200	.....	1201
Epis	0	3	0	27	0	5	0	5	0	0	0	4	0	3	5	0	500	.....	1202
R. C	1	3	0	22	14	16	0	7	0	0	0	0	....	....	4	0	200	.....	1203
Epis	0	18	0	92	0	26	0	10	0	0	0	11	0	1	4	....	3,200	.....	1204
R. C	0	6	0	57	7	27	0	0	0	0	0	22	0	0	4	0	800	40,050	1205
Nonsect ..	0	22	0	130	0	56	0	2	0	6	0	14	0	2	5	....	600	4,000	1206
Nonsect ..	11	1	42	454	56	462	0	18	0	0	....	....	....	....	....	....	.....	.....	1207
P. Epis ...	14	0	320	0	62	0	72	0	75	0	16	0	14	0	....	0	350	288,247	1208
Nonsect ..	0	6	0	19	0	11	....	....	....	....	0	0	....	....	4	....	1,200	.....	1209
Nonsect ..	0	18	0	140	0	100	0	50	....	....	0	6	....	....	6	....	650	.....	1210
R. C	0	5	0	129	0	54	0	0	0	0	0	0	0	0	3	0	1,430	.....	1211
Nonsect ..	0	12	0	50	0	0	0	0	0	0	0	3	0	0	....	0	.....	.....	1212
Nonsect ..	3	7	0	25	10	25	....	....	0	8	0	5	0	1	3	....	2,000	80,000	1213
Nonsect ..	2	0	3	3	53	79	3	0	0	0	0	0	....	....	3	0	.....	.....	1214
Nonsect ..	4	0	25	0	48	0	13	0	7	0	25	0	13	0	3	0	500	.....	1215
Nonsect ..	7	0	40	0	5	0	38	0	....	....	19	0	16	0	4	0	.....	.....	1216
P. E	4	0	20	0	6	0	4	0	2	0	1	0	1	0	4	20	1,000	150,000	1217
Nonsect ..	2	6	24	19	22	28	10	4	3	2	4	4	4	1	4	0	.....	47,511	1218
Nonsect ..	4	1	20	0	18	0	2	0	3	0	....	....	....	....	....	20	1,000	.....	1219
Epis	3	2	25	32	3	2	0	0	0	0	2	4	2	2	4	0	892	20,000	1220
Nonsect ..	2	1	9	12	9	3	....	....	....	....	5	3	....	....	3	0	1,200	14,000	1221
Nonsect ..	3	0	29	0	20	0	15	0	10	0	5	0	5	0	4	29	600	.....	1222
Nonsect ..	6	0	55	0	50	0	5	0	38	0	17	0	10	0	4	55	1,200	.....	1223
Epis	0	3	0	48	0	19	0	18	....	....	0	9	0	5	4	....	.....	.....	1224
Protest ...	2	8	0	70	10	15	....	....	....	....	0	18	0	2	4	0	1,500	100,000	1225
Nonsect ..	1	1	27	19	20	22	1	1	1	0	4	3	2	1	4	32	750	14,200	1226
Nonsect ..	0	3	0	50	20	57	0	0	0	0	0	3	0	0	4	0	975	61,641	1227
R. C	0	3	10	25	75	75	0	2	0	2	0	2	0	2	4	35	185	.....	1228
Nonsect ..	1	8	0	70	12	50	0	10	0	0	0	9	0	0	....	0	.....	.....	1229
Nonsect ..	0	4	5	20	61	80	0	10	0	10	....	....	....	....	3	....	300	.....	1230
Nonsect ..	2	0	105	0	34	0	27	0	18	0	9	0	5	0	5	105	.....	75,000	1231
M. E.....	3	5	57	101	5	1	11	3	0	1	2	7	2	1	4	0	2,211	82,750	1232
R. C.....	0	6	0	38	....	....	....	....	....	....	0	6	....	....	4	0	1,580	117,865	1233
Nonsect ..	5	1	47	0	18	0	14	0	20	0	15	0	14	0	....	0	400	1.000	1234

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NEW YORK—continued.		
1235	Rochester (86 East ave.)	The Cruttenden School	Miss L. H. Hakes
1236	Rochester	Livingston Park Seminary	Miss Georgia C. Stone
1237	.....do	Nazareth Academy	Rev. T. F. Hickey
1238	.....do	Nichols's (Miss) School	Misses Nichols
1239	Rochester (330 Central ave.)	The Wagner Memorial Lutheran College.	Rev. Jno. Nicum, A. M., D.D.
1240	Rome	St. Peter's Academy	Sister Holy Family
1241	Roudout	St. Mary's Academy	Sister M. Leontine
1242	Roslyn, Long Island	Roslyn Heights Seminary	Rev. James Hall
1243	Round Lake	Round Lake Academy	C. Keller
1244	Sag Harbor	Academy of the Sacred Heart of Mary.	Mother Basile
1245	Sherwood	Sherwood Select School	A. Gertrude Flanders
1246	Sing Sing	Holbrook's Military School	Rev. D. A. Holbrook, Ph. D.
1247	.....do	Mount Pleasant Military Academy.	Charles F. Bruise, A. M.; Arthur T. Emory, A. B.
1248	.....do	St. John's Military School*	Henry J. Lyall, Emil Wendal, and John P. C. Shaw.
1249	Sodus	Sodus Academy	Elisha Curtiss
1250	Southold	Southold Academy	William F. Mets, A. B
1251	Suffern	Herbart Preparatory School	William J. Eckoff
1252	Syracuse	Academy of the Sacred Heart	Rev. John F. Mullany
1253	.....do	Keble School*	Miss Mary J. Jackson
1254	.....do	St. John's Catholic Academy	Sister M. Alexandrine
1255	Tarrytown	Bulkley's (Miss) School for Girls.	Miss H. L. Bulkley
1256	.....do	Irving Institute	John M. Furman, A. M.
1257	.....do	Mason's (Miss) School	Miss C. E. Mason
1258	.....do	Metcalf's (Miss) Home Institute*.	Miss M. W. Metcalf
1259	Troy (514 Fulton st.)	Emma Willard School	Mary Alice Knox
1260	Troy (237 4th st.)	La Salle Institute	Brother John
1261	Troy (2331 5th ave.)	St. Peter's Academy	Sister M. Odila
1262	Troy	Troy Academy	F. C. Barnes, M. A
1263	Union Springs	Friends Academy (Oakwood Seminary).*	Elijah Cook
1264	Utica	School for Young Ladies	Mrs. J. C. G. Platt
1265	.....do	Utica Catholic Academy	Rev. J. S. M. Lynch, D. D., LL. D.
1266	Walworth	Walworth Academy	Edwin A. Baker
1267	West Chester	Sacred Heart Academy*	Brother August
1268	West New Brighton	St. Austin's School	Rev. George E. Quaile, M. A
1269	Yonkers	The Halsted School	Mary Sicard Jenkins
1270	.....do	Kingsley School	Miss Helena Norton Lowden
	NORTH CAROLINA.		
1271	Advance	Advance High School	C. M. Sheets
1272	Arnold	Arnold Academy	Miss Minnie D. Everhart
1273	Asheville	Bingham School	R. Bingham, A. M., LL. D.
1274	.....do	Home and Day School for Girls	Miss Harriet A. Champion
1275	Ashpole	Ashpole Institute	G. E. Lineberry
1276	Atlantic	Atlantic Academy	G. W. Mewborn
1277	Auburn	Mount Moriah Male and Female Academy.	Wm. H. Penney, jr.
1278	Augusta	Hodges School	J. D. Hodges, A. M.
1279	Autryville	South River Baptist Institute	Rev. C. M. McIntosh
1280	Barnardsville	Mountain Dale Seminary	G. H. Blankenship, president
1281	Beaufort	Washburn Seminary	B. D. Rowlee
1282	Belmont	Sacred Heart Academy	Mother M. Teresa
1283	Belvidere	Belvidere Academy	Mary J. White
1284	Belwood	Belwood Institute*	Aldridge and Craven
1285	Bensalem	Oak Grove High School	T. M. Langley

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	5	0	57	0	58	0	25	....	....	0	6	0	4	4	....	.....	.....	1235
Epis	0	5	0	40	0	20	0	5	0	0	0	8	0	2	....	0	300	$30,000	1236
R. C	1	7	0	100	0	100	0	0	0	1	0	14	0	1	4	....	3,000	100,000	1237
Nonsect ..	0	6	0	44	0	10	0	3	0	0	0	8	0	0	4	0	.....	.....	1238
Luth	4	0	12	0	2	0	13	0	0	0	5	0	5	0	2	0	750	22,000	1239
R. C	0	3	0	18	0	70	0	2	0	0	0	18	0	2	4	0	817	25,715	1240
R. C	1	2	13	15	2	20	1	4	1	3	0	5	0	3	....	0	300	.....	1241
Nonsect ..	1	1	6	5	0	0	1	1	....	....	0	0	....	....	4	0	.....	7,000	1242
Nonsect ..	1	3	34	27	13	10	1	1	5	2	5	0	3	0	4	30	450	14,500	1243
R. C	0	7	0	10	12	14	0	3	....	....	0	1	....	....	4	....	50	.....	1244
Nonsect ..	0	2	14	9	20	16	1	0	3	0	3	0	1	0	4	0	50	20,000	1245
Nonsect ..	5	0	44	0	20	0	8	0	2	0	8	0	0	0	4	44	1,200	60,000	1246
Nonsect ..	6	0	47	0	14	0	8	0	8	0	4	0	3	0	4	47	12,000	150,000	1247
Epis	4	0	28	0	2	0	7	0	3	0	2	0	1	0	....	28	1,000	60,000	1248
Nonsect ..	1	1	33	42	12	13	1	1	3	4	1	2	1	1	4	0	400	4,300	1249
Presb.....	1	1	12	15	0	0	2	0	....	....	1	0	1	0	4	0	.....	5,000	1250
Nonsect ..	2	1	13	4	2	2	4	1	2	0	10	4	2	0	4	0	400	7,000	1251
R. C	0	5	4	18	7	28	....	....	....	....	0	6	....	....	4	....	3,000	45,000	1252
Epis	0	8	0	40	20	78	0	....	....	....	0	9	....	....	....	....	.....	.....	1253
R. C	0	3	8	25	154	271	0	0	0	0	0	5	0	0	4	0	1,657	45,258	1254
Nonsect ..	0	4	0	40	0	12	0	2	....	....	0	2	0	2	4	....	500	.....	1255
Nonsect ..	4	1	0	30	20	0	2	0	8	0	1	0	1	0	4	0	3,000	30,000	1256
Epis	1	5	0	30	0	10	....	....	0	4	0	8	0	2	4	0	500	300,000	1257
Epis	0	3	0	8	0	39	0	5	....	....	0	3	....	....	....	....	400	15,000	1258
Nonsect ..	1	13	0	97	7	85	0	16	0	2	0	4	....	....	5	0	2,520	259,998	1259
Nonsect ..	8	0	94	0	126	0	5	0	2	0	10	0	3	0	4	94	2,203	31,173	1260
R. C	2	2	15	40	246	360	0	0	0	0	2	3	0	0	4	0	1,020	66,533	1261
Nonsect ..	10	0	86	0	48	0	47	0	21	0	22	0	19	0	4	49	1,100	17,300	1262
Friends...	3	4	45	33	11	12	3	2	1	2	1	4	0	3	4	0	2,500	43,000	1263
Nonsect ..	0	16	0	60	0	50	0	5	....	....	0	30	0	5	....	....	10,000	150,000	1264
R. C	1	2	0	22	110	260	0	0	....	....	0	0	....	....	4	....	.....	.....	1265
Nonsect ..	1	2	15	22	0	3	1	0	....	....	....	....	....	....	4	0	300	9,140	1266
R. C	6	0	45	0	100	0	14	0	0	0	14	0	6	0	4	0	1,085	350,000	1267
P. E	6	0	30	0	35	0	6	0	8	0	2	0	2	0	4	30	0	70,000	1268
Nonsect ..	2	6	3	17	31	32	1	5	2	5	0	0	....	....	4	0	200	22,000	1269
Nonsect .	2	5	4	13	8	25	0	6	2	0	0	1	0	1	3	0	200	65,000	1270
Nonsect ..	3	1	21	20	65	70	10	9	1	0	1	0	1	0	....	0	10	1,000	1271
Nonsect ..	1	1	10	10	35	40	3	0	....	....	0	0	....	....	....	0	.....	.....	1272
Nonsect ..	6	0	119	0	0	0	25	0	25	0	10	0	8	0	4	115	.....	60,000	1273
Nonsect ..	1	5	5	20	5	12	....	....	....	....	....	....	....	....	....	0	250	.....	1274
Bapt.....	0	2	15	14	61	45	5	3	4	0	....	....	....	....	....	0	.....	700	1275
Nonsect ..	1	0	15	10	25	20	1	1	....	....	....	....	....	....	4	....	50	200	1276
Nonsect ..	0	2	16	18	12	14	11	8	2	0	0	0	0	0	4	0	500	1,200	1277
Nonsect ..	2	0	25	0	0	0	6	0	0	0	0	0	....	....	4	0	100	5,000	1278
Bapt.....	2	1	26	27	10	5	8	6	2	3	....	....	....	....	....	....	.....	800	1279
Nonsect ..	1	1	41	45	40	30	18	31	23	14	16	12	16	12	3	0	300	1,500	1280
Cong	3	2	10	2	28	38	0	0	4	0	0	0	0	0	....	0	.....	5,000	1281
R. C	0	1	0	38	0	10	....	....	....	....	0	2	....	....	4	....	500	10,000	1282
Friends...	0	2	10	8	17	22	....	....	....	....	....	....	....	....	....	0	60	1,000	1283
Meth	0	1	18	12	30	30	....	....	....	....	....	....	....	....	5	0	.....	4,000	1284
Nonsect ..	1	1	14	18	40	30	10	9	11	7	4	3	4	3	4	0	500	1,000	1285

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1286	Bethel	Bethel High School	B. F. Harrell
1287	Big Lick	Big Lick Academy and Business College.	C. J. Black
1288	Boomer	Boomer High School*	W. S. Surratt
1289	Boonville	Yadkin Valley Institute	Robert B. Horn
1290	Burlington	Burlington Academy	G. O. Green
1291	Cedar Grove	Cedar Grove Academy*	B. T. H. Hodge
1292	Cedar Rock	Cedar Rock Academy	Spencer Chaplin, jr
1293	Chapel Hill	Chapel Hill School	J. W. Canada
1294	Chocowinity	Trinity School	Nicholas C. Hughes
1295	Cisco	Elm Grove School*	J. E. Cofield
1296	Clyde	Clyde High School	Rev. R. A. Sentell
1297	Como	Buckhorn Academy*	Julien Henri Picot
1298	Concord	Scotia Seminary	D.J.Satterfield, D.D., president
1299	Conover	Concordia College	W. H. T. Dau
1300	Cora	Amherst Academy	R. L. Sigmon
1301	Crescent	Crescent Academy and Normal Institute.	Rev. J. M. Lyerly
1302	Culler	Pinnacle Academy	S. F. Boyles
1303	Dalton	Dalton Institute	W. A. Flynt
1304	Durham	Trinity Park High School	J. F. Bivins
1305	Eagletown	Aurora Academy	Lola S. Stanley
1306	Elizabeth City	Atlantic Collegiate Institute	S. L. Sheep
1307	Enochville	Enochville High School	E. H. Miller
1308	Franklinton	Franklinton Christian College	Zenas A. Poste
1309	Gastonia	Gaston Academy	J. P. and J. W. Reid
1310	Glenwood	Glenwood High School	M. Blackman
1311	Goldston	Goldston Academy	J. C. Story, A. B
1312	Graham	Thompson School	J. A. W. Thompson
1313	Greensboro	Bennett Seminary*	J. D. Chavis, president
1314	Hayesville	Hayesville Male and Female College.	L. C. Perry, A. B., M. A
1315	Henderson	Gilmer School	John A. Gilmer
1316	Hillsboro	Hillsboro Private School	Miss Heartt, Mrs. Bragg
1317	Holly Springs	Holly Springs Academy*	C. F. Siler
1318	Hookerton	Hookerton Collegiate Institute	W. H. Austin
1319	Huntersville	Huntersville High School	R. J. Cochran
1320	Kernersville	Kernersville High School	O. P. Ader, E. C Brooks
1321	Kinston	Lewis School	Richard H. Lewis
1322	Lexington	Lexington Seminary*	G. E. Petty
1323	Lumberton	Robeson Institute	John Duckett
1324	Marshallberg	Graham Academy	James A. Sisk, B. S
1325	Marshville	Marshville Academy	Plummer Stewart
1326	Mars Hill	Mars Hill College	R. L. Moore, president
1327	Mebane	The Bingham School	Preston Lewis Gray, B. L
1328	Mizpah	Mountain View Institute*	M. T. Chilton
1329	Mocksville	Sunnyside Seminary	Misses Laura Clement and Mattie Eaton.
1330	Monroe	Monroe Male and Female Institute	J. G. McCormick
1331	Mooresville	Mooresville Academy*	Chas. L. Grey
1332	Moravian Falls	Moravian Falls Military Academy	Frank B. Hendren, B. L
1333	Morganton	Morganton Male Academy	Bruce R. Payne
1334	....do	Patton School	Rev. R. L. Patton
1335	Morven	Morven Academy	Sanders Dent
1336	Mount Pleasant	Mont Amoena Seminary	Rev. Henderson N. Miller, Ph. D.
1337	Mount Vernon Springs	Sandy Creek Associational School	W. L. McNeill
1338	Mulberry	Sulphur Springs Institute*	Oscar C. Dancy
1339	Newport	Newport Academy*	G. W. Mewborn
1340	Norwood	Norwood Academy	A. P. Harris, A. B
1341	Oak Ridge	Oak Ridge Institute	J. A. and M. H. Holt

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	1	15	18	25	7	3	2	....	....	0	0	....	....	5	0	0	$200	1286
Nonsect..	1	1	37	22	20	30	10	1	2	0	....	....	....	....	3	0	.....	1,200	1287
Nonsect..	3	0	35	20	30	40	....	....	....	....	....	....	....	....	....	....	100	800	1288
Nonsect..	3	2	107	30	40	30	10	4	4	2	4	1	4	1	4	0	300	3,000	1289
M. E. So..	1	1	16	41	29	17	5	3	....	....	1	3	1	3	4	0	100	5,000	1290
Nonsect..	1	0	15	17	0	0	1	0	....	....	....	....	....	....	....	0	.....	1,000	1291
Nonsect..	1	2	13	10	52	17	4	1	....	....	1	1	1	1	4	0	.....	.....	1292
Nonsect..	2	1	27	15	53	64	6	0	10	11	8	2	8	2	3	0	.....	.....	1293
Epis.....	2	1	21	8	31	19	11	4	....	....	....	....	....	....	4	19	150	3,000	1294
Bapt.....	0	1	10	12	1	1	....	....	....	....	....	....	....	....	....	0	.....	250	1295
Nonsect..	2	2	25	40	76	105	20	0	....	....	....	....	....	....	3	0	.....	2,500	1296
Nonsect..	1	0	10	0	20	0	10	0	2	0	....	....	....	....	....	0	1,500	600	1297
Presb.....	1	3	0	14	0	259	0	0	0	0	0	14	0	0	3	0	1,700	65,000	1298
Luth	4	0	16	4	10	1	....	....	....	....	1	0	....	....	2	0	1,500	5,000	1299
Bapt.....	2	1	6	2	34	43	5	2	0	0	0	0	0	0	3	0	350	900	1300
Nonsect..	3	1	18	12	43	28	0	0	0	0	0	0	0	0	4	0	400	3,000	1301
Bapt.....	1	1	35	25	30	25	4	6	6	0	....	....	....	....	4	0	.....	2,000	1302
Nonsect..	1	1	20	20	5	5	1	3	....	....	0	0	....	....	....	0	.....	1,000	1303
Meth	6	0	43	0	0	0	36	10	7	0	19	4	19	4	3	0	.....	18,000	1304
Friends...	0	2	10	15	27	31	1	2	....	....	....	....	....	....	....	0	200	1,200	1305
Nonsect..	2	3	70	75	50	40	25	20	10	0	4	1	4	0	4	0	300	5,000	1306
Luth	1	0	12	13	40	40	3	2	3	0	2	1	....	....	3	0	.....	.....	1307
Christian.	2	1	16	10	70	68	....	....	....	....	0	0	0	0	....	0	1,300	.....	1308
Nonsect..	2	0	15	10	55	45	10	6	....	....	2	2	....	....	3	0	.....	2,500	1309
Nonsect..	1	2	18	8	52	45	8	0	0	3	....	....	....	....	....	0	600	1,000	1310
Nonsect..	0	1	5	10	20	25	2	3	....	....	0	0	....	....	....	0	.....	600	1311
Nonsect..	1	2	38	32	100	60	4	2	....	....	....	....	....	....	4	....	.....	.....	1312
M. E.....	6	0	23	17	79	107	30	10	....	....	8	4	....	....	6	....	.....	50,000	1313
Nonsect..	2	2	80	75	10	15	....	....	....	....	....	....	....	....	....	0	300	1,500	1314
Presb.....	1	1	40	0	0	0	6	0	....	....	....	....	....	....	....	....	.....	.....	1315
Nonsect..	0	2	3	5	6	5	1	2	....	....	....	....	....	....	....	....	.....	.....	1316
Nonsect..	0	1	24	20	16	12	4	3	2	0	....	....	....	....	2	0	.....	1,000	1317
Nonsect..	1	0	18	20	5	7	2	2	....	....	1	1	....	....	....	0	.....	750	1318
Presb.....	1	1	20	25	35	40	4	6	....	....	1	3	1	3	3	....	.....	5,000	1319
Nonsect..	1	1	12	17	9	15	3	5	....	....	....	....	....	....	....	0	.....	.....	1320
Nonsect..	1	2	17	13	25	18	1	3	0	2	....	....	....	....	3	0	200	1,000	1321
Nonsect..	0	1	10	19	70	51	0	0	0	0	0	0	0	0	0	0	20	2,200	1322
Bapt.....	0	4	17	21	58	48	4	8	0	0	0	0	0	0	4	0	100	10,000	1323
Meth	1	1	5	3	40	45	....	....	....	....	....	....	....	....	....	....	150	1,000	1324
Nonsect..	1	0	5	7	100	97	2	3	....	....	....	....	....	....	4	0	.....	1,500	1325
Bapt.....	2	0	29	12	78	65	10	3	3	0	0	0	....	....	3	0	315	4,500	1326
Nonsect..	9	0	55	0	10	0	26	0	25	0	0	0	0	0	4	0	500	30,000	1327
Nonsect..	1	0	6	6	39	19	....	....	....	....	....	....	....	....	....	0	0	1,600	1328
Nonsect..	0	3	4	35	16	25	2	6	0	4	0	0	....	....	....	0	200	.....	1329
Nonsect..	0	3	80	76	40	66	6	8	3	3	0	0	0	0	4	0	100	7,000	1330
Presb.....	1	2	25	35	15	25	5	8	0	0	....	....	....	....	....	0	.....	1,000	1331
Nonsect..	2	0	10	2	50	48	3	2	....	....	2	2	2	2	3	....	300	1,000	1332
Nonsect..	1	1	75	0	11	0	6	0	1	0	....	....	....	....	3	0	75	.....	1333
Nonsect..	1	1	14	10	26	25	4	8	....	....	....	....	....	....	....	0	.....	.....	1334
Meth	1	1	16	23	60	70	....	....	....	....	....	....	....	....	3	0	.....	.....	1335
Luth	0	2	0	25	0	73	....	....	....	....	0	6	....	....	....	0	500	7,500	1336
Bapt.....	1	1	20	14	20	15	16	10	4	0	....	....	....	....	1	0	150	500	1337
Nonsect..	1	0	19	9	65	67	....	....	....	....	0	0	0	0	....	0	.....	400	1338
Nonsect..	1	2	10	10	30	80	....	....	....	....	0	0	0	0	4	20	0	500	1339
Nonsect..	0	1	24	25	41	40	2	3	....	....	....	....	....	....	0	....	.....	700	1340
Nonsect..	5	0	150	5	115	8	8	0	75	0	28	0	16	0	3	0	2,600	30,000	1341

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	NORTH CAROLINA—cont'd.		
1342	Ora	Salem High School*	A. F. Howard
1343	Oxford	Horner School	J. C. and J. M. Horner
1344	Palmerville	Yadkin Mineral Springs Academy.*	E. F. Eddins, A. B
1345	Pee Dee	The Barrett Collegiate and Industrial Institute.	A. M. Barrett, A. M., B. D.
1346	Pendleton	Pendleton High School	W. J. Beale
1347	Penelope	Penelope Academy	C. M. Murchison
1348	Polkton	Polkton High School	W. F. Humbert
1349	Raleigh	Peace Institute*	James Dinwiddie, M. A
1350	do	Raleigh Male Academy	Hugh Morson
1351	do	St. Mary's School*	Rev. B. Smedes, A. M
1352	Ramseur	Ramseur Seminary	W. H. Albright, Ph. B., pres
1353	Red Springs	Red Springs Male School	D. R. McIver
1354	Reidsville	Reidsville Female Seminary*	Miss Annie L. Hughes
1355	Ridgeway	Ridgeway High School*	John Graham
1356	Rocky Mount	University School	William Holmes Davis, A. B.
1357	Roxboro	Roxboro Institute	C. W. Mason, A. B., B. S.
1358	Rural Hall	Rural Hall Academy*	S. G. Sutton and E. A. Thomas.
1359	Salem	Salem Boys' School	James F. Brower, A. M
1360	Saluda	Saluda Seminary	Fidelia Sheldon
1361	Scotland Neck	Vine Hill Male Academy	Prince & Wilson
1362	Shawboro	Shawboro High School*	Catherine S. Albertson
1363	Sonoma	Bethel High School	W. H. Phillips
1364	Summerfield	Summerfield Academy and Business Institute.	Charles C. Teague
1365	Sunshine	Sunshine Institute	D. M. Stallings, A. B
1366	Sutherlands	Sutherlands Seminary	W. H. Jones, B. L.
1367	Taylorsville	Taylorsville Collegiate Institute	Rev. J. A. White
1368	Trenton	Trenton High School	W. H. Rhodes
1369	Trinity	Trinity High School	Jno. F. Kirk, R. M. Vestal
1370	Union Ridge	Union Ridge Academy	Thos. W. Strowd
1371	Warsaw	Warsaw Institute	Chauncey G. Wells
1372	Whittier	Whittier High School	M. Ellsworth Meriam
1373	Whitsett	Whitsett Institute	W. T. Whitsett, Ph. D
1374	Why Not	Why Not Academy and Business Institute.	J. P. Boroughs
1375	Wilkesboro	Wilkesboro School	R. H. McNeill
1376	Wilmington	Alderman's (Miss) School	Miss Mary L. Alderman
1377	do	Cape Fear Academy	Washington Catlett
1378	Wilmington	Hart's (Miss) School*	Miss Anna J. Hart
1379	Windsor	Rankin-Richards Institute	Rhoden Mitchell
1380	Winton	Waters Normal Institute	Rev. C. S. Brown, A. M
1381	Yadkinville	Yadkinville Normal School	Z. H. Dixon
	NORTH DAKOTA.		
1382	Grand Forks	St. Bernard's College	Mother Stanislaus
1383	Portland	Brutlat Academy*	Rev. J. Tingelstad
	OHIO.		
1384	Austinburg	Grand River Institute	Granville W. Mooney
1385	Barnesville	Friends' Boarding School (Orthodox).	William L. Ashton
1386	Canton	Buckingham's (Miss) Boarding and Day School for Girls.	Miss Ella J. Buckingham
1387	Cedar Point	St. Gregory Seminary	Henry Brinkmeyer
1388	Cincinnati	Armstrong's (Miss) School*	Miss Sarah J. Armstrong.
1389	Cincinnati	Butler's (Miss) School for Girls	Miss Sarah Butler
1390	Cincinnati (Clifton)	The Clifton School	Miss E. Antoinette Ely, A. M.

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	1	1	20	18	50	49	10	7	4	0	....	....	....	....	....	....	400	.....	1342
Nonsect ..	5	0	105	0	11	0	16	0	80	0	....	....	....	....	4	70	1,500	$25,000	1343
Miss.Bapt	1	0	12	8	40	42	5	2	....	....	....	....	....	....	2	0	.....	400	1344
Nonsect ..	1	2	25	15	38	23	10	5	....	....	....	....	....	....	....	0	.....	5,500	1345
Bapt.....	1	0	13	19	10	8	3	5	....	....	....	....	....	....	....	0	.....	450	1346
Bapt.....	0	2	20	15	19	16	5	2	2	0	....	....	....	....	....	....	300	2,500	1347
Nonsect ..	1	1	30	35	50	40	....	....	10	8	....	....	....	....	4	0	300	600	1348
Nonsect ..	1	9	0	152	0	23	....	....	....	....	0	8	....	....	4	....	.....	.....	1349
Nonsect ..	3	0	40	0	44	0	10	0	10	0	....	....	....	....	4	0	.....	5,000	1350
Epis	0	2	0	100	0	50	....	....	....	....	0	5	....	....	....	....	5,000	80,000	1351
Nonsect ..	1	1	10	10	55	50	....	....	....	....	....	....	....	....	6	0	.....	.....	1352
Nonsect ..	1	1	20	8	46	15	....	....	....	....	....	....	....	....	....	0	100	1,500	1353
Presb.....	0	2	0	29	9	20	0	10	0	10	0	3	0	2	4	....	100	5,000	1354
Nonsect ..	1	2	35	10	5	2	20	5	....	....	....	....	....	....	....	0	.....	20,000	1355
Nonsect ..	2	6	85	85	0	0	....	....	....	....	....	....	....	....	3	0	700	10,000	1356
Nonsect ..	0	1	20	20	20	20	....	....	....	....	....	....	....	....	3	0	.....	.....	1357
Nonsect ..	2	1	32	8	46	6	0	0	4	1	0	0	0	0	....	....	.....	1,500	1358
Moravian.	3	0	53	0	37	0	12	0	....	....	16	0	9	0	4	0	.....	12,000	1359
Nonsect ..	0	2	10	25	95	0	....	....	....	....	0	0	0	0	....	0	550	4,700	1360
Nonsect ..	3	0	60	0	15	0	10	0	7	0	10	0	10	0	4	0	600	10,000	1361
Nonsect ..	0	1	4	4	18	9	0	0	0	0	0	0	....	....	....	0	0	.....	1362
Nonsect ..	1	0	8	6	65	53	10	10	....	....	....	....	....	....	3	0	100	4,000	1363
Nonsect ..	1	2	20	14	14	21	3	4	0	0	0	0	0	0	4	0	100	1,000	1364
Nonsect ..	1	1	15	11	55	60	4	2	2	3	2	0	2	0	4	0	.....	1,500	1365
M. E. So ..	2	0	38	10	40	42	12	0	4	4	2	0	1	0	4	0	.....	8,000	1366
Nonsect ..	3	2	85	44	40	31	20	10	....	....	4	4	....	....	6	0	350	4,000	1367
Nonsect ..	2	2	20	25	33	25	12	13	....	....	1	2	1	2	2	0	40	3,500	1368
M. E. So ..	2	1	60	10	28	21	60	10	....	....	....	....	....	....	3	0	1,000	20,000	1369
Christian.	1	2	8	10	21	13	....	....	1	4	1	3	....	....	....	0	.....	700	1370
Bapt.....	1	0	15	10	11	10	2	0	0	0	0	0	....	....	4	0	.....	1,000	1371
Cong	2	0	5	12	43	46	0	0	0	0	0	0	0	0	....	0	.....	1,300	1372
Nonsect ..	4	2	125	50	50	25	....	....	....	....	23	2	....	....	4	25	1,000	12,000	1373
Nonsect ..	2	0	12	5	36	39	3	1	2	2	....	....	....	....	....	....	.....	500	1374
Nonsect ..	0	1	20	20	20	25	3	5	....	....	3	4	3	4	3	0	100	1,000	1375
Nonsect ..	0	1	11	12	12	20	6	5	....	....	....	....	....	....	4	0	100	.....	1376
Nonsect ..	2	0	45	2	17	1	3	0	5	0	5	1	....	....	4	0	200	.....	1377
Nonsect ..	0	2	1	16	6	15	....	....	....	....	....	....	....	....	....	....	.....	.....	1378
Nonsect ..	1	2	15	20	15	36	....	....	....	....	....	....	....	....	....	....	.....	5,555	1379
Bapt.....	3	2	43	65	68	53	....	....	....	....	1	3	1	3	....	....	250	10,800	1380
Nonsect ..	1	1	20	16	40	35	10	10	10	6	2	2	2	2	3	0	350	2,500	1381
R. C	0	3	5	25	20	75	4	5	....	....	0	0	....	....	4	0	600	10,000	1382
Luth	4	1	12	6	83	126	12	0	0	0	6	2	7	0	3	0	200	18,000	1383
Cong	4	3	44	66	0	0	....	....	....	....	7	3	7	3	3	0	2,000	20,000	1384
Friends...	2	3	46	54	2	2	....	....	....	....	1	3	....	....	3	0	600	50,000	1385
Nonsect ..	0	4	0	20	5	3	0	10	....	....	0	4	0	2	....	....	200	.....	1386
R. C	8	0	90	0	0	0	....	....	....	....	....	....	....	....	....	0	6,000	90,000	1387
Nonsect ..	0	4	0	57	0	43	0	20	....	....	0	4	0	4	....	....	.....	.....	1388
Nonsect ..	2	6	0	18	4	17	0	8	0	0	0	0	0	0	4	0	500	.....	1389
Nonsect ..	0	7	0	28	0	12	0	2	0	5	0	2	0	2	5	....	1.000	22.000	1390

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	OHIO—continued.		
1391	Cincinnati (16 Morris st.)	Eden Park School for Girls	Madame Fredin
1392	Cincinnati (1 Park row, Mount Auburn).	Educational Institute	Dr. Alois Schmidt
1393	Cincinnati	Franklin School	Joseph E. White, G. L. Sykes
1394	Cincinnati (2643 Bellevue ave.).	Lupton's (Miss) School for Girls.	Miss Katherine M. Lupton
1395	Cincinnati (126 Wellington place, Mount Auburn).	Mount Auburn Collegiate School.	J. Babin, A. B.
1396	Cincinnati (Avondale, 196 Lenox place).	Mount Auburn Young Ladies Institute.*	Mrs. H. Thane Miller
1397	Cincinnati	Notre Dame Convent	Sister Catherine Aloysius
1398	Cincinnati (College Hill)	Ohio Military Institute	Rev. John N. Ely
1399	Cincinnati (Clifton)	Sacred Heart Academy	M. Garvey
1400	Cincinnati (1615 Vine st.)	St. Francis Seraphicus College	Rev. P. Bernard Nurre, O. F. M.
1401	Cincinnati (East 6th st.)	St. Mary's Literary Institute	Sister Mary Borgia
1402	Cincinnati	Ursuline Academy	Sister M. Baptista Freaner
1403	Cleveland (768–770 Euclid ave.).	Hathaway-Brown School for Girls.	Miss Mary E. Spencer
1404	Cleveland (1020 Prospect ave.).	Mittleberger's (Miss) English and Classical School for Girls.	Miss Augusta Mittleberger
1405	Cleveland	University School	Newton M. Anderson
1406	do	Ursuline Academy	Mother Superior
1407	Columbus (441 East Town st.).	The Columbus Latin School	Frank T. Cole, A. B., LL. D.
1408	Columbus (151 East Broad st.).	Phelps's (Miss) English and Classical School.	Miss Lucretia M. Phelps
1409	Columbus	St. Joseph's Academy	Sister Mary Victorine
1410	Columbus (cor. Long and High sts.).	Thompson's Preparatory Private School.	J. T. Thompson
1411	Crawfis College	Crawfis College *	J. T. Fairchild
1412	Damascus	Damascus Academy	Walter E. Day
1413	Dayton	Academy of Notre Dame	Sisters of Notre Dame
1414	Dayton (17 Third st., east)	English and Classical Training School.	A. B. Shauck
1415	Dayton	St. Mary's Institute	Charles Eichner
1416	Fostoria	Fostoria Academy	R. L. DeRan, B. S
1417	Gambier	Harcourt Place Seminary	Mrs. H. N. Hills
1418	Germantown	Miami Military Institute of Twin College.	Owen Graff Brown
1419	Green Spring	Green Spring Academy *	Harry W. Robinson
1420	Hudson	Western Reserve Academy	Clay Herrick and Charles E. Hickok.
1421	Marion	St. Mary's School *	Rev. James A. Burns
1422	Mogadore	Mogadore High School	W. H. Anderson
1423	New Lexington	St. Aloysius Academy	Mother Gonzaga
1424	Painesville	Mathews's (Mrs.) School for Girls.	Mrs. Maria D. Mathews
1425	Pleasantville	Fairfield Union Academy	C. C. Webb
1426	Poland	Poland Union Seminary	E. T. Cheetham
1427	Reading	Mount Notre Dame Academy	Sister Agnes Aloysia
1428	St. Martin	Ursuline Academy for Young Ladies.	Sister M. Gabriel
1429	Savannah	Savannah Academy	G. M. Johnston
1430	South New Lyme	New Lyme Institute	Siglar W. Mauck, A. M
1431	South Salem	Salem Academy	Clair W. Fretz
1432	Springfield	Springfield Seminary	Elizabeth H. Talcott
1433	Tiffin	College of Ursuline Sisters	Mother St. Lignori
1434	Toledo	Ursuline Convent of the Sacred Heart.	Mother St. Aloysius
1435	Urbana	Urbana University *	Rev. John Whitehead
1436	West Farmington	Western Reserve Seminary	Rev. T. H. Armstrong
1437	Zanesville	Putnam Seminary	Mrs Helen B. Colt

* Statistics of 1896–97.

Digitized by Google

and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	4	0	13	0	12	0	2	....	....	0	1	....	....	....	0	700	$28,000	1391
Nonsect ..	2	3	10	4	7	4	7	3	3	1	3	2	0	1	4	0	500	.....	1392
Nonsect ..	5	0	60	0	25	0	30	0	15	0	15	0	15	0	4	0	500	20,000	1393
Nonsect ..	0	4	1	15	1	3	1	4	....	....	....	....	....	....	4	0	3,000	.....	1394
Epis.....	2	1	26	0	4	0	4	0	4	0	....	....	....	....	....	0	.....	.....	1395
Nonsect ..	1	12	0	40	0	12	....	....	....	....	0	7	....	....	....	....	2,000	.....	1396
R. C	0	3	0	30	0	150	....	....	....	....	0	3	....	....	4	0	.....	.....	1397
Nonsect ..	5	0	34	0	6	0	....	....	....	....	....	....	....	....	....	34	1,000	100,000	1398
R. C	0	9	0	37	0	15	....	....	....	....	0	5	....	....	....	....	1,200	.....	1399
R. C	8	0	103	0	0	0	....	....	....	....	16	0	12	0	5	0	1,230	50,000	1400
R. C	0	4	0	20	0	130	....	....	....	....	....	....	....	....	....	....	.....	.....	1401
R. C	0	4	0	20	2	40	....	....	....	....	0	0	0	0	4	....	.....	21,000	1402
Nonsect ..	0	14	0	57	12	51	0	1	0	25	0	10	0	5	4	0	1,400	.....	1403
Nonsect ..	3	12	0	94	21	69	0	3	0	7	0	13	0	4	4	0	2,400	.....	1404
Protestant	16	0	112	0	81	0	33	0	47	0	23	0	23	0	4	0	1,200	250,000	1405
R. C	0	8	0	88	0	162	....	....	....	....	0	2	....	....	4	....	.....	.....	1406
Nonsect ..	2	2	16	5	3	0	8	3	4	0	8	0	8	0	4	0	1,000	.....	1407
Epis.....	3	10	0	75	20	50	0	4	....	....	0	7	0	2	4	0	1,500	3,500	1408
R. C	0	5	0	30	30	80	0	10	0	10	0	0	0	0	4	0	3,000	30,000	1409
Nonsect ..	2	1	32	38	0	0	....	....	6	4	4	2	4	2	....	....	.....	.....	1410
Nonsect ..	1	1	30	28	15	12	2	1	....	....	....	....	....	....	4	....	50	35,000	1411
Friends...	1	1	40	18	20	13	6	4	....	....	1	1	1	1	4	....	300	7,000	1412
R. C	0	4	0	18	0	96	0	0	0	4	0	1	0	0	4	0	400	.....	1413
Nonsect .	1	1	13	6	4	0	2	0	7	1	....	....	....	....	....	0	800	.....	1414
R. C	9	0	107	0	172	0	23	0	....	....	6	0	6	0	5	0	.....	.....	1415
Nonsect ..	1	1	23	15	36	17	3	2	5	3	5	3	2	1	4	....	800	12,000	1416
Epis.....	0	8	2	50	3	5	2	0	0	12	0	12	0	2	4	0	1,500	100,000	1417
Nonsect ..	2	0	19	0	0	0	....	....	....	....	1	0	....	....	....	19	1,400	36,000	1418
Presb.....	5	3	22	40	2	0	....	....	....	....	3	3	3	3	3	0	200	40,000	1419
Nonsect ..	4	2	55	20	4	4	18	2	17	10	16	8	16	8	4	0	1,000	.....	1420
R. C	0	1	5	10	99	88	....	....	....	....	1	1	....	....	4	0	.....	.....	1421
Nonsect ..	1	0	8	8	37	45	3	2	7	5	2	0	2	0	3	0	260	2,000	1422
R. C	0	5	0	28	0	41	....	....	....	....	0	1	....	....	5	0	763	26,800	1423
Nonsect ..	0	2	0	12	0	5	0	5	....	....	....	....	....	....	4	0	2,000	.....	1424
Nonsect ..	2	0	35	25	10	5	4	2	5	0	4	3	3	1	3	0	.....	10,000	1425
Presb.....	1	1	15	20	5	5	1	3	....	....	0	2	....	....	3	0	100	.....	1426
R. C	0	3	0	25	0	65	0	2	....	....	0	8	0	2	4	0	3,000	.....	1427
R. C	0	7	0	30	0	28	....	....	....	....	0	6	....	....	4	0	.....	.....	1428
Nonsect ..	3	0	48	58	0	0	3	1	7	4	3	2	3	2	4	0	200	4,000	1429
Nonsect ..	3	4	97	124	10	15	4	4	6	8	....	....	....	....	....	....	748	20,000	1430
Presb.....	2	1	20	18	14	2	3	3	....	....	6	3	1	0	3	0	1,500	5,000	1431
Nonsect ..	0	3	0	9	5	21	0	0	0	2	0	0	0	0	4	0	.....	.....	1432
R. C	0	5	0	40	0	160	....	....	....	....	0	2	....	....	4	0	800	.....	1433
R. C	0	6	0	40	0	300	0	0	0	10	0	7	0	7	4	0	1,500	.....	1434
New Ch...	3	3	13	25	20	25	0	0	10	0	1	2	1	2	3	0	8,000	60,000	1435
M. E.....	2	1	26	31	4	4	3	3	2	0	2	2	2	2	3	0	500	10,000	1436
Nonsect ..	0	4	0	30	0	20	....	....	....	....	0	7	....	....	5	0	5,000	.....	1437

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	OKLAHOMA.		
1438	Guthrie	St. Joseph's Academy	Sister Mary Paula
1439	Kingfisher	Kingfisher College	J. T. House
	OREGON.		
1440	Albany	Academy of Our Lady of Perpetual Help.	Sister M. Agatha
1441	.....do	Albany College	Wallace Howe Lee, A. M
1442	Baker City	St. Francis Academy and College.	Sister Mary Cupertino
1443	Coquille	Coquille Collegiate Institute	D. F. Nicholson
1444	Cove	Taylor Normal College	O. M. Gardner
1445	Dallas	La Creole Academic Institute	A. M. Saunders
1446	Lebanon	Santiam Academy	S. A. Randle
1447	Mount Angel	Mount Angel Academy	Rev. Mother M. Bernardine
1448	.....do	Mount Angel College and Seminary	P. F. Placidus, O. S. B.
1449	Pendleton	St. Joseph's Academy	Sister M. Stanislaus
1450	Portland	Bishop Scott Academy	J. W. Hill, M. D
1451	.....do	Portland Academy	J. R. Wilson, S. R. Johnston
1452	.....do	St. Helen's Hall	Miss Eleanor Tibbetts, Ph. D.
1453	.....do	St. Mary's Academy and College.	Mother John the Baptist
1454	.....do	St. Mary's College	Brother Lucius
1455	St. Paul	St. Paul's Academy	Sister M. Laurentia
1456	Salem	Sacred Heart Academy	Sister M. Hyacintha
1457	The Dalles	St. Mary's Academy*	Sister Mary Matthew
1458	Tillamook	Tillamook Academy*	Jos. Schell
	PENNSYLVANIA.		
1459	Academia	Tuscarora Academy	Theo. D. Culp
1460	Allegheny (204 North ave.)	Park Institute	Levi Ludden, Ph. D
1461	Ambler	Sunnyside School	Miss S. A. Knight
1462	Armagh	Armagh Academy	C. A. Campbell
1463	Barkeyville	Barkeyville Academy*	W. C. Myers
1464	Beatty	St. Xavier's Academy*	Sister Inez
1465	Beaver	Beaver College and Musical Institute.	N. H. Holmes, D. D
1466	Bedford	Bedford Classical Academy	Charles V. Smith, A. M
1467	Bellefonte	Bellefonte Academy	J. P. Hughes, J. R. Hughes
1468	Bethlehem	Lehigh Preparatory School	H. A. Foering
1469	.....do	The Moravian Parochial School	Albert G. Rau, B. S
1470	Birmingham	Mountain Seminary	Misses Davis and Gallaher
1471	Blairsville	Blairsville College for Women	Rev. R. E. McClure
1472	Broadheadsville	Fairview Academy	E. T. Kunkle, A. M
1473	Bryn Mawr	Baldwin's (Miss) School	Miss Florence Baldwin
1474	Buckingham	Hughesian Free School	Cynthia Doane
1475	Bustleton, Philadelphia	St. Luke's Boarding School for Boys.	Charles H. Strout
1476	Canonsburg	Jefferson Academy	Harry Irwin
1477	Carlisle	Metzger College	Wallace Peter Dick, M. A
1478	Chambersburg	Chambersburg Academy	M. R. Alexander
1479	Chester	Chester Academy	George Gilbert
1480	Columbia	St. Peter's Convent	Sister M. Flavia
1481	Concordville	Maplewood Institute	Joseph Shortlidge
1482	Damascus	Union Academy and Commercial Institute.	H. L. Fisher
1483	Darlington	Greersburg Academy	C. A. Simonton, M. S. D
1484	Dayton	Dayton Union Academy	H. U. Davis, A. B
1485	Doylestown	National Farm School	G. S. Voorhees, B. S
1486	Dry Run	Path Valley Academy	Wm. McElwee, jr
1487	Easton	Easton Academy	Saml. R. Park, A. M
1488	.....do	Lerch's Preparatory School	Charles H. Lerch

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	4	0	12	0	30									4			$19,000	1438
Cong	3	2	21	12	41	20	10	7	4	12	3	2	3	2	3	0	1,000	16,000	1439
R. C	0	1	0	10	20	25	0	5							3				1440
Presb	8	5	122	90	15	10			0	0	8	15	0	0	4	0	1,500	45,000	1441
R. C	0	2	0	12	30	88					0	1			4	0	400	20,000	1442
Nonsect	1	2	2	4	33	32	2	4			0	0	0	0	4	0		7,000	1443
Nonsect	0	1	24	22	12	10	4	3	1	2	0	0	0	0	2	0	80	4,000	1444
Nonsect	2	2	14	20	0	0			1	2	0	2	0	2	3	0	150	4,000	1445
M. E	4	1	8	9	17	29	0	1			2	0			4	0	400	6,000	1446
R. C	0	4	0	15	70	74					0	1			4	0	2,084	33,000	1447
R. C	11	0	51	0	40	0	15	0	0	0	8	0			5	0	7,000	45,000	1448
R. C	0	4	4	26	31	59	0	3	0	24	0	2	0	2	4	18	300	30,000	1449
P. E	8	0	59	0	20	0	20	0	20	0	5	0	3	0	4	59	1,200	150,000	1450
Presb	7	3	87	58	67	47	40	15	47	30	8	7	8	7	5	0	800	60,000	1451
P. E	0	7	0	107	0	86	0	8	0	8	0	3					480	90,000	1452
R. C	0	4	0	50	0	250					0	5			4				1453
R. C	2	0	15	0	113	0	3	0	4	0	6	0	6	0	4	15	600	98,000	1454
R. C	0	2	0	20	35	25	0	10	3	5									1455
R. C	0	2	0	12	30	100			3	4					4		445	2,000	1456
R. C	0	2	0	10	50	120					0	1					600		1457
R. C	1	1	3	7	12	15	4	7			2	4				0	500	1,150	1458
Nonsect	1	1	21	8	22	15	3	1	1	0	3	0			4	0	165	3,000	1459
Nonsect	7	2	162	24	0	0	32	0	14	0	27	0	27	0	4	0			1460
Nonsect	0	7	7	17	12	4	0	1			1	4	1	1	4	0	300		1461
Nonsect	1	0	25	26	20	20	1	0	1	0	3	1					25		1462
Nonsect	2	2	19	23	31	17	10	0			6	1	5	1	4		400	1,200	1463
R. C	0	10	0	80	0	20					0	5			4	0	1,000		1464
M. E	0	4	1	42	19	97	3	0	1	1	5	24			4	0	1,500	80,000	1465
Nonsect	1	0	19	5	6	4	7	0	0	0	7	0	7	0	4	0			1466
Nonsect	2	3	40	20	20	20	15	8	6	0	7	0	5	0		0		25,000	1467
Nonsect	1	0	38	0	12	0	6	0	32	0	20	0	20	0	4	0	2,000		1468
Moravian	4	2	35	33	71	68	0	2	12	7	5	3	5	3	6	0	2,500	65,000	1469
Presb	0	5	0	25	0	34	0	0	0	24	0	2	0	2				40,000	1470
Nonsect	0	3	0	31	0	49	0	20	0	10	0	3					1,500	25,000	1471
Nonsect	2	0	30	21	28	29	3	0								0			1472
Nonsect	2	22	0	125	0	54					0	24	0	14	4			500,000	1473
Friends	0	3	17	20	58	40			1	0	0	0	0	0		0		10,000	1474
P. E	5	0	20	0	21	0	10	0	8	0	8	0	5	0	4	0	600	45,000	1475
Presb	2	1	9	6	16	19	4	0	1	0	3	4	3	0	3	0	2,000	5,000	1476
Nonsect	0	8	0	65	0	9					0	3				0			1477
Nonsect	4	0	70	0	0	0	40	0	20	0	8	0	8	0	4	0	800	20,000	1478
Nonsect	1	3	19	21	5	1	1	0			1	3	1	0	4	0	700	15,000	1479
R. C	0	3	11	13	58	60					0	2			3		1,027		1480
Friends	5	1	21	0	20	0	2	0	2	0					4	0	2,000	20,000	1481
Protestant	0	2	8	19	28	35									3	0	400	5,000	1482
Nonsect	1	1	7	5	28	28					0	0	0	0	5	0	50	3,000	1483
Nonsect	1	2	45	40	11	16			3	3						0	50	300	1484
Nonsect	10	1	15	0	0	0	0	0	0	0	0	0	0	0	4	0	500	50,000	1485
Presb	1	0	8	7	9	7										0	0	1,300	1486
Nonsect	3	1	45	22	3	3	18	0	15	0	2	3	2	2	3	0	300	11,000	1487
Nonsect	0	1	51	4	7	4	26	1	5	0	9	1				0	150		1488

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1489	Eau Claire	Eau Claire Academy	D. L. Terwilliger, M. A.
1490	Elders Ridge	Elders Ridge Academy	Rev. N. B. Kelly, A. M.
1491	Factoryville	Keystone Academy	Rev. Elkanah Hully, A. M.
1492	Fredericksburg	Schuylkill Seminary	Rev. W. H. Kindt, A. M.
1493	Fredonia	Fredonia Institute	S. H. Miller, president
1494	Freeburg	Freeburg Academy *	Geo. W. Walborn
1495	George School	George School	Geo. L. Maris, A. M.
1496	Germantown	Boarding, Day, and College Preparatory School.*	Mrs. J. Frederic Dripps
1497	....do	Friends' School (Orthodox)	Davis H. Forsythe
1498	....do	Germantown Academy	William Kershaw, Ph. D.
1499	Glenville	Glenville Academy	E. M. Stahl
1500	Greensburg	Greensburg Seminary	J. C. Hock, A. M., Ph. D
1501	....do	St. Joseph's Academy	Mother Mary Josephine
1502	Harrisburg	Harrisburg Academy	J. F. Seiler
1503	....do	Tomkinson's (Miss) School	Martha M. Tomkinson
1504	Hazleton	Hazleton Seminary	S. C. Jack
1505	Hickory	Hickory Academy	F. C. McGill, A. B.
1506	Hollidaysburg	Young Ladies' Seminary *	Mrs. R. S. Hitchcock
1507	Huntingdon Valley	Academy of the New Church	W. F. Pendleton
1508	Jamestown	Jamestown Seminary *	Rev. Jos. L. Hunter
1509	Jenkintown	Abington Friends' School	Louis B. Ambler
1510	Kennett Square	Martin Academy	Edgar Stinson, M. Sc
1511	Kittanning	Kittanning Academy *	Rev. Robert Barner
1512	Lancaster	Blackwood's (Mrs.) School for Girls.*	Mrs. Emma Jerome Blackwood.
1513	....do	Sacred Heart Academy	Sister M. Stanislaus
1514	Lancaster (305 North Duke st.).	Yeates Institute	W. F. Shero
1515	Ligonier	Ligonier Classical Institute	Rev. E. H. Dickinson
1516	Littlestown	Edge Hill Institute	Walter E. Krebs, A. M.
1517	Lorretto	St. Francis College	Brother Angelus, O. S. F.
1518	McAlevys Fort	Stone Valley Academy	V. A. Green, A. M
1519	McSherrystown	St. Joseph's Academy	Mother M. Ignatius
1520	Media	Friends' Select School	Emma Fell Paxson
1521	....do	Graysdale Seminary	Mary E. Williamson
1522	....do	Media Academy *	Charles W. Stuart
1523	Mercersburg	Mercersburg Academy	William Mann Irvine, Ph. D.
1524	Mifflintown	Mifflin Academy	J. Harry Dysinger
1525	Mount Pleasant	Western Pennsylvania Classical and Scientific Institute.	H. C. Dixon
1526	Murrysville	Laird Institute	John R. Steeves
1527	Myerstown	Albright Collegiate Institute*	C. A. Bowman, A. M., Ph. D., president.
1528	Nazareth	Nazareth Hall	Rev. S. J. Blum
1529	New Bloomfield	Bloomfield Academy	H. C. Mohn
1530	New Lebanon	McElwain Institute	J. S. Fruit, B. S.
1531	North East	St. Mary's College	Aug. Dooper
1532	North Hope	North Washington Institute	Harry A. Steele
1533	North Wales	North Wales Academy and School of Business.	Samuel U. Brunner
1534	Oakland	Academy of Our Lady of Mercy *.	Sister of Mercy
1535	Ogontz	Cheltenham Military Academy	John C. Rice, Ph. D.
1536	Oley	Oley Academy	Howard Mitman
1537	Oxford	Oxford Academy	Willard P. Jessup
1538	Pennsburg	Perkiomen Seminary	Rev. O. S. Kriebel, A. M.
1539	Philadelphia (1324 Locust st.).	Academy of the Protestant Episcopal Church.*	Dr. Wm. H. Klapp
	Philadelphia (401 South 22d st.).	Blight's School for Boys *a*	Wm. S. Blight, jr.

* Statistics of 1896-97. *a* No report.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college. Classical course.		Preparing for college. Scientific course.		Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	1	14	16	14	16	....	....	0	1	0	1	0	1	....	0	20	$2,800	1489
Presb.....	1	1	20	14	10	5	15	3	....	....	6	0	6	0	....	0	0	4,000	1490
Bapt.....	6	1	22	12	45	32	7	0	5	0	10	3	0	0	3	0	3,500	100,000	1491
Ev. Assn	2	3	17	8	6	5	2	0	1	0	....	....	....	....	4	0	500	36,000	1492
Nonsect..	6	3	107	109	0	0	40	30	60	60	9	9	0	0	4	0	500	5,000	1493
Reformed.	1	1	30	25	60	15	....	....	....	....	2	4	....	....	3	0	.....	2,500	1494
Friends...	7	9	88	93	0	0	1	0	4	0	11	13	5	0	5	0	2,130	315,000	1495
Nonsect..	3	11	0	47	0	40	0	27	....	....	....	....	....	....	4	0	.....	.....	1496
Friends...	0	5	35	55	57	80	10	0	0	10	3	3	3	3	4	0	800	100,000	1497
Nonsect..	9	8	220	0	27	0	70	0	150	0	22	0	22	0	6	0	500	150,000	1498
Luth	1	1	28	2	2	10	10	1	3	0	1	0	....	....	4	....	.....	6,000	1499
Luth	5	7	148	131	12	10	20	0	5	0	20	16	8	3	4	0	50	40,000	1500
R. C	0	6	0	32	0	33	0	0	0	0	0	6	0	0	4	0	1,000	300,000	1501
Nonsect..	2	0	30	0	3	0	14	0	11	0	9	0	8	0	....	....	.....	20,000	1502
Nonsect..	4	5	9	11	16	20	....	....	6	2	0	2	0	1	4	0	350	.....	1503
Nonsect..	0	3	4	11	4	9	1	0	1	4	1	1	....	....	4	0	1,000	400	1504
Nonsect..	1	1	25	21	0	0	3	0	....	....	3	2	....	....	3	0	300	1,200	1505
Nonsect..	0	5	0	30	0	40	0	5	0	0	0	9	0	3	....	....	3,000	85,000	1506
Swedenborgian.	1	1	8	7	2	0	0	0	0	0	....	....	....	....	4	0	10,000	10,000	1507
Nonsect..	2	1	20	18	0	0	4	1	10	12	....	....	....	....	....	0	.....	5,100	1508
Friends..	2	6	25	25	32	31	....	....	....	....	2	6	....	....	4	0	700	.....	1509
Friends..	1	3	15	19	18	30	0	3	6	0	0	3	0	2	4	0	1,000	.....	1510
Nonsect..	2	0	32	0	18	10	30	4	1	0	6	2	....	....	....	0	0	.....	1511
Nonsect..	0	4	0	25	0	13	....	....	....	....	....	....	....	....	....	....	.....	.....	1512
R. C	0	1	0	15	0	15	....	....	....	....	0	5	....	....	4	0	400	.....	1513
P. E	2	0	17	0	9	0	10	0	7	0	2	0	2	0	5	0	100	15,000	1514
Nonsect..	2	1	44	38	19	7	4	2	....	....	....	....	....	....	....	0	.....	.....	1513
Nonsect..	1	0	5	4	0	0	4	0	....	....	....	....	....	....	....	0	.....	4,000	1516
R. C	10	0	45	0	15	0	4	0	3	0	1	0	....	....	....	0	3,500	100,000	1517
Nonsect..	1	1	4	4	46	16	....	....	....	....	0	1	....	....	4	....	50	.....	1518
R. C	0	7	0	24	0	20	0	1	0	1	0	1	....	....	....	0	1,200	.....	1519
Friends...	0	3	2	5	0	1	....	....	....	....	0	1	0	1	4	0	.....	10,500	1520
Nonsect..	1	0	2	9	6	15	1	5	....	....	6	0	6	0	4	0	3,000	30,000	1521
Nonsect..	5	1	34	0	8	0	4	0	10	0	....	....	....	....	....	....	.....	.....	1522
Reformed.	9	0	136	0	10	0	56	0	80	0	36	0	36	0	4	25	3,000	50,000	1523
Nonsect..	2	2	40	25	0	0	10	5	5	2	2	2	....	....	3	0	.....	10,000	1524
Bapt.....	5	5	55	65	10	15	10	2	9	7	8	1	7	1	4	0	2,800	30,000	1525
U. Evang.	1	2	20	20	20	20	5	5	3	2	2	0	2	0	4	0	250	2,000	1526
U. Evang.	3	1	25	19	44	53	....	....	....	....	5	7	1	1	4	0	.....	25,000	1527
Moravian.	9	0	70	0	16	0	....	....	....	....	24	0	9	0	....	70	5,000	.....	1528
Nonsect..	2	1	55	35	0	0	8	2	....	....	....	....	....	....	....	....	8,000	.....	1529
Nonsect..	6	2	50	40	40	60	6	6	20	30	5	8	1	1	4	0	200	7,000	1530
R. C	10	0	84	0	0	0	0	0	0	0	8	0	0	0	6	0	6,000	50,000	1531
Nonsect..	2	1	10	13	12	24	4	3	2	3	1	2	0	1	4	0	300	3,000	1532
Nonsect..	2	2	14	12	4	3	8	4	2	3	2	3	2	3	3	0	2,000	20,000	1533
R. C	0	5	0	35	....	....	....	....	....	....	0	6	....	....	....	....	600	.....	1534
Nonsect..	8	0	35	0	35	0	5	0	30	0	7	0	6	0	4	35	2,000	100,000	1535
Nonsect..	1	0	10	3	54	35	5	2	....	....	....	....	....	....	....	....	400	3,600	1536
Nonsect..	1	0	6	4	1	3	2	0	....	....	....	....	....	....	3	....	.....	.....	1537
Schwenkfelder.	6	2	52	25	111	75	32	5	4	0	13	7	12	3	....	0	1,200	50,000	1538
P. E	13	0	142	0	33	0	11	0	10	0	18	0	16	0	....	0	2,500	.....	1539
Nonsect..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1540	Philadelphia (Pine st., above Broad).	The De Lancey School	Henry Hobart Brown
	Philadelphia (700 North Broad st.).	Eastburn Academy [a]	George Eastburn, Ph. D
1541	Philadelphia (Chestnut Hill).	English, French, and German Boarding School for Young Ladies.*	Mrs. Comegy, Miss Bell
1542	Philadelphia (4112 Spruce st.).	English and French School for Young Ladies.	Miss E. F. Gordon
1543	Philadelphia (15th and Race sts.).	Friends' Central School	Wm. W. Birdsall, Anna W. Speakman.
1544	Philadelphia (140 North 16th st.).	Friends' Select School (Orthodox)	J. Henry Bartlett
1545	Philadelphia (2037 De Lancey place).	Gibson's (Miss) School for Girls	Miss Margaret S. Gibson
1546	Philadelphia	Girard College for Orphans	Adam H. Fetterolf, Ph. D., LL. D.
1547	Philadelphia (Station B)	Hamilton School	Le Roy Bliss Peckham
1548	Philadelphia (248 South 21st st.).	Hayward's (Miss) School for Girls.	Misses Hayward
1549	Philadelphia (917-921 Bainbridge st.).	Institute for Colored Youth	Fanny J. Coppin
1550	Philadelphia (2011 De Lancey place).	Agnes Irwin's School for Girls	Sophy Dallas Irwin
1551	Philadelphia (Chestnut Hill).	Mount St. Joseph Academy	Sisters of St. Joseph
1552	Philadelphia	Notre Dame Academy	Mother Superior
1553	Philadelphia (2100 South College ave.).	School for Girls of the Mary J. Drexel Home.	Rev. C. Goedel
1554	Philadelphia (1602 Green st.).	West Green Street Institute*	Miss Martha Laird
1555	Philadelphia (2045 Walnut st.).	West Walnut Street Seminary	Mrs. Rebecca C. Dickson
1556	Philadelphia (8 South 12th st.).	The William Penn Charter School	Richard M. Jones, LL. D
1557	Pittsburg (5th ave. and Craig st.).	Alinda College (Preparatory School).	Miss Ella Gordon Stuart
1558	Pittsburg	Bishop Bowman Institute*	Rev. Robert John Coster, D. D.
1559	Pittsburg (Oakland)	Lady of Mercy Academy	Sister Mary
1560	Pittsburg	The Pittsburg Academy	J. Warren Lytle
1561	....do	Shady Side Academy	Wm. Ralston Crabbe, Ph. D
1562	....do	Thurston's (Miss) Preparatory School.	Alice M. Thurston
1563	....do	Ursuline Academy*	Madame Marie Ursula
1564	Pleasant Mount	Pleasant Mount Academy	James H. Kennedy
1565	Pottstown	The Hill School	John Meigs, Ph. D
1566	Prospect	Prospect Academy	N. P. Bish
1567	Riegelsville	Riegelsville Academy	H. H. Pounds, A. M
1568	Rimersburg	Clarion Collegiate Institute	W. L. Smith, A. B
1569	Rose Point	Rose Point Academy*	G. H. McKay, A. B
1570	Saltsburg	Kiskiminetas Springs School	A. W. Wilson, jr., R. W. Fair
1571	Scranton	College of St. Thomas Aquinas	Rev. Brother Condidian, F.S.C.
1572	....do	St. Cecilian Academy	Mother Mary
1573	....do	School of the Lackawanna	Rev. Thos. M. Cann, LL. D., Walter H. Buell, A. M.
1574	Sharon	Hall Institute	F. M. Simpson, act'g principal.
1575	South Bethlehem	The Bishopthorpe School	Frances M. Buchan
1576	Stewartstown	Stewartstown English and Classical Institute.	D. C. Weller
1577	Sugar Grove	Sugar Grove Seminary	David H. Seneff, A. B
1578	Swarthmore	Swarthmore Grammar School	Arthur H. Tomlinson

* Statistics of 1896-97. [a] No report.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	8	1	100	0	100	0	25	0	....	....	25	0	....	....	....	0	.....	$200,000	1540
Nonsect..	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	
Nonsect..	3	10	0	40	0	24	0	1	0	0	....	....	....	....	....	....	.....	.....	1541
Nonsect..	0	10	0	57	0	9	0	5	....	....	0	6	0	2	6	....	1,200	20,000	1542
Friends...	2	22	153	314	0	0	....	....	....	....	17	40	....	....	5	0	500	200,000	1543
Friends...	4	10	34	64	85	146	....	....	....	....	....	....	....	....	....	....	.....	.....	1544
Nonsect..	1	6	0	20	0	10	....	....	....	....	....	....	....	....	....	....	300	.....	1545
Nonsect..	22	1	239	0	1496	0	....	....	....	....	57	0	....	....	3	239	15,820	3,330,000	1546
Nonsect..	6	0	40	0	60	0	40	0	40	0	12	0	11	0	....	....	.....	50,000	1547
Nonsect..	0	11	0	45	....	....	0	8	....	....	0	8	....	....	....	....	.....	.....	1548
Friends...	3	7	54	81	60	132	0	0	0	0	6	7	0	0	4	0	3,453	.....	1549
Nonsect..	0	14	0	119	0	36	0	9	....	....	0	11	0	1	....	0	.....	.....	1550
R. C.....	0	5	0	35	15	30	....	....	....	....	0	4	....	....	4	....	4,000	300,000	1551
R. C.....	0	7	0	48	48	100	0	0	0	0	0	5	0	0	4	0	9,800	.....	1552
Ev. Luth..	2	2	0	11	0	27	0	0	0	0	0	2	....	....	....	....	.....	.....	1523
Nonsect..	1	4	0	7	6	10	0	0	0	0	0	0	0	0	3	....	500	.....	1554
Nonsect..	0	5	0	15	0	25	0	0	0	0	0	5	0	0	....	0	3,000	50,000	1555
Friends...	11	14	300	0	115	0	....	....	....	....	24	0	....	....	5	0	2,300	120,000	1556
Nonsect..	1	6	0	40	10	45	....	....	....	....	0	6	0	6	....	0	.....	.....	1557
Epis.....	0	7	0	35	0	5	....	....	....	....	0	5	....	....	4	0	2,000	.....	1558
R. C.....	0	7	0	37	0	78	0	2	....	....	0	3	....	....	....	....	1,200	.....	1559
Nonsect..	8	7	218	103	12	107	20	2	80	20	25	15	15	10	3	0	.....	.....	1560
Nonsect..	12	0	187	0	28	0	50	0	59	0	20	0	20	0	5	0	1,000	120,000	1561
Nonsect..	3	13	0	59	40	104	0	21	....	....	0	5	0	3	4	....	1,000	.....	1562
R. C.....	0	5	0	40	0	35	0	40	....	....	0	5	0	5	....	0	3,000	60,000	1563
Nonsect..	2	0	20	20	25	17	....	....	....	....	3	0	....	....	3	0	800	1,500	1564
Nonsect..	17	0	150	0	25	0	70	0	80	0	30	0	30	0	4	150	4,500	405,000	1565
Nonsect..	2	0	42	24	20	20	5	0	....	....	....	....	....	....	4	24	.....	1,700	1566
Ger. Ref..	1	1	23	23	10	12	5	2	3	0	3	6	2	0	4	....	3,000	25,000	1567
Reformed.	2	1	9	13	15	10	2	1	....	....	0	0	0	0	4	0	300	5,000	1568
Nonsect..	1	2	15	25	15	20	2	0	....	....	0	0	0	0	4	0	.....	5,000	1569
Nonsect..	5	1	65	0	15	0	25	0	35	0	20	0	20	0	4	0	400	50,000	1570
R. C.....	7	0	150	0	80	0	60	0	50	0	0	0	0	0	....	0	3,000	120,000	1571
R. C.....	0	4	10	50	125	232	0	2	2	0	2	19	....	....	4	0	3,000	.....	1572
Presb.....	4	2	86	45	19	9	26	9	18	0	10	4	4	0	....	....	.....	40,000	1573
Bapt.....	2	2	24	16	8	8	1	0	1	0	3	2	0	0	3	0	3,000	.....	1574
Epis.....	0	3	0	30	0	30	....	....	....	....	0	2	0	1	4	....	.....	.....	1575
Nonsect..	1	0	16	0	1	0	2	0	1	0	....	....	....	....	....	....	.....	.....	1576
U. Breth..	2	1	10	32	47	128	8	2	8	12	1	1	0	1	....	0	2,000	22,000	1577
Friends...	3	3	41	22	21	25	5	8	30	20	16	4	11	4	5	0	200	45,000	1578

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	PENNSYLVANIA—continued.		
1579	Torresdale	Academy of the Sacred Heart	Mother M. J. Keller
1580	Towanda	Susquehanna Collegiate Institute*	E. E. Quinlan, A. M
1581	Washington	Trinity Hall	Wm. W. Smith, A. M
1582	do	Washington Seminary	Mrs. Martha N. McMillan
1583	Waterford	Waterford Academy*	J. C. Spencer
1584	West Chester	Darlington Seminary for Young Ladies.	Richard Darlington
1585	West Newton	West Newton Academy	J. C. Meloy, D. D
1586	West Sunbury	West Sunbury Academy	Hugh Nevin
1587	Westtown	Westtown Boarding School (Orthodox).	William F. Wickersham
1588	Wilkesbarre	Harry Hillman Academy	Harry C. Davis, A. M., L.H.D.
1589	do	Wilkesbarre Female Institute	Miss Elizabeth H. Rockwell
1590	do	St. Mary's Academy	Sisters of Mercy
1591	Williamsport	Williamsport Dickinson Seminary	Rev. E. J. Gray, D. D., president.
1592	Wyncote	Chelton Hills School	Mrs. E. W. Heacock, Miss Heacock.
1593	York	York Collegiate Institute	E. T. Jeffers
	RHODE ISLAND.		
1594	East Greenwich	The East Greenwich Academy	Rev. Francis D. Blakeslee, D.D.
1595	Pawtucket	Cole's English and Classical School	C. A. Cole, A. M
1596	Providence (48 Snow st.)	English and Classical School	Charles B. Goff, Ph. D., Howard M. Rice, A. M.
1597	Providence (Elmhurst)	Female Academy of the Sacred Heart.*	Sarah Jones
1598	Providence (Hope st.)	Friends' New England Boarding School.*	Augustine Jones
1599	Providence (119 Franklin st.).	La Salle Academy	Brother Peter
1600	Providence (Angell st.)	The Lincoln School	Ednah G. Bowen, Margaret Gilman.
1601	Providence (Broad st.)	St. Xavier s Academy	Sister M. Fidelis
1602	Providence (15 Greene st.)	School for Young Ladies	Mrs. Annie F. Fielden, Miss Harriet R. Chase.
1603	Providence (280 Benefit st.)	School for Young Ladies*	Miss Irene Saniewska
1604	Providence (547 Elmwood ave.).	Slade Mansion Select School	Mrs. Ruthven T. Slade
1605	Providence (26 Cabot st.)	Wheeler's (Miss) School for Girls.	Miss Mary C. Wheeler
1606	Woonsocket	Convent of Jesus and Mary	Mary St. Stephen
	SOUTH CAROLINA.		
1607	Adamsville	Palmetto High School	S. D. Shackleford
1608	Aiken	Aiken Institute*	L. W. Dick
1609	Anderson	Patrick Military Institute	John B. Patrick
1610	Batesburg	Batesburg High School*	D. W. Daniel
1611	Beaufort	Harbison Institute	George Milton Elliott
1612	Camden	Browning Home and Industrial School.	Miss N. A. Crouch
1613	Charleston	Academy of Our Lady of Mercy*	Sister Mary Agatha
1614	do	High School of Charleston	Virgil C. Dibble
1615	Charleston (Corning st.)	Gibbes's (Misses) Private School	Misses S. P. and E. S. Gibbes.
1616	Charleston	The Porter Military Academy	Charles J. Colcock
1617	Charleston (47 Meeting st.)	Smith's (Mrs.) School for Young Ladies.	Mrs. Isabel A. Smith
1618	Charleston (141 Meeting st.)	University School	Edward F. Mayberry, M. A
1619	Chester	Brainerd Institute	John S. Marquis
1620	Clinton	Thornwell Orphanage	Rev. Wm. P. Jacobs, D. D

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
R. C	0	10	0	115	0	0	0	0	0	0	0	8	....	....	....	....	2,000	$150,000	1579
Presb	3	4	28	57	30	60	....	....	....	....	6	0	4	0	3	0	1,000	35,000	1580
Epis	6	1	27	0	0	0	8	0	7	0	....	....	....	....	....	27	2,000	100,000	1581
Nonsect	0	4	0	45	0	150	....	....	....	....	15	18	0	3	4	....	2,000	60,000	1582
Nonsect	2	1	32	25	10	7	20	13	10	5	0	2	0	0	5	0	500	10,000	1583
Nonsect	0	5	0	50	0	10	0	5	0	3	0	7	0	2	3	0	1,000	25,000	1584
Nonsect	1	0	7	4	23	21	5	2	2	0	4	2	4	2	3	0	20	50	1585
Nonsect	2	1	10	28	30	62	....	....	....	....	0	6	....	....	....	0	.....	.....	1586
Friends	9	10	47	43	43	37	0	2	3	0	13	9	3	2	4	0	5,200	.....	1587
Nonsect	5	2	91	0	0	0	14	0	18	0	9	0	6	0	....	0	300	70,000	1588
Nonsect	0	7	0	50	0	40	0	8	....	....	0	11	....	....	....	....	.....	.....	1589
R. C	0	10	15	50	235	515	....	....	....	....	0	20	0	20	2	0	.....	.....	1590
M. E	5	2	60	50	67	114	12	3	....	....	23	22	10	1	4	0	.....	200,000	1591
Nonsect	1	2	4	21	9	16	....	....	....	....	1	8	....	....	4	0	.....	10,000	1592
Presb	4	3	54	44	0	0	15	4	10	6	8	4	8	4	5	....	3,000	105,000	1593
M. E	4	8	49	47	32	30	1	0	3	1	5	7	4	2	4	....	.....	64,500	1594
Nonsect	2	1	17	5	51	7	2	0	7	1	7	0	3	0	....	0	350	6,000	1595
Nonsect	13	1	95	0	68	0	50	0	15	0	16	0	7	0	4	95	1,100	100,000	1596
R. C	0	13	0	45	0	25	0	0	0	0	0	8	0	5	4	....	5,000	.....	1597
Friends	7	4	60	75	15	17	17	20	31	37	8	21	8	18	4	0	6,500	524,308	1598
R. C	8	0	103	0	80	0	84	0	....	....	10	0	9	0	5	0	1,200	150,000	1599
Nonsect	1	6	0	60	0	30	0	6	....	....	0	5	....	....	4	....	.....	2,000	1600
R. C	0	5	0	56	7	43	0	0	0	0	0	10	....	....	4	....	600	.....	1601
Nonsect	0	10	0	25	0	13	0	0	0	5	0	4	0	0	4	0	.....	.....	1602
Nonsect	6	10	0	60	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	1603
Nonsect	1	3	0	11	73	96	....	....	....	....	....	....	....	....	4	....	.....	.....	1604
Nonsect	3	7	0	35	0	25	0	8	....	....	....	....	....	....	....	....	.....	30,000	1605
R. C	0	3	1	18	....	....	....	....	....	....	....	....	....	....	....	0	.....	.....	1606
Nonsect	1	0	10	15	30	15	1	3	....	....	....	....	....	....	....	0	150	700	1607
Nonsect	3	0	23	29	99	72	3	4	2	0	5	10	2	4	3	0	200	15,000	1608
Nonsect	4	0	60	0	18	0	1	0	1	0	7	0	1	0	3	10	1,000	.....	1609
Nonsect	2	0	30	21	60	42	12	6	4	3	....	....	....	....	....	....	.....	.....	1610
Presb	2	1	5	11	74	99	1	0	....	....	5	11	....	....	3	0	.....	6,000	1611
M. E	0	2	10	20	40	80	....	....	....	....	....	....	....	....	3	0	200	.....	1612
R. C	0	3	0	45	0	50	....	....	....	....	0	4	0	4	5	....	200	40,000	1613
Nonsect	5	0	158	0	24	0	15	0	30	0	13	0	13	0	4	0	100	30,000	1614
Nonsect	0	10	0	36	0	7	....	....	....	....	0	1	....	....	4	....	210	500	1615
Epis	5	0	52	0	18	0	1	0	5	0	16	0	6	0	3	33	.....	.....	1616
Epis	0	2	0	66	0	35	0	2	0	0	0	9	0	2	4	0	2,000	.....	1617
Epis	2	0	25	0	0	0	5	0	1	0	4	0	3	0	5	0	.....	300	1618
Presb	2	1	1	9	83	82	1	0	....	....	3	11	....	....	3	....	300	10,000	1619
Presb	3	4	18	42	48	57	....	....	....	....	0	9	....	....	4	0	5,559	60,000	1620

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	SOUTH CAROLINA—cont'd.		
1621	Cokesbury	Cokesbury Conference School*	Rev. J. B. Game, A. M., rector.
1622	Columbia	Benedict College	A. C. Osborn, A. M., D. D.
1623	Conway	Burroughs School	M. C. Woods
1624	Gaffney	Gaffney High School	S. A. Chambers
1625	Hartsville	Welsh Neck High School	J. W. Gaines
1626	Honea Path	Honea Path High School	J. C. Harper
1627	Jordan	Jordan Academy	Gist Gee, A. B
1628	Kershaw	Union Institute	Rev. F. M. Hemphill
1629	Lexington	Palmetto Collegiate Institute	O. D. Seay
1630	Manning	Manning Academy*	Mrs. E. C. Alsbrook
1631	McColl	McColl High School	E. E. Craven
1632	Manning	Manning Collegiate Institute	E. J. Browne
1633	Parnassus	Parnassus High School	Mrs. A. A. Rogers
1634	Reedy Creek	Dothan High School*	S. H. McGhee
1635	Reidville	Reidville Female College	David Balharrie Simpson, B. A.
1636	do	Reidville Male High School	Geo. Briggs
1637	Rock Hill	Presbyterian High School	E. L. Barnes and A. R. Banks.
1638	Sumter	St. Joseph's Academy	Sister M. Loretto
1639	do	The Sumter Institute	Mrs. L. A. Browne
1640	Walhalla	McCollough's (Miss) School	Miss E. H. McCollough
	SOUTH DAKOTA.		
1641	Burnside	Ward Academy	Olivia Herron
1642	Canton	Augustana College	Anthony G. Tuve
1643	Scotland	Scotland Academy	Rev. Calvin H. French, A. B.
1644	Sioux Falls	All Saints' School	Miss Helen S. Peabody
1645	do	Sioux Falls University*	Alfred B. Price, A. M.
1646	Sturgis	St. Martin's Academy	Sister Victoria
1647	Wessington	Wessington Springs Seminary	J. G. Baird
	TENNESSEE.		
1648	Athens	Athens Female Academy	L. L. H. Carlock
1649	Atoka	Robinson High School	R. E. Robinson
1650	Bellbuckle	Webb School	W. R. and J. M. Webb
1651	Big Sandy	Big Sandy High School*	Jno. T. Hill
1652	Bloomingdale	Kingsley Seminary	Joseph H. Ketron, A. M.
1653	Bluff City	Zollicoffer Institute	J. J. Walford, A. B.
1654	Brownsville	Brownsville Female College	C. A. Folk, president
1655	Butler	Holly Springs College	James H. Smith
1656	Camden	Benton Seminary	I. Wirt Evans
1657	Campbellsville	Campbellsville High School	R. L. Kimbrough
1658	Carthage	Geneva Academy*	Geo. B. Williamson
1659	Cedar Hill	Cedar Hill Institute*	J. W. L. Greene
1660	Centerville	Centerville High School*	R. S. Ballow
1661	Chapel Hill	Chapel Hill Academy	W. E. Thompson
1662	Chattanooga	Chattanooga College for Young Ladies.	John L. Cooper, A. M
1663	do	English and French School	Misses Duval
1664	Chuckey City	Wesleyan Academy	W. F. Piper
1665	Clarksville	Clarksville Female Academy	H. W. Browder, A. M
1666	Cleveland	Centenary Female College*	J. A. Stubblefield
1667	Clifton	Clifton Masonic Academy	C. H. Walker
1668	Cloverdale	Cloverdale Seminary	W. A. Bell
1669	Columbia	Columbia Institute	Mrs. Esther H. Shoup, D. D.
1670	Cornersville	Presbyterian Collegiate Institute*	R. D. Hall
1671	Culleoka	Culleoka Academy	John P. Graham
1672	Cumberland City	Cumberland City Academy	Bayer & McCoy
1673	Dayton	Dayton University	W. E. Rogers, A. B.
1674	Decaturville	Decaturville High School	C. C. Newhill

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.																
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture and scientific apparatus.	
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
M. E. So ..	1	0	12	3	5	7	10	3	....	....	0	0	....	....	4	0	.....	$5,000	1621
Bapt.....	5	3	35	32	58	127	10	13	....	....	13	14	6	1	4	0	2,400	70,000	1622
Nonsect ..	1	1	2	6	....	....	....	....	....	....	2	0	....	....	4	0	500	.....	1623
Bapt.....	1	1	20	16	41	56	5	3	1	2	....	....	....	....	4	....	25	.....	1624
Bapt.....	2	1	20	25	50	46	....	....	....	....	0	0	....	....	6	45	75	10,000	1625
Nonsect ..	1	0	18	15	55	60	6	2	....	....	5	3	....	....	3	0	150	1,200	1626
Nonsect ..	1	1	2	14	38	33	0	1	0	1	0	5	0	1	4	0	150	1,250	1627
Bapt.....	1	2	34	62	24	30	3	6	....	....	4	5	4	5	5	0	.....	2,500	1628
Luth.....	1	0	0	30	0	40	0	2	0	2	....	....	....	....	2	....	.....	1,500	1629
Nonsect ..	1	2	94	87	113	13	10	12	0	0	94	87	....	....	4	0	349	.....	1630
Nonsect ..	1	1	5	5	31	36	1	4	....	....	....	....	....	....	3	0	125	2,000	1631
Nonsect ..	1	2	15	10	40	35	10	8	10	8	0	2	....	....	0	....	.....	3,000	1632
Nonsect ..	0	2	10	8	28	18	....	....	....	....	0	0	0	0	....	....	.....	.....	1633
Nonsect ..	1	0	4	5	26	27	4	1	1	0	2	0	2	0	....	....	.....	50	1634
Nonsect ..	1	1	0	30	0	40	0	0	0	0	0	3	0	3	4	....	1,000	15,000	1635
Presb.....	1	0	25	0	59	0	8	0	6	0	6	0	6	0	3	0	500	2,000	1636
Presb.....	2	0	70	0	8	0	25	0	10	0	1	0	1	0	4	50	200	20,000	1637
R. C	0	3	0	30	0	26	0	3	....	....	0	3	....	....	....	....	.....	.....	1638
Presb.....	0	3	0	30	0	50	0	0	0	0	0	6	....	....	....	....	200	20,000	1639
P. E	0	2	5	9	15	23	1	3	....	....	0	0	....	....	....	0	60	.....	1640
Cong	2	3	31	23	4	2	12	5	0	0	3	1	3	1	4	0	500	11,000	1641
Luth.....	4	1	38	25	40	35	18	0	5	0	3	5	2	2	3	0	1,025	10,000	1642
Presb.....	1	2	33	15	1	0	2	2	0	1	0	0	0	0	3	0	200	10,000	1643
Epis	0	9	0	55	0	80	0	2	....	....	0	3	0	2	5	0	.....	60,000	1644
Bapt.....	2	1	25	35	35	75	8	6	....	....	5	4	2	1	4	0	700	30,000	1645
R. C	0	1	6	30	80	100	0	2	....	....	0	7	....	....	4	....	.....	.....	1646
Free Meth	2	1	29	25	42	30	2	3	3	2	2	8	1	2	4	0	1,000	13,500	1647
Meth	1	3	0	78	0	45	....	....	....	....	0	8	....	....	4	0	200	500	1648
Nonsect ..	1	1	13	19	....	....	....	....	....	....	....	....	....	....	....	....	150	2,500	1649
M. E. So ..	5	0	263	37	0	0	2	0	1	0	21	11	21	11	....	0	2,743	3,700	1650
Nonsect ..	1	0	35	30	40	34	....	....	2	1	0	0	0	0	3	0	.....	1,000	1651
M. E.....	4	0	25	7	70	36	8	2	0	0	0	0	0	0	4	0	30	2,200	1652
Nonsect ..	1	1	27	33	75	82	4	3	2	1	2	4	2	3	4	0	300	3,500	1653
Bapt.....	1	6	7	35	8	25	....	....	....	....	0	3	0	1	3	0	1,500	.....	1654
Nonsect ..	2	1	76	51	76	52	6	3	4	5	0	1	....	....	....	....	650	5,000	1655
Nonsect ..	1	0	10	8	40	77	2	0	1	0	....	....	....	....	....	0	.....	2,000	1656
Nonsect ..	2	0	23	21	29	37	1	0	1	4	0	0	0	0	3	0	20	3,500	1657
Nonsect ..	1	0	7	6	29	34	4	4	....	....	....	....	....	....	3	0	200	2,000	1658
M. E. So ..	2	0	17	10	45	40	3	1	....	....	....	....	....	....	4	0	200	4,000	1659
Nonsect ..	2	0	14	23	59	63	....	....	....	....	....	....	....	....	....	....	.....	1,800	1660
Nonsect ..	1	0	20	25	55	40	....	....	....	....	....	....	....	....	....	0	112	2,500	1661
Nonsect ..	1	3	0	30	0	15	0	4	....	....	0	2	....	....	5	....	1,700	.....	1662
Nonsect ..	0	4	9	20	1	0	....	....	....	....	....	....	....	....	4	....	250	4,000	1663
Meth	1	1	15	20	41	43	0	0	8	7	4	3	2	0	3	0	300	2,000	1664
M. E. So ..	1	6	0	30	0	65	....	....	....	....	0	4	....	....	6	....	1,000	10,000	1665
Meth	4	10	0	136	0	0	....	....	....	....	0	13	0	12	....	0	300	75,000	1666
Nonsect ..	2	2	41	34	48	39	....	....	8	4	10	4	10	4	2	0	200	3,000	1667
Nonsect ..	1	1	16	18	5	0	....	....	....	....	1	2	....	....	....	0	200	.....	1668
Epis	0	3	2	40	15	62	1	1	....	....	0	8	0	1	....	....	8,000	30,000	1669
Presb.....	1	0	36	24	44	31	....	....	....	....	0	0	0	0	3	0	.....	1,000	1670
Nonsect ..	1	0	10	10	20	10	3	0	0	0	1	0	1	0	4	0	1,000	800	1671
Nonsect ..	2	2	34	31	64	56	0	2	2	3	0	2	....	....	4	0	375	7,000	1672
Nonsect ..	1	1	30	25	20	30	0	0	0	0	....	....	....	....	4	0	250	.....	1673
Nonsect ..	1	0	19	9	71	51	....	....	....	....	0	0	0	0	1	0	.....	1,600	1674

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries*

	State and post-office.	Name.	Principal.
	1	2	3
	TENNESSEE—continued.		
1675	Dover	Fort Donelson Academy	Jesse E. Morgan
1676	Doyle Station	Doyle College	J. T. Reynolds
1677	Dresden	Dresden High School*	Miss M. Chiles
1678	Duck River	Shady Grove Institute*	T. H. Caraway, J. M. Parish
1679	Evensville	Tennessee Valley Baptist Institute.	I. N. Odom
1680	Fayetteville	Dick White College	J. M. Langston, jr
1681	....do	Fayetteville Collegiate Institute	James A. Tate
1682	Friendsville	Friendsville Academy	J. H. Moore, A. B
1683	Gillenwater	Alum Well Academy	J. E. Caldwell
1684	Gordonsville	Gordonsville High School	T. L. Ballow, A. B
1685	Grand Junction	Male and Female Institute*	W. R. Lewellen
1686	Grandview	Grandview Normal Institute	Prof. G. W. Wright
1687	Graysville	Southern Industrial School*	Wm. T. Bland
1688	Grassy Cove	Grassy Cove Academy*	T. J. Miles
1689	Henderson	Jackson District High School	Rev. J. G. Williams
1690	Hilham	The Fisk Academy	S. D. Bilyeu
1691	Jackson	Lane College	R. T. Brown
1692	Jasper	Pryor Training School	J. R. Hunter
1693	....do	Sam Houston Academy*	H. R. Gilliam
1694	Kingston	Vanderbilt Preparatory Academy*	Rufus J. Clark
1695	Knoxville	Baker-Himel University School	Lewis M. G. Baker, C. M. Himel.
1696	....do	East Tennessee Female Institute.	Charles C. Ross
1697	Lawson	Holston Institute*	R. H. Freeland
1698	Leipers Fork	Hillsboro High School	James E. Scobey
1699	Lewisburg	Haynes-McLean School	W. D. Hudgins, Jas. E. Terry
1700	Loudon	Loudon College	A. E. Handly
1701	Louisville	Ewing and Jefferson College	Rev. M. A. Hunt
1702	Lynchburg	Lynchburg Normal Academy	W. W. Templeton
1703	Lynnville	Lynnville Academy	W. B. Davidson
1704	McKenzie	McTyeire Institute	Joshua H. Harrison
1705	McLemoresville	McLemoresville Collegiate Institute.	A. S. Humphrey
1706	Martin	McFerrin College	A. T. Ramsey
1707	Maryville	Friends' School, Normal and Preparatory.*	D. R. Haworth
1708	Memphis (366 Poplar st.)	St. Mary's School	Sister Superior
1709	Memphis	University School	Werts and Rhea
1710	Middleton	Middleton High School*	L. E. Wood
1711	Midway	Midway High School	J. W. Lucas
1712	Mont Eagle	Fairmount College*	Miss S. P. Du Bose
1713	Mount Juliet	Mount Juliet High School*	W. A. Caldwell
1714	Mount Pleasant	Howard Institute	J. A. Bostick, J. H. Dinning
1715	Mulberry	Mulberry Training School	R. H. Peoples
1716	Murfreesboro	Murfreesboro Academy*	C. C. Crittenden
1717	Nashville	Boscobel Female College*	H. G. Lamar, president
1718	....do	Bowen Academic School	A. G. Bowen, A. M
1719	....do	Montgomery Bell Academy	S. M. D. Clark
1720	....do	Paxton Academic School	Alex. S. Paxton
1721	....do	St. Cecilia's Academy	Mother Frances
1722	....do	St. Joseph's Academy	Sister Mary Xavier
1723	....do	University School	Clarence B. Wallace
1724	New Market	New Market Academy	Francis A. Penland
1725	Orlinda	Orlinda Normal Academy	William McNeeley
1726	Ottway (Morelock)	Ottway College	J. K. P. Saylor, acting principal
1727	Parrottsville	Parrottsville Academy	R. P. Driskill
1728	Readyville	Readyville High School	Bedford Forrest Hines
1729	Rogersville	McMinn Academy*	Leslie Walker
1730	....do	Swift Memorial Institute	Rev. N. H. Franklin, A. M
1731	St. Clair	St. Clair Academy*	Geo. L. Wolfe

*Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	1	15	11	45	35	0	0	0	0	0	0	0	0	3	0	25	$1,000	1675
Bapt.....	1	1	20	15	15	17	2	1	....	....	0	0	0	0	3	0	14	3,000	1676
Nonsect..	0	2	6	7	11	9	3	5	....	....	3	1	3	1	4	....	.....	.....	1677
Nonsect..	2	1	40	30	40	60	2	0	1	0	0	0	0	0	3	0	2,000	3,000	1678
Bapt.....	1	0	35	25	20	30	....	....	....	....	3	0	....	....	4	0	400	5,000	1679
Cum.Presb	2	3	38	45	23	24	8	6	17	12	0	0	0	0	4	0	600	19,000	1680
Nonsect..	3	2	77	52	71	52	2	2	....	....	....	....	....	....	4	0	200	8,000	1681
Friends...	1	1	8	6	43	45	2	0	0	0	1	2	1	0	4	0	126	10,000	1682
Nonsect..	1	2	4	10	....	....	....	....	....	....	....	....	....	....	....	....	....	.....	1683
Nonsect..	1	0	1	7	26	17	1	7	0	0	1	7	0	0	4	....	124	1,000	1684
Nonsect..	1	0	13	16	32	19	....	....	....	....	0	0	0	0	3	0	.....	.....	1685
Cong.....	1	2	16	17	53	38	....	....	....	....	4	0	0	0	4	0	300	4,000	1686
7 D. Adv..	1	2	24	20	22	18	....	....	....	....	5	4	....	....	5	0	300	5,000	1687
Presb.....	1	1	13	5	42	47	0	0	0	0	0	0	0	0	3	0	1,300	1,000	1688
Meth	2	2	30	50	30	15	3	2	....	....	1	5	0	2	4	0	.....	4,000	1689
Nonsect..	1	0	28	14	14	15	....	....	8	4	3	0	3	0	2	0	0	1,100	1690
M. E.....	0	3	10	12	....	....	9	5	....	....	3	4	3	4	....	0	2,000	60,000	1691
M. E. So ..	3	0	34	45	34	18	12	13	7	5	1	0	1	0	4	0	500	30,000	1692
Nonsect..	2	1	12	10	129	112	3	2	6	8	2	1	2	1	3	0	200	7,000	1693
M. E. So ..	2	0	15	10	20	15	....	....	....	....	0	0	0	0	4	0	150	3,500	1694
Nonsect..	4	0	48	0	20	0	....	....	....	....	2	0	2	0	5	0	1,000	25,000	1695
Nonsect..	1	3	0	36	5	63	0	6	....	....	0	7	....	....	2	....	.....	25,000	1696
Nonsect..	1	0	19	17	30	29	....	....	....	....	0	0	....	....	3	0	40	5,000	1697
Nonsect..	1	0	11	12	0	0	2	2	....	....	....	....	....	....	4	0	.....	2,500	1698
Nonsect..	4	0	59	50	12	14	7	4	17	10	7	3	....	....	2	0	700	800	1699
Cum.Presb	1	0	10	10	30	25	....	....	....	....	....	....	....	....	....	....	80	2,500	1700
Cum.Presb	2	0	51	40	18	19	....	....	....	....	3	2	....	....	4	0	40	3,000	1701
Nonsect..	1	1	20	32	48	52	....	....	....	....	0	0	0	0	....	0	.....	3,000	1702
Nonsect..	1	1	18	19	23	27	4	5	0	0	0	0	0	0	4	0	31	1,500	1703
M. E. So ..	2	1	52	36	0	0	0	0	0	0	1	4	1	4	4	0	500	15,000	1704
M. E.....	3	0	30	21	40	34	3	0	....	....	6	2	....	....	3	....	8	3,000	1705
Meth	0	2	20	26	10	18	5	10	7	4	0	2	0	2	3	0	600	15,000	1706
Friends...	1	1	30	30	80	100	....	....	....	....	3	1	....	....	....	....	100	4,000	1707
Epis.....	0	7	0	50	10	50	....	....	....	....	....	....	....	....	....	....	.....	30,000	1708
Nonsect..	1	0	63	0	21	0	16	0	....	....	3	0	3	0	5	0	0	.....	1709
Nonsect..	1	1	8	10	22	22	2	3	0	0	0	0	0	0	3	0	.....	1,500	1710
Nonsect..	1	0	12	5	79	74	5	1	....	....	2	0	2	0	3	0	.....	1,000	1711
Epis.....	0	3	0	16	0	9	....	....	....	....	0	2	....	....	....	....	.....	12,000	1712
Nonsect..	0	2	18	22	36	35	3	6	....	....	0	4	0	3	4	0	.....	2,250	1713
M. E. So ..	2	1	60	38	34	36	38	22	8	7	8	2	8	2	5	0	600	10,000	1714
Nonsect..	2	0	45	40	20	15	15	10	....	....	....	....	....	....	4	0	400	6,000	1715
Bapt.....	2	0	26	6	6	8	4	0	....	....	....	....	....	....	4	0	500	25,000	1716
Bapt.....	0	3	0	31	0	69	0	31	....	....	....	....	....	....	....	....	.....	.....	1717
Nonsect..	3	0	80	0	0	0	50	0	30	0	3	0	3	0	4	0	500	25,000	1718
Nonsect..	6	1	65	0	28	0	2	0	1	0	6	0	2	0	4	0	.....	.....	1719
Nonsect..	1	0	10	0	7	0	1	0	1	0	....	....	....	....	....	0	.....	.....	1720
R. C	0	4	0	50	0	50	....	....	....	....	0	7	....	....	....	....	5,000	100,000	1721
R. C	0	1	3	12	....	....	....	....	....	....	....	....	....	....	3	0	600	40,000	1722
Presb.....	5	1	45	4	35	0	16	4	12	0	16	1	13	1	4	0	.....	1,300	1723
Presb.....	0	1	21	17	65	58	4	1	0	0	2	2	2	2	3	0	700	.....	1724
Nonsect..	1	0	20	12	35	38	0	0	0	0	0	0	0	0	3	0	300	1,200	1725
Nonsect..	2	0	21	5	60	37	4	0	8	3	4	0	2	0	4	0	10	4,000	1726
M. E.....	1	1	28	25	70	52	0	0	2	2	2	0	2	0	3	0	20	600	1727
Christian.	1	0	12	7	10	20	....	....	....	....	....	....	....	....	4	0	0	1,000	1728
Presb. So.	1	2	40	0	50	35	15	0	0	0	10	0	10	0	3	0	0	4,000	1729
Presb.....	2	0	9	15	80	141	0	0	0	0	3	8	0	0	3	0	500	26,000	1730
Nonsect..	0	1	14	20	37	22	4	1	....	....	0	0	0	0	....	....	.....	4,000	1731

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	TENNESSEE—continued.		
1732	Sale Creek	Sale Creek Institute	S. L. Hoover
1733	Scotts Hill	Scott's Hill College	B. A. Tucker
1734	Sevierville	Murphy College	H. O. Eckel, Alvis Craig
1735	Shelbyville	University School *	C. N. Dickinson
1736	Smyrna	Smyrna Fitting School	W. H. Bates
1737	Southside	Southside Preparatory School	P. L. Harned
1738	Sweetwater	Sweetwater Seminary	J. H. Richardson
1739	Tazewell	Tazewell College	J. C. Brogan
1740	Trezevant	Trezevant High School	A. J. Wells, B. S
1741	Troy	Obion College *	James C. Reid
1742	Union City	Union City Training School	D. A. Williams
1743	Viola	Viola Normal School	C. J. Denton
1744	Walter Hill	Walter Hill High School	J. R. Bass
1745	Watertown	Watertown School	F. M. Bowling, A. M
1746	Well Spring	Powells Valley Seminary	John A. Hicks
1747	Wheat	Roane College *	J. P. Griffitts, D. Sc., Ph. D.
1748	White Pine	Edwards Academy	J. D. Drake, A. M
1749	Woodbury	Woodbury Academy *	E. J. Lehmann
	TEXAS.		
1750	Abilene	Simmons College	O. C. Pope, D. D., president
1751	Arlington	Arlington College *	L. M. Hammond
1752	Austin	Bickler Academy *	Jacob Bickler
1753	Austin (202 west 8th st.)	Hood Seminary	Mrs. E. N. Hood
1754	Austin	St. Mary's Academy	Sister Superior
1755	....do	Stuart's Seminary *	Rev. J. M. Purcell, M. A
1756	....do	Tillotson College	Marshall E. Gaines
1757	Beckville	Hewitt Institute	Prof. J. W. Collins
1758	Belton	Belton Male Academy	C. H. Wedemeyer, A. M
1759	Brenham	Blinn Memorial College	C. Urbantke
1760	....do	Evangelical Lutheran College	Rev. J. Romberg
1761	Brownsville	St. Joseph's College	Rev. M. Chevrier, O. M. I
1762	Buffalo Gap	Buffalo Gap College	Rev. John Collier, D. D
1763	Burleson	Red Oak Academy	L. C. Collier
1764	Commerce	East Texas Normal College	W. L. Mayo
1765	Corpus Christi	Corpus Christi Female College	J. D. Meredith
1766	Corsicana	Miller's (Mrs.) Seminary for Girls	Mrs. R. T. Miller
1767	Crowell	Crowell College *	B. R. Blankenship
1768	Dallas	Central Academy	Waldemar Malcolmson
1769	Decatur	Decatur Baptist College	Benj. F. Giles
1770	Denison	Harshaw's Academy	George L. Harshaw
1771	Detroit	Detroit Normal College	W. A. Dean
1772	Eddy	Literary and Scientific Institute	J. M. Bedichek
1773	Ferris	Ferris Institute	A. C. Speer
1774	Forney	Lewis Academy	E. C. Lewis
1775	Fort Worth	St. Ignatius Academy	Sister Louise
1776	....do	Watson's (Miss) School *	Miss L. G. Watson
1777	Galveston	St. Joseph's Academy	Sister Mary
1778	....do	Ursuline Convent *	Mother Mary Joseph, superioress.
1779	Grandview	Grandview Collegiate Institute *	J. E. Garrison
1780	Greenwood	Greenwood Male and Female College.	G. H. Carpenter
1781	Henderson	Henderson Normal Institute *	M. M. Dupre
1782	Jacksonville	Alexander Collegiate Institute	E. R. Williams
1783	Jasper	South East Texas Male and Female College.	J. H. C. Gardner
1784	Laredo	Laredo Seminary	Miss N. E. Holding
1785	....do	Ursuline Academy	Mother St. Paul
1786	Marshall	Bishop College	Albert Loughridge, president.

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	0	10	5	108	95	1	0	0	0	0	0	0	0	3	0	50	$1,000	1732
Nonsect..	1	0	20	4	60	65	0	0	2	0	7	2	....	....	1	0	200	1,000	1733
Nonsect..	3	0	19	17	77	63	....	....	....	....	1	1	1	1	3	21	700	20,000	1734
Nonsect..	3	1	17	31	27	15	....	....	....	....	....	....	....	....	....	....	....	....	1735
Nonsect..	1	1	24	19	15	15	6	2	4	1	3	1	3	1	4	0	641	5,000	1736
Nonsect..	2	0	35	30	65	55	5	0	5	0	....	....	....	....	4	0	100	2,500	1737
Bapt.....	0	2	0	21	0	49	....	....	....	....	....	....	....	....	....	....	1,100	30,000	1738
Nonsect..	1	1	25	15	40	40	14	6	2	0	....	....	....	....	0	....	....	2,000	1739
Nonsect..	1	3	30	25	90	96	1	1	2	0	0	0	....	....	4	0	300	5,000	1740
Nonsect..	2	0	15	15	75	75	....	....	....	....	....	....	....	....	4	0	100	1,000	1741
Nonsect..	2	1	35	46	0	0	4	4	....	....	2	2	1	1	4	0	525	6,500	1742
Nonsect..	2	1	40	46	60	41	8	2	....	....	1	1	1	1	3	0	100	6,000	1743
Nonsect..	1	1	40	24	35	30	20	10	15	15	5	2	5	2	4	0	500	3,000	1744
Nonsect..	1	1	25	25	75	75	15	0	....	....	6	1	5	1	3	0	200	500	1745
M. E.....	2	1	8	4	82	66	1	0	7	0	....	....	....	....	....	0	150	3,000	1746
Nonsect..	2	3	25	30	70	30	4	4	8	4	10	12	4	2	4	0	400	3,000	1747
U. Breth..	2	0	21	26	73	67	....	....	6	5	1	1	1	1	4	0	50	6,500	1748
Nonsect..	2	0	15	15	30	25	6	5	5	0	2	3	2	2	2	0	50	5,000	1749
Bapt.....	0	2	40	25	47	25	10	8	15	20	5	6	....	....	....	0	3,000	30,000	1750
Nonsect..	2	0	24	26	112	131	....	....	....	....	4	3	....	....	3	0	200	5,000	1751
Nonsect..	1	1	12	5	27	10	6	3	6	2	....	....	....	....	4	0	625	1,500	1752
Nonsect..	1	2	7	9	6	7	2	4	....	....	....	....	....	....	....	0	300	10,000	1753
R. C	0	5	6	40	0	140	0	40	0	20	0	5	....	....	4	....	....	....	1754
Presb.....	1	6	0	39	0	0	....	....	....	....	0	6	....	....	....	....	900	25,000	1755
Cong	2	5	25	22	68	106	6	0	....	....	1	0	1	0	4	0	2,000	40,000	1756
Nonsect..	1	1	10	15	65	85	....	....	....	....	....	....	....	....	4	....	80	2,500	1757
Nonsect..	2	2	60	25	2	2	....	....	....	....	2	2	1	0	4	0	500	8,000	1758
M. E.....	3	0	24	6	46	8	0	0	0	0	4	0	....	....	3	....	1,200	1,600	1759
Ger. Ev. L.	3	0	25	10	10	4	10	0	15	10	15	4	15	4	....	0	200	3,000	1760
R. C	3	0	20	0	55	0	....	....	....	....	....	....	....	....	3	....	....	....	1761
Cum. Presb	2	2	95	96	31	32	14	12	2	2	13	12	13	12	4	0	200	13,000	1762
Cum. Presb	1	1	29	39	39	30	4	3	....	....	8	3	....	....	3	0	160	4,000	1763
Nonsect..	6	1	126	92	12	10	....	....	....	....	6	0	....	....	....	....	300	20,000	1764
Protestant	1	1	0	70	0	0	0	70	....	....	0	0	....	....	4	....	1,000	2,000	1765
Nonsect..	0	2	0	10	0	5	0	4	0	2	0	0	0	0	4	0	300	.....	1766
Nonsect..	1	1	21	26	34	39	....	....	....	....	0	0	....	....	4	....	300	3,500	1767
Nonsect..	1	0	26	4	7	0	8	4	3	0	2	0	2	0	4	0	1,050	.....	1768
Bapt.....	3	2	58	38	12	9	58	38	....	....	1	0	....	....	4	30	.....	50,000	1769
Nonsect..	2	0	35	20	15	10	....	....	3	0	4	2	4	2	4	0	.....	.....	1770
Nonsect..	0	1	30	35	30	30	3	2	....	....	1	0	0	0	4	0	200	2,000	1771
Nonsect..	0	1	20	18	34	32	0	1	0	0	....	....	....	....	3	....	300	4,000	1772
Nonsect..	3	1	89	107	142	112	7	0	....	....	3	8	2	2	5	0	1,300	25,000	1773
Nonsect..	2	1	27	10	28	25	10	3	5	4	1	2	1	0	4	0	500	7,000	1774
R. C	0	8	0	60	0	170	0	30	....	....	0	3	....	....	3	....	.....	60,000	1775
Nonsect..	0	2	1	13	7	2	....	....	....	....	0	0	0	0	5	0	.....	.....	1776
R. C	0	2	20	20	65	100	....	....	....	....	0	0	0	0	....	0	.....	.....	1777
R. C	0	3	0	50	0	85	0	0	0	0	0	1	0	0	4	0	1,200	800,000	1778
Nonsect..	2	0	54	53	118	96	0	0	0	0	2	1	....	....	4	0	132	6,000	1779
Nonsect..	2	0	17	36	93	74	0	0	0	0	6	6	0	0	3	0	250	5,000	1780
Nonsect..	2	3	30	24	0	0	2	4	0	0	....	....	....	....	4	0	500	4,000	1781
M. E. So ..	2	1	40	30	11	18	1	4	0	0	0	0	0	0	4	0	50	12,500	1782
Nonsect..	2	0	12	17	38	48	....	....	....	....	....	....	....	....	3	0	.....	5,000	1783
M. E. So ..	0	5	9	29	30	120	....	....	....	....	1	6	....	....	5	38	1,000	80,000	1784
R. C	0	4	0	12	12	38	0	2	....	....	0	4	0	2	5	0	.....	.....	1785
Bapt.....	1	3	64	32	112	128	....	....	26	6	2	0	2	0	4	0	1,860	97,000	1786

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	TEXAS—continued.		
1787	Marshall	Masonic Female Institute	W. D. Allen
1788	Midlothian	Polytechnic Institute*	A. E. Hall
1789	Minden	Rock Hill Institute	G. I. Watkins, A. M
1790	Mount Sylvan	Rose Dale High School	J. S. Magee
1791	Newton	The W. H. Ford Male and Female College.	B. F. Phelps
1792	Omen	Summer Hill School	A. W. Orr
1793	Paris	East Side Boys' School	J. P. Downer
1794	do	Paris Female College	T. J. Sims
1795	Patroon	Patroon College*	R. H. Bonham, A. B
1796	Peaster	Peaster College	S. Taylor
1797	Pilot Point	Franklin College	T. E. Peters, A. M
1798	Plainview	Llano Estacado Institute	A. Ernsberger
1799	Salado	Thomas Arnold High School*	S. J. Jones, A. M., Ph. D
1800	San Antonio	Academy of Our Lady of the Lake	Mother M. Florence
1801	do	Peacock's School for Boys	Wesley Peacock
1802	do	St. Mary's College	John B. Bumeder
1803	do	San Antonio Academy	W. B. Seeley, A. M., Ph. D
1804	do	San Antonio Female College	Rev. J. E. Harrison
1805	do	Ursuline Academy	Mother Mary Ursula
1806	do	West Texas Military Academy	Rev. A. L. Burleson, M. A
1807	San Marcos	Coronal Institute	A. A. Thomas
1808	Seguin	St. Joseph's Academy	Sisters of the Incarnate Word.
1809	Sherman	Mary Nash College	A. Q. Nash, C. E., president
1810	do	North Texas Female College*	Mrs. Lucy Kidd Key
1811	do	Sherman Private School	J. H. Le Tellier
1812	Sulphur Springs	Eastman College	H. P. Eastman
1813	Van Alstyne	Columbia College	W. B. Duncan
1814	Victoria	Nazareth Academy*	Mother St. Claire
1815	do	St. Joseph's College*	L. N. Hofer
1816	Waco	Douglas' Private School	S. A. Douglas
1817	Walnut Springs	Central College	B. L. Johnson
1818	Weatherford	Weatherford College	David S. Switzer, A. M
1819	Whitewright	Grayson College	F. E. Butler
1820	Wills Point	Yantis Female Institute	R. E. Yantis
	UTAH.		
1821	Ephraim	Sanpete Stake Academy	Newton E. Noyes
1822	Huntington	Huntington Seminary	David Prior
1823	Logan	New Jersey Academy	G. M. Sammons
1824	Mount Pleasant	Wasatch Academy	George H. Marshall
1825	Ogden	Weber Stake Academy	Prof. Louis F. Moench
1826	Provo	Brigham Young Academy*	Benjamin Cluff, jr., M. S., M. D
1827	do	Proctor Academy	Bessie Chase Peek
1828	Salt Lake City	All Hallow's College	Rev. Thos. J. Larkin
1829	do	Gordon Academy	W. S. Axtell, A. M
1830	Salt Lake City (p.o. box 1706)	Latter Day Saints' College	Willard Done, D. D
1831	Salt Lake City	Rowland Hall	Miss Clara Colburne, A. B
1832	do	Salt Lake Collegiate Institute	Robert J. Caskey
1833	Springville	Hungerford Academy	Miss Ora Gates
1834	Vernal	Uintah Stake Academy	A. B. Anderson
	VERMONT.		
1835	Bakersfield	Brigham Academy	Charles H. Morrill
1836	Barre	Goddard Seminary*	Arthur W. Peirce
1837	Burlington	Bishop Hopkins Hall*	Miss Edith M. Clark
1838	do	St. Mary's Academy	Sisters of Mercy
1839	Chelsea	Chelsea Academy	John M. Comstock, M. A
1840	Derby	Derby Academy	G. A. Andrews
1841	Essex	Essex Classical Institute	Roscoe Allan Grant

* Statistics of 1896-97.

Digitized by Google

and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect..	1	4	0	50	0	70	0	5	0	5	0	6	0	4	....	0	400	$15,000	1787
Nonsect..	2	0	17	14	30	38	6	4	3	2	2	2	2	1	3	0	75	3,500	1788
Nonsect..	2	1	25	15	60	60	2	0	....	....	....	....	....	....	4	0	200	3,000	1789
Nonsect..	1	1	32	27	61	53	4	3	3	2	1	0	1	0	4	0	450	2,500	1790
Nonsect..	1	0	14	10	10	13	2	1	3	0	0	0	0	0	3	0	0	800	1791
Nonsect..	3	1	57	35	55	50	5	4	2	0	5	6	2	1	2	0	850	5,000	1792
Nonsect..	1	0	19	0	23	0	0	0	4	0	0	0	0	0	....	0	0	2,500	1793
Bapt.....	0	5	0	75	0	25	....	....	....	....	0	10	....	....	4	0	1,500	14,000	1794
Nonsect..	2	0	26	38	42	41	1	8	0	8	1	3	....	....	4	0	150	3,500	1795
Nonsect..	1	1	20	30	50	60	1	1	1	0	0	0	0	0	4	0	40	2,000	1796
Nonsect..	1	3	15	20	20	30	20	10	....	....	1	3	....	....	3	0	300	10,000	1797
Nonsect..	1	1	22	18	64	66	....	....	0	2	1	0	....	....	4	....	40	4,000	1798
Nonsect..	2	1	53	25	0	0	6	2	1	0	7	5	3	0	4	....	150	25,000	1799
R. C	0	2	0	20	0	17	0	12	0	0	0	2	0	2	4	0	165	75,000	1800
Nonsect..	2	0	50	0	25	0	8	0	5	0	6	0	6	0	4	....	.....	6,000	1801
R. C	5	0	50	0	275	0	....	....	6	0	5	0	....	....	4	0	.....	.....	1802
Nonsect..	5	1	50	13	23	5	10	0	12	0	8	1	8	1	4	0	.....	.....	1803
M. E. So ..	4	5	0	69	0	18	....	....	....	....	0	10	....	....	3	....	1,000	20,000	1804
R. C	0	8	0	40	20	70	0	6	....	....	0	6	....	....	....	....	500	.....	1805
Epis.....	8	2	95	0	40	0	75	0	20	0	....	....	....	....	....	95	700	25,000	1806
M. E. So ..	3	1	79	100	41	59	2	4	....	....	1	12	1	4	4	0	500	30,000	1807
R. C	1	1	8	22	40	38	....	....	....	....	0	2	....	....	4	....	2,000	40,000	1808
Nonsect..	4	9	0	225	0	14	....	....	....	....	....	....	0	17	4	....	5,000	75,000	1809
Meth	3	7	0	223	6	24	....	....	....	....	0	34	....	....	4	0	1,000	70,000	1810
Nonsect..	1	1	65	0	20	0	6	0	5	0	3	0	2	0	4	0	.....	.....	1811
Nonsect..	5	3	55	72	30	25	....	....	....	....	0	4	....	....	0	....	.....	.....	1812
Nonsect..	1	3	20	21	100	159	10	10	10	11	0	1	....	....	5	....	.....	8,000	1813
R. C	0	7	0	35	0	165	....	....	....	....	0	0	....	....	....	....	1,100	20,000	1814
R. C	6	0	17	0	90	0	2	0	0	0	....	....	....	....	....	0	500	40,000	1815
Nonsect..	2	0	19	23	16	10	4	0	14	6	0	0	....	....	3	0	550	4,500	1816
Meth	1	2	29	54	102	53	11	9	5	4	2	3	....	....	....	0	39	2,000	1817
M. E. So ..	5	3	70	60	51	82	45	30	22	19	....	....	....	....	4	....	2,500	25,000	1818
Nonsect..	12	4	170	107	121	49	41	26	12	6	6	3	2	1	4	162	4,000	50,000	1819
Nonsect..	0	3	0	15	0	35	0	2	....	....	0	2	0	2	4	0	150	2,500	1820
L. D. S....	6	1	41	25	90	42	1	0	1	0	9	6	9	6	4	....	300	3,000	1821
L. D. S....	1	0	40	15	0	0	10	5	10	5	....	....	....	....	2	0	100	100	1822
Presb.....	0	3	10	16	66	49	2	1	2	3	1	2	0	1	3	....	200	10,000	1823
Presb.....	1	2	20	30	45	55	4	2	5	0	2	1	1	0	4	....	1,500	10,000	1824
L. D. S....	5	1	13	12	115	66	....	....	....	....	4	7	....	....	4	0	.....	36,200	1825
L. D. S....	19	6	267	273	225	139	....	....	....	....	11	5	....	....	4	48	9,963	80,000	1826
Cong	0	3	11	13	0	0	2	0	....	....	0	4	0	0	4	0	400	10,000	1827
R. C	5	0	23	0	97	0	12	0	11	0	6	0	6	0	4	0	10,000	.....	1828
Cong	2	3	15	20	4	4	5	5	....	....	0	0	0	0	3	0	2,000	65,000	1829
L. D. S....	11	1	70	50	130	75	0	0	0	0	16	0	....	....	4	0	1,000	25,000	1830
Epis.....	0	8	0	112	24	40	0	7	0	0	0	5	0	3	4	0	1,200	20,000	1831
Presb.....	2	3	26	24	6	5	7	1	8	5	4	3	3	0	4	0	500	65,400	1832
Presb.....	0	2	6	6	....	....	....	....	2	0	2	0	2	0	3	0	250	10,000	1833
L. D. S....	2	0	21	15	40	20	12	13	....	....	1	3	1	3	2	0	300	2,100	1834
Nonsect..	2	3	69	63	14	17	1	3	18	14	11	17	2	2	4	0	750	30,000	1835
Univ	4	7	186	160	0	0	....	....	....	....	12	12	3	0	4	0	2,000	.....	1836
Epis.....	0	6	0	25	0	4	0	1	0	0	0	1	....	....	4	0	500	66,000	1837
R. C	0	5	0	30	175	220	....	....	0	2	0	9	0	1	4	....	1,800	.....	1838
Nonsect..	1	1	37	30	3	5	3	1	1	0	1	3	0	0	4	0	171	.....	1839
Nonsect..	1	2	23	34	17	22	0	0	6	4	3	3	3	1	4	16	450	5,000	1840
Nonsect..	1	2	13	13	5	9	....	....	2	1	2	1	2	1	4	0	200	14,000	1841

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VERMONT—continued.		
1842	Lyndon Center	Lyndon Institute	Fremont L. Pugsley
1843	McIndoe Falls	McIndoe's Academy	Arthur R. Webster
1844	Manchester	Burr and Burton Seminary	E. Herbert Botsford, M. A
1845	Montpelier	Montpelier Seminary	E. M. Smith
1846	New Haven	Beeman Academy	Luther A. Brown
1847	North Craftsbury	Craftsbury Academy	J. E. Colburn
1848	Peacham	Caledonia County Grammar School	Charles H. Cambridge
1849	Poultney	Troy Conference Academy	Herbert Augustus Durfee
1850	Royalton	Royalton Academy	E. L. Stearns
1851	Rutland	Rutland English and Classical Institute.	O. H. Perry
1852	St. Albans	Villa Barlow—Convent de Notre Dame.	Sister St. Susan
1853	St. Johnsbury	St. Johnsbury Academy*	David Y. Comstock
1854	Saxtons River	Vermont Academy	Edward Ellery, Ph. D
1855	South Woodstock	Green Mountain Perkins Academy.	James H. Dunbar
1856	Townshend	Leland and Gray Seminary	E. Edgecomb
1857	West Brattleboro	Brattleboro Academy	H. E. Miller
	VIRGINIA.		
1858	Abington	Abington Academy	B. R. Smith
1859	.....do	Academy of the Visitation	Sister M. Agnes Broughton, directress.
1860	Achilles	Gloucester Male and Female Academy.	Rev. K. A. Folkes
1861	Alexandria	Potomac Academy	John S. Blackburn
1862	Amherst	Kenmore High School	A. E. Strode
1863	Arvonia	Seven Islands School	Philip B. Ambler
1864	Bedford City	Randolph-Macon Academy	A. M. Hughlett, E. Sumter Smith.
1865	Bellevue	Bellevue High School	Wm. R. Abbott
1866	Berkley	Berkley Collegiate Institute	J. W. Roberts, Ph. B
1867	Berryville	Shenandoah University School	W. N. McDonald and C. W. McDonald.
1868	Bethel Academy	Bethel Military Academy	R. A. McIntyre
1869	Blackstone	Blackstone Female Institute	Rev. James Cannon, jr., A. M
1870	.....do	Hoge Academy (Military)	T. P. Epes, D. D
1871	Bon Air	Bon Air School	W. D. Smith
1872	Bowling Green	Southern Seminary*	E. H. Rowe
1873	Burkeville	Ingleside Seminary*	Rev. Graham C. Campbell, M. A.
1874	.....do	South Side Female Institute	Rev. R. W. Cridlin
1875	Chase City	South Side Academy	Edward C. James
1876	Chester	Shirley Seminary*	Miss Mary E. Carter
1877	Churchland	Churchland Academy	John Wise Kelly
1878	Covesville	Cove Academy	Rev. Daniel Blain, D. D
1879	Culpeper	Culpeper Female Seminary	Mrs. S. C. Biggers
1880	Danville	Danville Military Institute*	I. H. Saunders
1881	.....do	Randolph-Macon Institute	R. E. L. Farmer, M. A
1882	Dayton	Shenandoah Institute	E. U. Hoenshel
1883	Effna	Sharon College School	J. T. Crabtree, A. M
1884	Farnham	Farnham Academy	R. Williamson
1885	Floyd C. H	Oxford Academy	Rev. John K. Harris
1886	Franklin	Franklin Academy (male)	J. G. Mills
1887	.....do	Franklin Female Seminary	Miss Eunice McDowell
1888	Friends' Mission	Blue Ridge Academy	J. A. Griffitts
1889	Front Royal	Randolph-Macon Academy	W. W. Smith, A. M., LL. D
1890	Gloucester	Summerville Home School	John Tabb
1891	Hampton	Hampton College	Miss Bessie Lee Fitchett
1892	Herndon	Herndon Seminary	Misses Castleman

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.																
							Classical course.		Scientific course.														
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14					15	16	17	18	19	20	21	22	
Free Bapt.	3	3	30	40	0	0	2	0	1	0					4	4	3	1	4	0	1,200	$25,000	1842
Nonsect ..	1	1	14	28	21	7	....	....	....	....					0	6	0	6	4	0	100	3,500	1843
Nonsect ..	4	3	43	44	7	3	7	2	6	3					0	5	0	1	4	0	1,000	25,000	1844
Meth	6	6	99	121	0	0	1	0	8	0					27	23	6	2	4	0	1,000	96,712	1845
Nonsect ..	1	1	15	17	4	4	3	0	2	7					1	3	1	0	4	0	150	5,000	1846
Nonsect ..	1	2	25	31	6	8	2	0	....	....					4	0	4	0	4	....	1,800	3,000	1847
Nonsect ..	2	1	45	29	0	0	5	4	2	0					3	4	1	3	4	0	2,000	10,000	1848
M. E.....	4	5	66	25	66	35	30	5	....	....					7	2	6	2	4	0	2,950	80,000	1849
Nonsect ..	0	2	8	10	12	20	1	0	....	....					....	....	....	....	3	....	150	5,000	1850
Nonsect ..	4	6	111	76	4	2	13	5	5	2					35	22	2	3	4	0	1,000	1,500	1851
R. C	0	1	0	44	60	81	0	0	0	0					0	0	0	0	3	0	.....	30,000	1852
Cong	2	7	101	120	0	0	25	40	20	0					12	16	6	7	4	....	300	125,000	1853
Bapt.....	4	6	73	50	7	0	....	....	....	....					10	8	10	4	4	80	4,000	112,000	1854
Univ	1	0	4	7	10	20	1	1	1	0					2	1	....	....	....	0	1,000	2,700	1855
Bapt.....	1	1	20	28	4	10	3	1	....	....					3	3	....	....	3	....	200	10,000	1856
Cong	1	2	34	35	3	5	....	....	....	....					....	....	....	....	4	0	300	.....	1857
Nonsect ..	2	0	40	0	32	0	19	0	....	....					....	....	....	....	....	0	300	.....	1858
R. C	0	5	0	25	0	19	....	....	....	....					0	3	0	3	....	0	400	11,000	1859
Bapt.....	0	1	8	5	5	2	1	0	0	0					....	....	....	....	....	....	150	150	1860
Nonsect ..	2	0	28	0	0	0	12	0	....	....					....	....	....	....	....	0	.....	.....	1861
Nonsect ..	2	0	45	0	0	0	10	0	0	0					....	....	....	....	5	0	200	6,000	1862
Nonsect ..	2	0	7	0	0	0	3	0	....	....					....	....	....	....	4	....	1,000	5,000	1863
Meth	6	1	102	0	0	0	50	0	10	0					0	0	....	....	4	0	500	100,000	1864
Nonsect ..	4	0	46	0	4	0	....	....	....	....					....	....	....	....	5	0	2,000	25,000	1865
Nonsect ..	2	2	30	20	30	30	10	6	8	4					3	2	3	2	....	0	200	10,000	1866
Epis	2	0	20	0	2	0	2	0	....	....					....	....	....	....	....	0	.....	6,000	1867
Nonsect ..	8	1	97	0	0	0	30	0	....	....					....	....	....	....	4	65	1,000	75,000	1868
Meth	1	8	0	90	4	30	0	15	0	20					0	15	....	....	....	....	700	37,500	1869
Presb.....	5	0	70	0	0	0	20	0	10	0					5	0	5	0	4	70	2,000	15,000	1870
Nonsect ..	1	1	7	2	5	5	0	0	2	0					....	....	....	....	....	....	.....	.....	1871
Meth	2	4	0	53	0	15	....	....	....	....					0	2	....	....	....	....	.....	.....	1872
Presb.....	0	3	0	25	0	82	....	....	0	....					0	7	....	....	....	0	500	3,500	1873
Bapt.....	0	3	0	50	0	25	....	....	....	....					0	1	0	1	4	0	1,000	15,000	1874
Bapt.....	2	3	10	30	14	36	4	3	1	0					0	1	0	0	3	0	200	3,600	1875
Nonsect ..	1	0	3	5	11	18	1	2	0	2					0	1	....	....	4	....	0	6,000	1876
Protestant	2	1	20	11	8	7	9	6	2	0					....	....	....	....	4	0	100	5,000	1877
Nonsect ..	2	0	5	0	1	0	4	0	....	....					0	0	0	0	4	0	0	300	1878
Nonsect ..	1	4	0	32	0	20	....	....	....	....					0	5	....	....	3	0	500	10,000	1879
Nonsect ..	5	0	83	0	0	0	19	0	10	0					8	0	2	0	4	83	.....	45,000	1880
Meth	2	5	0	79	0	12	0	0	0	0					0	4	....	....	....	0	250	35,000	1881
U. Breth..	5	1	55	37	3	3	....	....	....	....					3	2	....	....	4	0	1,500	6,000	1882
Nonsect ..	1	1	14	16	15	28	6	0	0	4					0	0	....	....	3	0	.....	.....	1883
Nonsect ..	1	0	6	4	3	4	3	1	0	0					0	0	0	0	....	0	.....	.....	1884
Presb.....	1	2	6	8	29	32	2	0	....	....					2	0	2	0	2	0	1,000	2,000	1885
Nonsect ..	2	0	42	0	20	0	24	0	3	0					....	....	....	....	5	0	125	5,000	1886
Nonsect ..	0	4	0	58	0	25	0	12	0	0					0	8	0	0	5	0	100	7,000	1887
Friends...	1	0	7	8	47	44	0	0	....	....					2	1	0	0	4	0	.....	1,500	1888
M. E. So ..	4	1	80	0	10	0	10	0	10	0					0	0	0	0	1	0	250	100,000	1889
Nonsect ..	0	1	0	10	0	3	....	....	....	....					0	2	....	....	3	0	500	6,000	1890
Nonsect ..	1	4	0	35	0	15	....	....	....	....					0	0	....	....	5	....	1,000	10,000	1891
Nonsect ..	0	1	0	10	4	10	....	....	....	....					0	0	....	....	4	0	.....	.....	1892

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	VIRGINIA—continued.		
1893	Ingram	Ingram Institute*	Mrs. M. F. Bass
1894	Lebanon	The Russell College	G. B. M. Zerr, A. M., Ph. D.
1895	Lewiston	Belair School	N. E. Scott
1896	Locust Dale	Locust Dale Academy	W. W. Briggs
1897	Lodi	Liberty Hall Home Academy	W. J. Edmundson
1898	Luray	Luray Male School*	James H. Morrison
1899	Lynchburg	Virginia Seminary	G. W. Hayes
1900	Mendota	Hamilton Institute	W. A. Evans
1901	Millwood	Clay Hill Academy	W. H. Whiting, jr
1902	Mount Clinton	West Central Academy	I. S. Wampler
1903	Newport News	Newport News Military Academy	Col. E. W. Huffman
1904	Norfolk	Leache-Wood Seminary, School for Girls.	Agnes Douglas West
1905	.....do	Norfolk Academy	Robert W. Tunstall
1906	.....do	Norfolk Mission College	Rev. Wm. M. McKirahan
1907	.....do	Phillips & West School for Girls	Miss E. F. Phillips, Miss S. K. West.
1908	.....do	St. Mary's Academy	Brother Raymond
1909	Onancock	The Margaret Academy*	Frank P. Brent
1910	Portsmouth	Portsmouth Academy	W. H. Stokes
1911	.....do	School for Young Ladies*	Miss N. E. Carr
1912	Richmond	Academy of the Visitation	Sr. M. I. Prevost
1913	.....do	Hartshorn Memorial College*	Lyman B. Tefft
1914	.....do	McGuire's School*	John P. McGuire
1915	.....do	University School	W. Gordon McCabe, M. A.
1916	Ridgeway	Ridgeway Institute*	W. G. Welborn
1917	Roanoke	Alleghany Institute*	Sidney S. Handy
1918	.....do	Gilmer's (Mrs.) School	Mrs. P. L. Gilmer
1919	Rockfish Depot	Kleinberg Female Seminary*	Miss Constance Wailes
1920	Rural Retreat	Hawkins Chapel Institute	E. H. Copenhaver, A. B.
1921	South Boston	South Boston Female Institute	J. P. Snead
1922	Spottswood	Valley High School	James A. McClure
1923	Staunton	The Mary Baldwin Seminary	Ella C. Weimar
1924	.....do	Staunton Male Academy	S. G. Anspach, A. B.
1925	.....do	Staunton Military Academy	Wm. H. Kable
1926	Strasburg	Strasburg Institute	W. H. Foster
1927	Suffolk	Nansemond Seminary	Mrs. Lucy H. Quimby
1928	.....do	Suffolk College	Sally A. Finney
1929	.....do	Suffolk Military Academy*	Joseph King
1930	Tappahannock	Rappahannock Institute*	Alex. Fleet
1931	Tazewell	Tazewell College	A. R. Ramsey, Philip Johnson.
1932	Warrenton	Fauquier Institute for Young Ladies.	Geo. G. Butler
1933	Warsaw	Warsaw Female Academy*	Mrs. E. B. Breckenbaugh
1934	Waynesboro	Fishburne School, Military	James A. Fishburne
1935	West Point	West Point Female Seminary	Mrs. W. R. Broaddus
1936	Wise	Gladeville College	C. Y. Chapman, President
1937	Woodlawn	Male and Female Academy*	Everett E. Worrell
	WASHINGTON.		
1938	Ahtanum	Ahtanum Academy*	O. C. Palmer
1939	Coupeville	Puget Sound Academy	C. E. Newberry
1940	Olympia	Providence Academy	Sisters of Charity
1941	Parkland	Pacific Lutheran University	N. J. Hong
1942	Rose	The Seattle Seminary	Clark W. Shay
1943	Seattle	Academy of the Holy Names	Sister Mary Alodia
1944	South Park (P. O. box 22)	College of Our Lady of Lourdes	Brother Calixtus
1945	Spokane	Academy of the Holy Names	Sister M. Geraldine
1946	.....do	St. Mary's Hall	Mrs. Lemuel H. Wells
1947	Tacoma	Annie Wright Seminary	Mrs. Sarah K. White
1948	Tacoma (708 North 4th st.)	Tacoma Academy	Alfred P. Powelson
1949	Waitsburg	Waitsburg Academy	J. A. Keener

* Statistics of 1896-97.

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and other private secondary schools for the scholastic year 1897-98—Continued.

Religious denomination.	Secondary instructors.		Students.																
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.		Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	1	4	2	6	8	1	1	0	0	0	0	0	0	4	0	.....	$1,000	1893
Nonsect ..	2	2	22	12	75	53	1	0	1	4	0	0	0	0	3	0	600	1,000	1894
Presb.....	0	4	4	14	1	1	4	14	4	14	1	2	....	....	....	....	.....	.....	1895
Nonsect ..	6	0	65	0	6	0	10	0	5	0	....	....	....	....	....	0	.....	10,000	1896
Presb.....	1	1	20	20	15	10	5	10	15	10	....	....	....	....	4	....	116	40	1897
Nonsect ..	1	0	10	0	15	0	2	0	....	....	....	....	....	....	....	0	0	.....	1898
Bapt.....	4	2	32	48	....	....	....	....	2	0	6	10	2	0	3	....	350	.....	1899
Nonsect ..	1	0	19	9	53	40	7	2	4	0	0	0	0	0	3	0	150	3,000	1900
Nonsect ..	2	0	22	0	3	0	7	0	....	....	....	....	....	....	....	0	1,000	6,000	1901
Nonsect ..	7	1	34	32	59	64	4	0	4	0	4	2	2	0	3	0	500	8,000	1902
Nonsect ..	4	0	62	0	8	0	1	0	5	0	0	0	0	0	4	50	300	18,000	1903
Nonsect ..	0	7	0	50	0	40	....	....	....	....	0	1	....	....	5	0	500	30,000	1904
Nonsect ..	5	0	66	0	51	0	0	0	0	0	4	0	4	0	4	0	.....	75,000	1905
U. Presb..	3	1	16	33	271	384	....	....	....	....	4	10	....	....	4	....	1,000	60,000	1906
Nonsect ..	1	7	0	32	0	38	....	....	....	....	0	5	....	....	4	0	.....	.....	1907
R. C	1	0	12	0	193	0	....	....	....	....	4	0	....	....	3	....	.....	.....	1908
Nonsect ..	3	2	39	38	6	16	8	0	1	0	2	1	2	1	4	0	3,200	20,000	1909
Nonsect ..	1	0	20	0	30	10	8	1	10	1	....	....	....	....	....	0	.....	.....	1910
Nonsect ..	0	3	0	37	0	2	0	2	....	....	....	....	....	....	....	....	15	.....	1911
R. C	0	5	0	30	0	45	....	....	....	....	0	2	....	....	3	....	3,000	.....	1912
Bapt.....	1	1	1	15	1	62	....	....	....	....	0	3	....	....	0	....	.....	50,000	1913
Nonsect ..	5	0	101	0	39	0	30	0	10	0	10	0	10	0	....	0	150	10,000	1914
Nonsect ..	6	0	130	0	75	0	....	....	....	....	....	....	....	....	4	0	.....	.....	1915
Nonsect ..	1	1	14	16	11	24	3	4	2	3	2	2	2	2	4	0	0	1,600	1916
Nonsect ..	5	0	50	0	42	0	30	0	20	0	....	....	....	....	4	0	600	25,000	1917
Nonsect ..	0	2	5	10	0	0	....	....	....	....	....	....	....	....	....	....	.....	.....	1918
Presb.....	1	3	0	17	0	6	....	....	....	....	0	1	....	....	3	0	500	2,500	1919
Luth	2	2	9	18	27	16	6	7	....	....	....	....	....	....	4	....	150	6,000	1920
Nonsect ..	1	2	0	12	10	8	0	3	0	3	0	2	....	....	....	0	100	3,000	1921
Nonsect ..	1	0	26	3	14	3	10	0	2	0	....	....	....	....	....	0	.....	500	1922
Nonsect ..	0	4	0	85	0	115	0	25	....	....	0	8	....	....	....	0	2,000	100,000	1923
Nonsect ..	2	0	13	0	7	0	6	0	....	....	0	0	....	....	4	0	.....	4,000	1924
Nonsect ..	3	0	24	0	6	0	10	0	5	0	0	0	0	0	4	16	.....	15,000	1925
Nonsect ..	0	2	15	6	16	14	....	....	....	....	....	....	....	....	....	....	.....	4,000	1926
Epis.....	1	4	0	21	2	11	0	0	0	0	0	12	....	....	3	0	150	6,000	1927
Meth	0	1	0	42	0	40	0	25	....	....	0	4	....	....	4	0	.....	.....	1928
Nonsect ..	3	0	30	0	0	0	....	....	....	....	....	....	....	....	3	30	.....	8,000	1929
Nonsect ..	2	3	4	18	2	2	1	10	....	....	0	2	....	....	5	....	500	3,500	1930
Christian	0	1	23	21	10	15	23	0	10	11	0	0	0	0	1	0	.....	10,000	1931
Nonsect ..	0	2	0	30	3	13	0	30	....	....	0	2	....	....	4	....	350	10,000	1932
Nonsect ..	0	1	0	11	0	13	0	5	....	....	0	4	....	....	....	....	.....	11,000	1933
Nonsect ..	2	0	20	0	22	0	5	0	....	....	....	....	....	....	....	20	400	15,000	1934
Nonsect ..	0	2	0	16	0	14	....	....	....	....	....	....	....	....	3	0	150	3,000	1935
Nonsect ..	2	2	26	16	101	89	0	0	0	0	0	0	0	0	6	0	0	3,500	1936
Nonsect ..	1	1	30	20	41	30	4	1	6	1	0	0	0	0	3	0	.....	3,000	1937
Cong	1	0	27	26	3	2	0	0	....	....	0	0	....	....	4	0	400	10,000	1938
Cong	1	2	17	7	0	0	2	1	....	....	1	1	1	1	4	0	1,000	8,000	1939
R. C	0	2	0	18	18	62	....	....	....	....	0	2	....	....	2	0	.....	30,000	1940
Luth	3	1	21	24	19	22	2	0	5	0	0	2	....	....	3	0	400	100,000	1941
Free Meth	0	2	11	10	25	32	8	3	2	0	0	3	0	2	4	0	150	15,000	1942
R. C	0	2	0	50	0	200	0	0	0	0	0	0	0	0	4	0	575	.....	1943
R. C	1	0	12	0	38	0	....	....	....	....	....	....	....	....	....	....	.....	.....	1944
R. C	0	17	0	31	0	180	0	2	0	16	0	3	0	3	4	0	500	.....	1945
Epis.....	0	4	0	30	0	20	....	....	....	....	....	....	....	....	....	....	.....	27,000	1946
P. E	0	8	0	40	0	35	0	6	0	4	0	1	....	....	4	0	1,000	75,000	1947
Christian	1	2	7	8	4	3	2	1	3	2	1	1	1	1	4	0	100	6,000	1948
U. Presb..	4	1	51	29	0	0	0	0	0	0	0	0	0	0	4	0	400	20,000	1949

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TABLE 43.—*Statistics of private high schools, endowed academies, seminaries,*

	State and post-office.	Name.	Principal.
	1	2	3
	WEST VIRGINIA.		
1950	Alderson	Alleghany Collegiate Institute	W. S. Anderson
1951	Buckhannon	West Virginia Conference Seminary.	Frank B. Trotter
1952	Burnsville	Burnsville Academy	J. R. C. Brown
1953	Charlestown	Stephenson's Seminary	Rev. Charles Newton Campbell, D. D.
1954	Clarksburg	Broaddus Classical and Scientific Institute.	Miss Bertha B. Stout
1955	Fayetteville	Fayetteville Academy	H. C. Robertson
1956	Lewisburg	Lee Military Academy	James M. Lee
1957	....do	Lewisburg Female Seminary	R. L. Telford
1958	Parkersburg	Academy of the Visitation	Sister Mary Xavier
1959	Romney	Potomac Seminary*	W. S. Friend
1960	Salem	Salem College	Theo. L. Gardiner, A. M., B. D., pres.
1961	Wayne	Oak View Academy*	T. B. McClure
1962	Wheeling	Linsley Institute	John M. Birch
1963	....do	Mount de Chantal	Sister M. Stanislaus
	WISCONSIN.		
1964	Ashland	North Wisconsin Academy	S. Freeman Hersey
1965	Delafield	St. John's Military Academy	Sidney T. Smythe, Ph. D
1966	Evansville	Evansville Seminary	A. L. Whitcomb
1967	Fond du Lac	Grafton Hall	B. T. Rogers
1968	Hillside	Home School	Ellen C. and Jane Lloyd Jones.
1969	Kenosha	Kemper Hall*	Sister Superior
1970	....do	University School	Nicholas Rowe
1971	Madison	Sacred Heart Academy	Sister Mary Edmund
1972	Marinette	St. Mary's Institute	Sister M. Gonsalva
1973	Menasha	St. Mary's School	Rev. Andrew Seubert
1974	Milwaukee (558–568 Broadway).	German-English Academy	Emil Dapprich
1975	Milwaukee (469 Van Buren st.).	Milwaukee Academy	Julius Howard Pratt, Ph. D
1976	Milwaukee	St. Josaphat's High School*	
1977	Mount Calvary	St. Lawrence College	Rev. Antonine Wilmer, O. M.
1978	Mount Horeb	Mount Horeb Academy*	A. G. Bjorneby
1979	Poynette	Poynette Biblical and Scientific Academy.	W. L. Green, president
1980	Prairie du Chien	St. Mary's Academy	Sister M. Seraphia
1981	Racine	East Park School	Mrs. A. O. Simpkin
1982	....do	Racine College	Arthur Piper
1983	....do	St. Catherine's Academy	Mother M. Hyacintha
1984	St. Francis	Catholic Normal School of the Holy Family and Pio Nono College.	Rev. M. J. Lochemes
1985	....do	Provincial Seminary of St. Francis de Sales.	Very Rev. Joseph Rainer
1986	Sinsinawa	Saint Clara Academy	Mother M. Bonaventure
1987	Stoughton	Stoughton Academy and Business Institute.	K. A. Kasberg
1988	Watertown	University of Our Lady of the Sacred Heart.	Rev. John O'Keefe, C. S. C
1989	Waukesha	Carroll College	W. L. Rankin, Ph. D
	WYOMING.		
1990	Big Horn	Wyoming Collegiate Institute*	Rev. Charles Anderson

* Statistics of 1896–97.

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and other private secondary schools for the scholastic year 1897–98—Continued.

Religious denomination.	Secondary instructors.		Students.												Length of course in years.	Number in military drill.	Number of volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	
			Secondary students.		Elementary students.		Preparing for college.				Graduates in 1898.		College preparatory students in the class that graduated in 1898.						
							Classical course.		Scientific course.										
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.					
4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
Nonsect ..	0	2	12	20	26	27	3	2	....	....	0	0	....	....	3	0	.....	$5,000	1950
M. E.....	1	2	20	30	180	132	....	....	....	....	13	9	....	....	....	0	3,000	75,000	1951
Nonsect ..	2	1	20	25	0	0	2	1	1	1	3	3	2	0	....	....	100	3,600	1952
Nonsect ..	0	4	0	30	2	22	....	....	....	....	....	....	....	....	....	....	.....	.....	1953
Bapt.....	2	5	12	70	8	20	....	....	....	....	1	8	1	8	3	0	600	17,000	1954
Nonsect ..	1	1	15	16	70	4	1	2	....	....	0	0	....	....	....	....	.....	5,000	1955
Nonsect ..	4	0	20	0	20	0	10	0	10	0	4	0	4	0	3	20	1,100	3,500	1956
Presb.....	0	5	0	34	0	38	....	....	....	....	0	2	....	....	....	....	1,200	26,000	1957
R. C	0	3	0	16	0	55	....	....	....	....	0	1	....	....	....	....	.....	.....	1958
Presb.....	2	1	20	15	13	15	6	3	2	4	2	1	2	0	4	0	.....	5,000	1959
7 D. Bapt.	2	1	30	23	44	65	20	18	2	2	2	1	....	....	4	0	2,000	10,000	1960
Nonsect ..	2	2	45	36	10	14	10	10	....	....	....	....	....	....	3	0	.....	6,000	1961
Nonsect ..	7	0	90	0	0	0	5	0	15	0	12	0	8	0	4	90	200	50,000	1962
R. C	0	6	0	56	0	34	0	5	0	10	0	4	....	....	4	0	3,000	.....	1963
Cong	1	2	8	7	4	4	3	2	1	1	2	2	2	2	4	0	700	40,000	1964
Epis.....	5	0	65	0	60	0	10	0	12	0	22	0	12	0	4	65	3,000	100,000	1965
Free Meth	2	6	40	44	30	36	....	....	....	....	3	2	....	....	4	0	600	20,000	1966
Epis.....	0	5	0	22	0	14	....	....	....	....	0	5	0	2	4	....	600	50,000	1967
Nonsect ..	2	10	7	23	22	12	1	6	1	3	2	4	1	2	4	0	3,000	42,400	1968
Epis.....	0	10	0	70	0	30	0	24	....	....	0	16	0	6	4	....	4,000	150,000	1969
Nonsect ..	2	0	18	0	0	0	....	....	....	....	3	0	....	....	6	0	400	15,000	1970
R. C	0	3	0	25	0	50	0	5	....	....	0	3	....	....	4	0	.....	100,000	1971
R. C	0	3	0	15	0	20	0	3	0	4	0	3	0	1	4	0	150	20,000	1972
R. C	0	1	18	20	162	187	0	0	0	0	0	0	0	0	....	....	600	20,000	1973
Nonsect ..	5	1	26	20	51	63	....	....	....	....	12	15	12	15	....	0	1,350	10,000	1974
Nonsect ..	4	1	34	0	26	0	9	0	8	0	4	0	2	0	4	0	800	30,000	1975
R. C	5	0	52	0	0	0	0	0	50	0	35	0	....	....	....	....	.....	.....	1976
R. C	11	0	118	0	13	0	118	0	....	....	13	0	....	....	....	....	2,000	62,000	1977
Luth.....	3	0	24	15	17	5	....	....	....	....	5	3	....	....	3	0	200	15,000	1978
Presb.....	0	4	13	15	11	10	6	4	0	0	2	2	2	2	3	0	.....	.....	1979
R. C	0	4	0	32	0	24	0	0	0	0	0	5	0	0	4	....	.....	.....	1980
Epis.....	0	4	0	25	0	10	0	2	....	....	0	2	0	2	4	0	600	15,000	1981
P. E	4	0	21	0	15	0	6	0	7	0	5	0	4	0	....	0	10,000	.....	1982
R. C	0	5	0	40	0	131	....	....	....	....	0	5	....	....	4	....	3,075	.....	1983
R. C	7	0	65	0	0	0	....	....	....	....	0	14	....	....	4	0	2,000	.....	1984
R. C	14	0	115	0	105	0	115	0	....	....	20	0	....	....	....	....	12,400	160,000	1985
R. C	0	6	0	50	0	81	....	....	....	....	0	10	0	3	4	0	10,000	.....	1986
Luth	3	1	20	25	85	46	1	0	4	2	11	11	1	0	3	0	700	8,000	1987
R. C	5	0	48	0	40	0	25	0	15	0	1	0	....	....	....	48	800	60,000	1988
Presb.....	3	3	35	25	26	12	....	....	....	....	8	8	....	....	3	....	500	42,000	1989
Cong	2	1	11	12	25	9	....	....	2	0	....	....	....	....	3	0	500	7,000	1990

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TABLE 41.—*Public and private high schools for boys only, for girls only, and for both sexes.*

State or Territory.	Public.							Private.						
	For boys only.		For girls only.		Coeducational.			For boys only.		For girls only.		Coeducational.		
	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.	Schools.	Students.	Schools.	Students.	Schools.	Boys.	Girls.
United States	34	11,014	29	12,310	5,252	178,163	248,102	327	19,900	538	22,431	1,125	32,217	30,677
North Atlantic Division	12	8,098	7	7,159	1,297	53,553	72,937	153	10,603	212	9,399	303	9,973	10,339
South Atlantic Division	9	1,234	10	2,588	368	8,508	12,053	69	3,456	76	3,376	228	5,289	4,788
South Central Division	11	1,200	8	1,932	533	12,412	17,357	33	1,550	67	3,031	336	8,757	7,760
North Central Division	1	476	2	19	2,829	93,672	131,387	46	3,361	126	4,912	212	6,845	6,549
Western Division	1	6	2	612	225	10,018	14,368	26	930	57	1,713	46	1,353	1,241
North Atlantic Division:														
Maine	..	.....	..	.....	154	3,873	4,695	2	86	1	78	32	1,256	1,465
New Hampshire	1	47	..	.....	51	1,420	1,858	7	794	11	199	11	537	488
Vermont	..	.....	..	.....	55	1,348	1,808	...	.....	3	99	20	1,016	961
Massachusetts	4	2,053	2	1,268	221	12,551	17,450	21	1,605	37	1,827	38	1,193	949
Rhode Island	..	.....	..	.....	16	1,339	1,810	2	198	7	292	4	127	145
Connecticut	..	.....	..	.....	68	3,106	3,775	15	702	20	944	27	551	537
New York	4	4,889	2	3,153	361	16,602	21,930	58	3,469	75	3,780	72	2,070	2,645
New Jersey	..	.....	..	.....	85	3,842	5,848	20	1,375	26	748	24	839	721
Pennsylvania	3	1,109	3	2,738	286	9,472	13,763	28	2,374	32	1,432	75	2,384	2,428
South Atlantic Division:														
Delaware	..	.....	..	.....	14	449	655	...	.....	...	.....	3	127	102
Maryland	6	931	4	1,460	36	602	929	13	635	16	914	10	201	146
District of Columbia	..	.....	..	.....	5	1,203	1,753	5	209	10	434	4	94	101
Virginia	1	98	..	.....	65	1,517	2,296	27	1,290	23	850	30	509	497
West Virginia	..	.....	..	.....	28	644	1,134	2	110	4	136	8	174	235
North Carolina	..	.....	..	.....	14	399	493	10	580	6	358	95	2,389	1,815
South Carolina	1	5	2	444	82	1,293	1,570	6	390	7	267	21	373	444
Georgia	1	200	4	684	100	1,973	2,597	6	242	6	339	55	1,407	1,402
Florida	..	.....	..	.....	24	428	626	...	.....	4	78	2	15	46
South Central Division:														
Kentucky	2	539	2	634	57	1,446	2,135	9	360	18	674	60	1,406	1,181
Tennessee	1	38	..	.....	92	2,255	3,064	6	306	10	478	86	2,264	1,851
Alabama	4	255	3	571	41	781	970	3	203	6	214	57	1,281	1,063
Mississippi	2	51	..	.....	83	1,515	1,906	3	151	8	377	39	916	971
Louisiana	1	265	2	720	17	300	483	3	135	7	228	15	282	342
Texas	..	.....	1	7	191	4,790	7,046	7	316	16	1,033	48	1,811	1,586
Arkansas	..	.....	..	.....	48	1,204	1,582	2	79	1	15	21	566	548
Oklahoma	..	.....	..	.....	2	97	149	...	.....	1	12	1	21	12
Indian Territory	1	52	..	.....	2	24	22	...	.....	...	.....	9	210	206
North Central Division:														
Ohio	..	.....	..	.....	598	17,601	23,207	8	551	24	859	22	601	678
Indiana	..	.....	..	.....	349	10,042	12,770	3	338	13	695	13	552	463
Illinois	1	476	..	.....	327	13,445	21,147	7	636	27	1,152	28	1,168	1,066
Michigan	..	.....	..	.....	282	11,650	15,808	1	113	9	379	11	332	383
Wisconsin	..	.....	..	.....	182	7,339	9,457	9	536	8	279	9	191	194
Minnesota	..	.....	..	.....	112	4,780	6,930	6	556	11	409	13	351	249
Iowa	..	.....	..	.....	326	10,944	15,294	2	80	6	169	36	1,293	1,234
Missouri	..	.....	..	.....	201	6,776	10,367	9	505	19	665	52	1,739	1,557
North Dakota	..	.....	..	.....	24	360	548	...	.....	...	.....	2	17	31
South Dakota	..	.....	..	.....	29	677	938	...	.....	1	55	6	107	208
Nebraska	..	.....	..	.....	225	5,381	8,022	...	.....	4	89	10	196	228
Kansas	..	.....	2	19	174	4,677	6,899	1	46	4	161	10	298	258
Western Division:														
Montana	..	.....	..	.....	15	365	531	...	.....	3	100	1	3	121
Wyoming	..	.....	..	.....	5	137	170	...	.....	...	.....	1	11	12
Colorado	..	.....	..	.....	39	1,963	2,965	1	19	1	31	3	43	46
New Mexico	..	.....	..	.....	4	48	79	2	59	1	16	.....	.....	.....
Arizona	..	.....	..	.....	2	65	91	...	.....	1	8	.....	.....	.....
Utah	..	.....	..	.....	4	371	520	1	23	1	112	12	540	499
Nevada	..	.....	..	.....	8	191	318	...	.....	...	.....	.....	.....	.....
Idaho	..	.....	..	.....	6	141	205	1	10	1	30	5	60	76
Washington	1	6	1	5	34	1,038	1,581	1	12	5	169	6	134	104
Oregon	..	.....	..	.....	13	638	956	3	125	8	236	8	364	136
California	..	.....	1	607	95	5,061	6,952	17	682	36	1,111	10	198	247

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CHAPTER XLVII.

CITY SCHOOL SYSTEMS.[1]

TABLE 1.—*Summary of statistics of cities containing over 8,000 inhabitants, showing increase from previous year.*

	1896–97.	1897–98.	Increase.	Per cent of increase.
Enrollment	3,594,675	3,799,881	205,206	5.71
Aggregate number of days' attendance	507,622,259	539,048,222	31,425,963	6.19
Average daily attendance	2,693,299	2,843,445	150,146	5.58
Average length of school term in days	188.5	189.6	1.1	.....
Enrollment in private and parochial schools	824,609	872,406	47,797	5.79
Number of supervising officers	3,998	4,429	431	10.78
Number of male teachers	5,773	6,005	232	4.02
Number of female teachers	68,344	72,355	4,011	5.87
Whole number of teachers	74,117	78,360	4,243	5.72
Number of buildings	8,604	9,113	509	5.91
Number of sittings	3,383,405	3,500,970	117,565	3.48
Value of school property	$267,425,289	$289,325,794	$21,900,505	8.19
Expenditure for tuition	48,772,485	52,064,649	3,292,164	6.75
Total expenditure	84,866,092	88,773,647	3,907,555	4.60

The statistical tables[2] for 1897–98 show the usual increases of enrollment and attendance, the latter being relatively somewhat less than the former, indicating a slightly lower degree of regularity. The average school term increased by 1.1 days over 1896–97, the greater part of the increase coming from the North Atlantic Division. The average number of pupils in attendance to each teacher is less than in the previous year, since the number of teachers employed has increased more rapidly than the pupils. Supervising officers have increased at a disproportionate rate, in accordance with the tendency which has been marked for several years. By one of those combinations of circumstances which sometimes occur, the number of these officers did not show the usual increase in 1896–97, being in that year only 60 more than in 1895–96, though teachers increased by nearly 4,000. During the year just passed, however, the supervisors were augmented by 431, which made them more numerous than ever before, not only in actual numbers but in proportion to the number of teachers employed. Women teachers are increasing more rapidly than men—but that is an old story.

The financial rewards of the profession of teaching are plainly increasing. The average salary of teachers and supervisors was greater during 1897–98 than in the year before, and, while it was still a few cents behind that of 1895–96, the tendency is undoubtedly upward.

The average salaries for eight years past have been:

1890–91	$606.00	1894–95	$624.74
1891–92	612.18	1895–96	629.49
1892–93	607.62	1896–97	624.37
1893–94	608.94	1897–98	[3]628.88

[1] By James C. Boykin.

[2] See also tables, pp. 2348 et seq.

[3] See also the tables of salaries on pp. 1704–1707 of this Report.

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Important increases in salaries, more or less general, have been made recently in several of the large cities, notably in Boston, Chicago, and New York. In some other cities, on the contrary, lack of funds has necessitated reduction of teachers' incomes, either by reducing the rate of pay or by closing the schools prematurely, which means a reduction just as surely.

In Boston the school committee formulated a new salary schedule in 1896, providing for certain gradual increases, the full effect of the schedule to be reached in 1900. The principal changes involved were stated by the salary committee to be as follows:

"Raising the minimum salary of a junior master in the high schools from $1,008 to $1,476, and carrying the maximum to $3,060, an increase of $180; starting assistants in high schools at $972, an increase of $216, and carrying the maximum to $1,620, an increase of $240; raising the maximum of masters in grammar schools from $2,880 to $3,180; raising the annual increase of submasters from $60 to $120; raising the maximum of first assistants in grammar schools $132; abolishing the grade of second, third, and fourth assistant in grammar and primary schools, making the present incumbents' assistants dating from September 1, 1896; raising the minimum of assistants in grammar and primary schools $96, and the maximum $192; increasing the salary of kindergarten teachers about 10 per cent; increasing the salary of assistants in evening elementary schools from $1.50 to $2 per evening; making a new grade of first assistants in primary schools."[1]

The full salary schedule now in force in Boston, embodying these changes, is as follows:[2]

Superintendent	$4,200.00
Six supervisors, each	3,780.00
NORMAL SCHOOL.	
Head master	$3,780.00
Master, first year, $2,340; annual increase, $144; maximum	3,060.00
Assistants, first year, $1,140; annual increase, $60; maximum	1,620.00
LATIN AND HIGH SCHOOLS.	
Head masters	$3,780.00
Masters	3,060.00
Junior masters, first year, $1,476; annual increase (for eleven years), $144; salary for the twelfth and subsequent years, with the rank of master	3,060.00
Assistant principal, Girls' High School	2,040.00
Assistant principal, Roxbury High School, first year, $1,620; annual increase, $72; maximum	1,836.00
Assistants, first year, $972; annual increase, $72; maximum	1,620.00
MECHANIC ARTS HIGH SCHOOL.	
Head master	$3,780.00
Masters	3,060.00
Junior masters, first year, $1,476; annual increase (for eleven years), $144; salary for the twelfth and subsequent years, with the rank of master	3,060.00
Instructors, first year, $1,500; annual increase, $120; maximum	2,340.00
Assistant instructors, first year, $972; annual increase, $72; maximum	1,620.00
Instructor of metal working, first year, $1,800; annual increase, $60; maximum	2,580.00
GRAMMAR SCHOOLS.	
Masters, first year, $2,580; annual increase, $120; maximum	$3,180.00
Submasters, first year, $1,500; annual increase, $120; maximum	2,340.00
First assistants, first year, $972; annual increase, $48; maximum	1,212.00
Assistants, first year, $552; annual increase, $48; maximum	936.00
PRIMARY SCHOOLS.	
First assistants, first year, $984; annual increase, $48; maximum	$1,080.00
Assistants, first year, $552; annual increase, $48; maximum	936.00
KINDERGARTENS.	
Principals, first year, $600; annual increase, $48; maximum	$792.00
Assistants, first year, $432; annual increase, $48; maximum	624.00

[1] Boston school document No. 6, 1896, p. 4.

[2] From the Proceedings of the Boston School Committee for 1898, pp. 451 et seq.

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EVENING SCHOOLS.

Principal, Evening High School (per week), first year, $40; second year, $45; third year and subsequently	$50.00
Assistants, Evening High School (per evening)	4.00
Principals, evening elementary schools, in schools where average attendance for month is 100 pupils or more (per evening)	5.00
In schools where average attendance for month is less than 100 (per evening)	4.00
First assistant, evening elementary schools, in schools where average attendance for month is 75 pupils or more (per evening)	2.50
In schools where average attendance for month is less than 75 (per evening)	2.00
Assistants, evening elementary schools (per evening)	2.00
Principals, evening drawing schools (per evening), first year, $7; second year and subsequently	8.00
Assistants, evening drawing schools (per evening), first year, $4; second year, $5; third year and subsequently	6.00

SPECIAL INSTRUCTORS.

Special instructors of music	$2,640.00
Assistant instructors of music	888.00
Director of drawing	3,000.00
Assistants to director of drawing (2)	1,500.00
Master of evening drawing schools	1,200.00
Assistant to director of drawing	800.00
Assistant to director of drawing[1]	2,508.00
Teacher of German, girls' high and girls' Latin schools	1,500.00
Teacher of chemistry, Girls' High School	1,620.00
Laboratory assistant, Girls' High School	804.00
Laboratory assistant, Roxbury High School	804.00
Teacher of physical training, Brighton High School	700.00
Teacher of physical training, girls' high and girls' Latin schools	900.00
Teacher of physical training and reading, girls' high and girls' Latin schools	900.00
Teacher of physical training, East Boston High School	300.00
Teacher of physical culture, Roxbury High School	1,200.00
Director of kindergartens	2,880.00
Assistant teacher of the theory and practice of the kindergarten, Normal School	1,380.00
Teacher of songs and games, Normal School	240.00
Director of French and German	3,000.00
Assistants	1,500.00
Director of physical training	3,000.00
Assistant	2,280.00
Horace Mann School for the Deaf:	
Principal	2,880.00
Assistant principal, first year, $1,152; annual increase, $72; maximum	1,440.00
Assistants, first year, $780; annual increase $72; maximum	1,284.00
Principal of manual training schools	2,508.00
Instructors in manual training schools	1,620.00
Instructors in manual training schools	1,200.00
Assistant instructors in manual training schools, first year, $804; annual increase, $48; maximum	996.00
Principal of schools of cookery	1,500.00
Instructors in schools of cookery, first year, $552; annual increase, $48; maximum	936.00
Instructor in school on Spectacle Island (including all expenses connected with the school, except for books)	400.00
Instructor of military drill	2,000.00
Armorer	1,050.00
Teachers of sewing:	
One division	132.00
Two divisions	228.00
Three divisions	324.00
Four divisions	408.00
Five divisions	492.00
Six divisions	564.00
Seven divisions	636.00
Eight divisions	696.00
Nine divisions	744.00

[1] To give instruction in drawing in the Normal School, and to assist the director of drawing.

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Teachers of sewing—Continued.	
Ten divisions	$702.00
Eleven divisions	840.00
All over eleven divisions	888.00
Special assistant teachers, first grade (per day)	1.00
Special assistant teachers, kindergartens (per week)	5.00

In Chicago an active crusade during the spring and summer of 1898 resulted in the adoption of the following schedule,[1] which contained important advances, especially for teachers of the lower grades and for those of long service:

	Per annum.
Superintendent of schools	$7,000
District superintendent of schools,[2] during the first two years of service in such position	3,500
District superintendent of schools, after two years of service in such position	4,000

SUPERVISORS.

Supervisor of modern languages	3,000
Supervisor of singing (high school grades)	2,400
Supervisor of singing (primary grades)	2,400
Supervisor of drawing (high schools)	2,500
Supervisor of drawing (grammar and primary grades)	2,800
Supervisor of physical culture	2,400
Supervisor of schools for the deaf	1,500
Supervisor of manual training in grammer grades	2,000
Assistant supervisor of drawing (grammar and primary grades)	2,200
Supervising principal of kindergartens	1,200

TEACHERS OF SPECIAL STUDIES.

Special teachers of drawing and music in primary and grammar grades.

For first year of service	1,000
For the second year	1,200
For the third year	1,300
For the fourth year	1,400
For the fifth year	1,500
For the sixth and subsequent years	1,600

HIGH SCHOOLS.

Grouping of principals.

First group.—$2,500 the first year, increasing $100 a year until a maximum of $3,000 is reached.
Second group.—$2,000 the first year, increasing $100 a year until a maximum of $2,500 is reached.

Grouping of instructors.

First group.—$1,500 the first year, increasing $100 a year until a maximum of $2,000 is reached.
Second group.—$1,200 the first year, increasing $100 a year until a maximum of $1,500 is reached.
Third group.—$850 the first year, $900 the second year, increasing $75 a year until a maximum of $1,200 is reached.

Teachers of German, French, and drawing.

First group.—$1,200 the first year, increasing $50 a year until a maximum of $1,500 is reached.
Second group.—$750 the first year, increasing $50 a year until a maximum of $1,200 is reached.
High school substitutes, $4 to $5 per day, at the discretion of the superintendent. Substitutes to be paid for days of actual service.

CHICAGO NORMAL SCHOOL.

Principal, $5,000. Substitutes to be paid the same as high school substitutes.

PRINCIPALS OF ELEMENTARY SCHOOLS.

Principals of schools shall receive $1,200 per annum for the first year's service, increasing $100 a year to a maximum salary.
First group.—For schools having an average membership for the school year of 700 or more pupils the maximum salary shall be $2,500 per annum.
Second group.—For schools having an average membership for the school year of 300 to 700 pupils the maximum salary shall be $2,200 per annum.

[1] From the Directory of the Public Schools of the City of Chicago for 1899.
[2] There are eight district superintendents, and one assistant superintendent in charge of high schools who ranks as a district superintendent.

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Third group.—For schools having an average membership for the school year under 300 pupils the maximum salary shall be $1,500 per annum.

Whenever the membership of a school is reduced by transfer of pupils to other schools, or by the opening of a new school, the salary of the principal shall not be reduced for two years on account of the reduced membership.

Assistants to principals.

Assistants to principals, each, $1,175 per annum.

Head assistants.

For year beginning January 1, 1898, $975, and advancing $50 each year until a maximum salary of $1,175 is reached. Head assistants who began service before January 1, 1898, to receive $75 advance upon the schedule of 1897.

Extra teachers.

For year beginning January 1, 1898, $925, and advancing $50 each year until a maximum salary of $1,175 is reached.

Eighth grade teachers.

For year beginning January 1, 1898, $925, and advancing $50 each year until a maximum salary of $1,075 is reached.

Assistant teachers in grammar grades.

For first year of service	$500
For second year of service	550
For third year of service	625
For fourth year of service	675
For fifth year of service	725
For sixth year of service	800
For seventh year of service	825

After January 1, 1898, teachers who have completed the seventh year of service to receive an advance of $75 for the first year and $50 each additional year until a maximum salary of $1,000 is reached.

Assistant teachers in primary grades.

For first year of service	$500
For second year of service	550
For third year of service	575
For fourth year of service	650
For fifth year of service	700
For sixth year of service	775
For seventh year of service	800

After January 1, 1898, teachers who have completed the seventh year of service to receive an advance of $75 for the first year and $50 each additional year until a maximum salary of $1,000 is reached.

TEACHERS IN KINDERGARTENS.

Morning sessions

Directors:	
First year of service	$500
Second year of service	550
Third year of service	600
Fourth year of service	650
Fifth and subsequent years	700
Assistants:	
First year of service	350
Second year of service	400
Third year of service	450
Fourth and subsequent years	500

Directors in all-day sessions to be paid the same salaries as primary grade teachers to a maximum of $1,000 per annum. Assistants in all-day sessions to be paid the same salaries as primary grade teachers to a maximum of $725 per annum.

All changes in salary to take place at the commencement of the school month succeeding the expiration of the year's service.

Substitutes.—Experienced substitutes to be employed at the discretion of the superintendent at a compensation varying from $2.50 to $4 per day for each day of actual service, according to the experience of the substitute so employed.

Cadets.—Cadets who have completed the training course shall receive for cadet service at the rate of $20 per month; as substitutes at the rate of $2.50 per day.

Teachers of Latin.—Grade teachers having charge of Latin classes in seventh and eighth grades and grammar grade teachers who also teach German in connection with regular grade work to be paid

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$50 per annum, in addition to the regular schedule, provided that no such teacher shall receive more than the maximum salary of grade teachers.

Reserve teachers.—Eight reserve teachers, one for each school district, to be employed at the discretion of the superintendent at a compensation of $800 per annum each.

Compensation of acting principal.—An additional salary of 25 per cent to be added to the salary of a head assistant, or an eighth grade teacher, when such assistant acts as principal during the absence of the principal of the school.

Compensation for acting head assistants.—Any teacher acting as head assistant during her absence on account of sickness to be paid at the rate of $975 per annum—the salary for the first year of service of said position—beginning two weeks after the absence of said head assistant.

The consolidation of the several municipalities forming Greater New York was followed by an advance in teachers' salaries in the boroughs other than that of Manhattan to bring them more nearly to the Manhattan standard. This involved heavy increases in many cases. The original consolidation law permitted the borough school boards to fix the salaries of superintendents and teachers, and left the whole matter to their discretion. The early increases mentioned, therefore, were due to local action. But in the spring of 1899 the matter was brought before the State legislature, and several bills were advocated with a view to prescribing a minimum salary, and that known as the "Ahearn bill" finally became a law. Following is its text:

SECTION 1. Section ten hundred and ninety-one of chapter three hundred and seventy-eight of the laws of eighteen hundred and ninety-seven is hereby amended to read as follows:

SEC. 1091. Each school board shall have the power to adopt by-laws fixing the salaries of the borough and associate superintendents, of principals and branch principals, and of all other members of the supervising and teaching staff, and such salaries shall be regulated by merit, by the grade of class taught, by the length of service, or by the experience in teaching of the incumbent in charge, or by such a combination of these considerations as the school board may deem proper. Said salaries need not be uniform throughout all the several boroughs, nor in any two of them, nor throughout any one borough. The salaries fixed and established and duly payable in the different schools of the territory hereby consolidated, as these salaries were on the first day of January, eighteen hundred and ninety-eight, shall be and remain the salaries in the schools of the several boroughs hereby constituted until the same shall be changed or modified as provided for in this section. No regular teacher in the public schools of any of the boroughs shall be paid a sum less than six hundred dollars per annum. No teacher shall, after ten years of service in the public schools of said boroughs, receive less than nine hundred dollars per annum; nor shall any teacher, after fifteen years of service in said schools, receive less than twelve hundred dollars per annum; and no vice-principal, head of department, or first assistant in said schools shall be paid less than fourteen hundred dollars per annum; and no male teacher, after twelve years of service in said schools, shall receive less than two thousand and one hundred and sixty dollars per annum: *Provided, however*, That the service of such teacher, vice-principal, head of department, or first assistant shall have been approved, after inspection and investigation, as fit and meritorious by a majority of the borough board of school superintendents. For all purposes affecting the increase of salaries of the teachers in any school, the principal of such school shall have a seat in the borough board of superintendents, with a vote on all increases of salaries of teachers in said school. The salaries of the women principals in said schools shall be increased, by the addition of two hundred and fifty dollars in each year, until they receive the sum of two thousand and five hundred dollars per annum; and the salaries of the male principals in said schools shall be increased, by the addition of two hundred and fifty dollars in each year, until they receive the sum of three thousand and five hundred dollars per annum; and no male principal, after ten years of service as principal in said schools, shall receive less than three thousand five hundred dollars per annum; and no woman principal of ten years' service as principal in said schools shall receive less than twenty-five hundred dollars per annum: *Provided, however*, That the service of such principal shall have been approved, after inspection and investigation, as fit and meritorious by the borough board of superintendents; but these provisions shall not apply to principals of schools of less than twelve classes. No salary now paid to any public school-teacher in the city of New York shall be reduced by the operation of this act.

SEC. 2. The board of estimate and apportionment is hereby authorized and required to direct the issue of revenue bonds for the purpose of providing funds to carry into effect the provisions of this act.

SEC. 3. This act shall take effect immediately.

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THE AVERAGE CITY SCHOOL SYSTEM.

It is often said that the most favorable conditions for public education exist in the city of moderate size; that is, with a population of about 40,000. Without going fully into the reasons for this view, it may be said that in cities of this size the population is sufficiently compact to allow schools large enough for all purposes of grading and classification, which is not the case in the small city, the village, or the country district; and, on the other hand, the population is usually more homogeneous than in the great cities; there are not such extremes of wealth and poverty, and the people as a whole take more personal interest in the schools. It happens that the average population of all the cities in the country corresponds closely with that population which is considered most favorable for school work, and the average of the educational conditions of all the cities substantially coincides with what may be expected in a city of that ideal size. A discussion of those averages, therefore, receives an added interest from that coincidence.

The average population of the cities of over 8,000 inhabitants in 1890 was 41,164, and at the present time it appears, from an estimate based on school enrollment, to be about the same, with probably an increase of a few hundred. The average of the enrollment for the 626 city systems in 1897–98 is 6,070 pupils in the public schools and 1,393 in the private and parochial institutions. Of the 6,070 public school children 4,542 is the average number in daily attendance. The number of superintendents and other supervising officers is 7 to a city, the proportion of the sexes being about 4 men to 3 women. 125 teachers, 9 or 10 of them being men, is the average number employed, each teacher averaging 36 pupils in attendance. The average city has 15 buildings, each worth, with its appurtenances, $31,748, and accommodating 8 or 9 teachers and 312 pupils daily, but with seats for 72 other pupils. $141,810 is the average amount spent for all purposes in a year, $83,170 of it going to supervisors and teachers, the average salary of whom is $628.88. The schools are open nine and one-half months of twenty days each, and the average time that each child attends is about two days more than seven months. For each day that a pupil is present he costs 16¼ cents, of which 9⅞ cents are for his instruction.

These figures represent the average conditions of education in the cities. In contrast with them let us place the statistics of the country schools and villages, which may be obtained by deducting the statistics of cities from those of the United States as a whole. In the great majority of schools other than city schools there is but a single teacher to a schoolhouse, the average for the United States being 1.4 teachers and 48.2 pupils enrolled for each building. The attendance is naturally less regular in the country than in the city; while three-fourths of the pupils may be expected to be present every day in the town, only two-thirds of the country children manage to get to school regularly. City pupils have the advantage of an annual school term three and one-fourth months longer than that of their country cousins, and each enrolled child in the rural schools averages only eighty-three days of actual instruction a year.

The cost of country schoolhouses is ridiculously small as compared with the elaborate city buildings, and the outlay required per pupil is only about one-fourth as much in the former case as in the latter. An average country schoolhouse, site, and all, costs only $872.

The wages of the country schoolmaster are generally on the same plane of economy as the building he occupies, for the average amount that he receives in a year is only $217, or but little over a third as much as his more fortunate city brother receives. The word "brother" in this connection is somewhat out of place, for only 7.7 per cent. of the city teachers are men; the proportion for the country is 38 per cent. Notwithstanding the difference in the annual salary of teachers, it costs nearly as much per day for the tuition of the country child as for the city child, the difference being about 2 cents. This is due, of course, to the greater number of pupils to a teacher in the city.

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In regard to expenses other than for teaching, the per diem cost is relatively much greater in the urban schools. When the patrons of the school bring the wood, and the teachers make the fires and sweep the floors, the expense for fuel and janitor service cuts very little figure; and when the excessive ventilation through the cracks between the logs is a source of discomfort, the cost of rotary blowers and fresh-air chambers naturally does not cause any concern. Just such primitive conditions as these still prevail in many districts, and even where the accommodations are of the best that can be expected in a country school the contingent expenses are very low. Then when new houses are required the expense for them per pupil is only about one-fourth as much as it would be in the city. So that while the cities must spend 6.8 cents per day for each pupil for purposes other than direct instruction, the rural districts need to spend only 3.6 cents, or slightly over half as much.

Having compared the average city school with the average country school, it may be well to add to the comparison some of the figures for the city of New York, not only the greatest city in the country in population, but that in which the typical conditions of cities in regard to expense of living and value of real estate exist in the most pronounced form. There the daily expense for each pupil attending is 24.4 cents, of which 10.9 cents are for instruction. The school property, which is still insufficient, is nevertheless worth $129 per pupil, and the supervisors and teachers receive an average of $825 a year. In Chicago this average is even higher, reaching $844. In both New York and Chicago the average pay of teachers will soon show a considerable increase over even these figures, as the result of recent legislation.

Comparison of city and country schools.

	Average of all city schools.	Average of all country and village schools.	Schools of New York City.
Ratio of average attendance to total enrollment.....per cent..	74.8	66.2	71.2
Average length of school term .....days..	189.6	125.3	195.7
Average number of days' attendance of each pupil enrolled.....	141.8	83.0	139.4
Average number of pupils in attendance to each teacher.....	36.3	22.5	42.3
Proportion of men in the teaching force .....per cent..	7.7	38.0	5.1
Average number of pupils to a building	312	48	828
Value of school property per capita of pupils in attendance.....	$101.78	$27.33	$129.34
Average value of a school building, with its site and furniture	$31,748	$872	$107,104
Average cost of tuition per day for one pupil.....cents..	0.66	7.69	10.88
Average daily expenditure per pupil for all purposes.....do....	16.47	11.29	24.37
Average salary of teachers and supervisors.....	$629	$217	$825

Proportion of the total population of the United States who inhabit cities of over 8,000 inhabitants, 31.6 per cent.

Proportion of the following items for the cities to similar items for the entire United States:

	Per cent.
Public school enrollment	25.3
Average daily attendance	27.6
Whole amount of instruction given	36.6
Number of male teachers	4.6
Whole number of teachers	19.1
Number of buildings	3.8
Value of school property	58.7
Expenditure for tuition	42.1
Total expenditure	45.7

That is to say, while 31.6 per cent of the population live in cities of over 8,000 inhabitants, only 25.3 per cent of the public school enrollment is found in them. 27.6 per cent of the average attendance, etc.

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DISTRIBUTION OF PUPILS IN THE SEVERAL GRADES.

The proportion of pupils in the several stages of advancement in the course of study has an important bearing on many questions in school administration. On the material side, the preparation of accommodations and facilities for instruction is largely influenced by the number in the different grades; but beyond this, many deeper considerations relating to course of study and plans with a view to holding pupils in school as long as possible must be based upon a knowledge of how many and what proportion of children are already in the various degrees of advancement. Following are two tables showing these facts for 24 typical cities.[1]

The existing conditions of life do not permit us to expect as great a number of children in school or out of school at the age of 17 as at the age of 6,[2] the highest and the lowest ages of the children for whom the ordinary course of study is designed. According to the best data available,[3] the proportion of the number of each age to the whole number from 6 to 17, inclusive, in the United States is as follows:

	Per cent.		Per cent.
6 years	9.4	13 years	8.0
7 years	9.2	14 years	7.9
8 years	8.9	15 years	7.8
9 years	8.6	16 years	7.8
10 years	8.4	17 years	7.7
11 years	8.2		
12 years	8.1	Total	100.0

In contrast to the small differences in these percentages, the rapid falling off in the upper grades of the schools, as shown by the tables, stands forth in a strong light. The steady decrease in the actual number of children is relatively so small that mortality may be eliminated in considering the causes of the falling off in school attendance. Those causes must be sought elsewhere.

To make an average showing the mean rate of decrease from class to class for all the cities is an unsatisfactory undertaking because of the differences in the length of the course. But if we take only cities having at least 8 years in the elementary course and 4 in the high school, and omitting kindergartens, ninth grammar grades, and normal schools, we have the following totals and percentages for 21 cities:

	Number of pupils.	Per cent of total number.
First year's work	211,070	22.9
Second year's work	151,330	16.4
Third year's work	136,412	14.8
Fourth year's work	114,837	12.5
Fifth year's work	94,854	10.3
Sixth year's work	73,634	8.0
Seventh year's work	53,693	5.8
Eighth year's work	38,943	4.2
Total of 8 elementary grades	874,773	94.9
High schools (4 grades)	47,251	5.1
Total	922,024	100.0

[1] Pages 2346 and 2347.

[2] In the Education Report for 1893–94, pp. 30 and 31, were a series of tables showing for 10 cities the number of children of each year of age in the city and the number and proportion of them in school. An examination of those tables will be interesting in this connection.

[3] See Education Report for 1891–92, p. 37.

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TABLE 3.—*Number of pupils in the several school grades in certain cities.*

		Date.	Kindergartens.	Elementary schools.									Total in kindergartens and elementary schools.	High schools.					Normal schools.	Total in all schools.
				First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	Ninth year.		First year.	Second year.	Third year.	Fourth year.	Total.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
San Francisco, Cal.	Number belonging.	June, 1898	.....	5,520	4,445	4,420	4,148	4,256	3,339	2,815	2,046	1,369	32,358	.....	.....	.....	.....	*a*2,156	*a*133	34,647
Denver, Colo. (District No. 1).	Total enrollment	1897-98	1,981	2,458	1,445	1,265	1,586	1,295	1,186	772	662	.....	12,650	.....	.....	.....	.....	1,242	.....	13,892
Wilmington, Del.	Number belonging.	Feb., 1898	.....	1,802	1,444	1,241	1,170	984	827	554	426	.....	8,448	316	165	75	.....	556	.....	9,004
Washington, D. C.	Total enrollment	1897-98	.....	8,949	6,472	5,761	5,426	4,743	4,021	3,163	2,892	.....	41,427	.....	.....	.....	.....	3,116	155	44,698
Chicago, Ill	Average daily membership.	1896-97	.....	38,943	32,948	29,623	24,656	22,121	15,606	10,846	7,422	.....	182,165	3,266	2,141	1,453	987	7,847	460	190,472
Louisville, Ky. *b*	Average number belonging.	1895-96	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Baltimore, Md	Number on roll	Dec., 1895	.....	18,134	11,127	8,992	7,427	5,566	3,834	2,338	1,365	.....	58,783	1,023	672	425	243	*c*2,488	.....	61,271
Boston, Mass	Number belonging.	Jan. 31, 1898	3,925	12,927	8,919	7,410	7,815	7,063	6,752	5,747	4,433	3,492	*d*70,625	2,044	1,212	824	370	*e*4,667	269	75,561
Cambridge, Mass	.....do	Dec., 1897	583	2,363	1,681	1,499	1,169	1,133	1,020	830	695	524	*f*12,207	423	262	185	182	*g*1,103	.....	13,310
Lowell, Mass.	.....do	Sept., 1897	454	2,046	1,312	1,165	1,017	1,072	934	760	644	499	9,903	360	221	196	59	776	.....	10,679
Worchester, Mass	Total enrollment	1897-98	563	2,727	2,380	2,175	2,021	1,990	1,933	1,543	1,392	1,152	17,876	770	560	405	534	*h*2,334	.....	20,210
Minneapolis, Minn.	.....do	1896-97	.....	9,026	4,824	4,870	3,425	3,112	2,274	1,787	1,227	.....	30,045	1,007	544	466	358	2,375	.....	32,420
Kansas City, Mo.	.....do	1896-97	.....	4,941	3,009	2,760	2,892	2,205	1,925	1,690	.....	.....	19,422	.....	.....	.....	.....	2,098	.....	21,520
St. Louis, Mo.	Number belonging.	End of 1st qr. 1897-98.	6,109	13,624	12,245	11,104	7,596	3,940	3,063	1,985	1,377	.....	61,043	601	410	290	190	*i*1,717	.....	62,760
Omaha, Nebr.	Total enrollment	1897-98	2,351	2,597	2,075	2,120	2,052	1,802	1,621	1,339	934	.....	16,891	681	407	154	107	*j*1,380	.....	18,271
Jersey City, N. J.	Number belonging.	Nov. 30, 1896	.....	5,496	3,470	3,408	2,817	2,182	1,474	1,050	740	.....	20,637	272	155	99	73	599	58	21,294
Newark, N. J	Average enrollment.	1896-97	*a*913	5,731	4,363	4,015	3,082	2,325	1,678	1,304	900	.....	24,311	*a*569	*a*303	*a*128	*a*92	1,092	67	25,470
Trenton, N. J	Number belonging.	Nov. 30, 1897	.....	2,324	1,041	1,085	985	706	561	417	296	.....	7,415	195	88	85	77	445	.....	7,860
Buffalo, N. Y	Total enrollment	1st term 1896-97.	.....	12,662	6,834	5,871	5,375	4,421	3,718	2,900	2,116	1,643	45,540	.....	.....	.....	.....	2,070	.....	47,610
Cincinnati, Ohio	.....do	1897-98	.....	9,806	6,970	6,634	5,799	4,534	4,001	2,701	1,701	.....	42,146	1,106	503	399	320	2,328	125	44,599
Cleveland, Ohio	.....do	1897-98	890	11,373	8,074	7,851	7,267	5,875	4,637	3,478	2,373	.....	51,818	1,292	878	569	505	3,244	173	55,235
Philadelphia, Pa	Number belonging.	Dec. 31, 1897	7,210	35,203	24,989	22,659	16,790	12,898	8,929	5,627	4,129	.....	138,434	.....	.....	.....	.....	4,342	605	143,381
Richmond, Va	Total enrollment	1896-97	.....	2,140	1,881	1,882	1,620	1,593	1,095	828	.....	.....	11,039	570	404	249	.....	1,223	56	12,318
Milwaukee, Wis	Average enrollment	1896-97	3,230	7,359	4,272	3,744	3,214	2,846	2,226	1,737	1,183	.....	29,811	.....	.....	.....	.....	1,374	.....	31,185

a Approximately.

b The number of pupils in the several grades is not reported; the table following shows the percentages as given in the printed reports.

c 58 in preparatory class of Polytechnic Institute and 76 in fifth year in City College.

d 2,152 in ungraded classes in grammar schools.

e 217 "out of course" in Latin school

f 720 in "4-year grammar course," 363 being in A class, 178 in B, 130 in C, and 49 in D.

g 51 in fifth year high school.

h 52 in fifth and 13 in sixth year high school.

i 226 in colored high school.

j 81 special students in high school.

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TABLE 3.—*Proportion of pupils in the several school grades in certain cities.*

	Kindergartens.	Elementary schools.									Total in kindergartens and elementary schools.	High schools.					Normal schools.
		First year.	Second year.	Third year.	Fourth year.	Fifth year.	Sixth year.	Seventh year.	Eighth year.	Ninth year.		First year.	Second year.	Third year.	Fourth year.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
	P.ct	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*	*P.ct*
San Francisco, Cal	....	15.9	12.8	12.8	11.9	12.3	9.7	8.1	5.9	4.0	93.4	....	....	....	....	6.2	0.4
Denver, Colo. (Dist. No. 1)	14.3	17.7	10.4	9.1	11.4	9.3	8.5	5.6	4.8	....	91.1	....	....	....	....	8.9	....
Wilmington, Del	....	20.0	16.1	13.8	13.0	10.9	9.2	6.2	4.7	....	93.9	3.5	1.8	0.8	....	6.1	....
Washington, D. C	....	20.0	14.5	12.9	12.1	10.6	9.0	7.1	6.5	....	92.7	....	....	....	....	7.0	0.3
Chicago, Ill	....	20.5	17.3	15.6	12.9	11.6	8.2	5.7	3.9	....	95.7	1.7	1.2	0.7	0.5	4.1	0.2
Louisville, Ky	....	24.4	15.1	14.1	12.3	10.0	8.1	5.8	4.4	....	94.2	....	....	....	....	5.8	....
Baltimore, Md	....	20.6	18.2	14.7	12.1	9.1	6.2	3.8	2.2	....	95.9	1.8	1.1	0.7	0.4	*a*4.1	....
Boston, Mass	5.2	17.1	11.8	9.8	10.3	9.3	8.9	7.6	5.9	4.6	*b*93.4	2.7	1.6	1.1	0.5	*c*6.2	0.4
Cambridge, Mass	4.4	17.7	12.6	11.3	8.8	8.5	7.7	6.2	5.1	3.9	*d*91.6	3.2	2.0	1.4	1.4	*e*8.4	....
Lowell, Mass	4.3	19.2	12.3	10.9	9.5	10.0	8.7	7.1	6.0	4.7	92.7	2.8	2.1	1.8	0.6	7.3	....
Worcester, Mass	2.8	13.5	11.8	10.8	10.0	9.8	9.6	7.6	6.9	5.7	88.5	3.8	2.8	2.0	2.6	*f*11.5	....
Minneapolis, Minn	....	27.9	14.9	13.5	10.5	9.6	7.0	5.5	3.7	....	92.6	....	....	....	....	7.4	....
Kansas City, Mo	....	23.0	14.0	12.8	13.4	10.2	8.9	7.9	....	....	90.2	....	....	....	....	9.8	....
St. Louis, Mo	9.7	21.7	19.5	17.7	12.1	6.3	4.9	3.2	2.2	....	97.3	*g*1.1	*g*0.7	*g*0.6	*g*0.3	2.7	....
Omaha, Nebr	12.9	14.2	11.4	11.6	11.2	9.9	8.9	7.3	5.1	....	92.5	3.7	2.2	0.8	0.6	*h*7.5	....
Jersey City, N. J	....	25.8	16.3	16.0	13.2	10.3	6.9	4.9	3.5	....	96.9	1.3	0.7	0.5	*e*0.3	2.8	0.3
Newark, N. J	8.6	22.5	17.1	15.8	12.1	9.1	6.6	5.1	3.5	....	95.4	2.2	1.2	0.5	0.4	4.3	0.3
Trenton, N. J	....	29.6	13.2	13.8	12.5	9.0	7.1	5.3	3.8	....	94.3	2.5	1.1	1.1	1.0	5.7	....
Buffalo, N. Y	....	26.6	14.4	12.3	11.3	9.3	7.8	6.1	4.4	3.5	95.7	....	....	....	....	4.3	....
Cincinnati, Ohio	....	22.0	15.6	14.9	13.0	10.2	9.0	6.0	3.8	....	94.5	2.5	1.1	0.9	0.7	5.2	0.3
Cleveland, Ohio	1.6	20.6	14.6	14.2	13.2	10.6	8.4	6.3	4.3	....	93.8	2.4	1.6	1.6	0.9	5.9	0.3
Philadelphia, Pa	5.0	24.6	17.4	15.8	11.8	9.0	6.2	3.9	2.9	....	96.6	....	....	....	....	3.0	0.4
Richmond, Va	....	17.4	15.3	15.3	13.1	12.9	8.9	6.7	....	....	89.6	4.6	3.3	2.0	....	9.9	0.5
Milwaukee, Wis	10.4	23.6	13.7	12.0	10.3	9.1	7.1	5.6	3.8	....	95.6	....	....	....	....	4.4	....

a 0.1 per cent in fifth year in Baltimore City College.
b 2.9 per cent in grammar schools in ungraded classes.
c 0.3 per cent in Latin schools "out of course."
d 5.4 per cent in 4-year course in grammar schools.
e 0.4 per cent in fifth-year Latin school.
f 0.3 per cent in fifth and sixth years in high school.
g Approximately.
h 0.2 per cent in special courses in high school.

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TABLE 4.—*Summary, by States, etc., of enrollment, attendance, supervising officers, and teachers in cities containing over 8,000 inhabitants.*

Cities of—	Number of city school systems.	Enrollment in public day schools.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Number of supervising officers.			Number of teachers.			Enrollment in private and parochial schools (largely estimated).
					Male.	Female.	Total.	Male.	Female.	Total.	
1	2	3	4	5	6	7	8	9	10	11	12
United States	626	3,799,881	539,048,222	2,843,445	2,316	2,113	4,429	6,005	72,355	78,360	872,406
North Atlantic Division	236	1,785,788	256,514,447	1,323,545	1,016	1,050	2,066	2,386	34,341	36,727	401,655
South Atlantic Division	47	272,108	36,538,809	197,166	130	148	278	597	4,968	5,565	48,168
South Central Division	54	203,700	25,997,085	149,027	174	56	230	486	3,540	4,026	49,989
North Central Division	250	1,320,934	190,896,400	1,016,647	819	738	1,557	2,045	25,467	27,512	350,462
Western Division	39	217,351	29,103,481	157,060	177	121	298	491	4,039	4,530	22,132
North Atlantic Division:											
Maine	10	24,392	3,338,049	19,059	21	19	40	51	599	650	6,101
New Hampshire	7	16,783	2,219,581	12,527	21	12	33	30	386	416	7,160
Vermont	2	4,275	608,461	3,254	2	2	4	7	108	115	2,124
Massachusetts	56	333,376	51,506,755	267,547	181	156	337	648	7,257	7,905	58,057
Rhode Island	9	52,783	6,637,894	35,133	17	26	43	101	1,099	1,200	10,729
Connecticut	21	78,116	11,395,536	58,948	55	31	86	134	1,691	1,825	17,041
New York	56	717,349	101,251,703	521,458	418	623	1,041	628	12,961	13,589	176,067
New Jersey	22	149,405	20,204,294	104,629	114	61	175	109	2,699	2,808	37,267
Pennsylvania	53	409,309	59,352,174	300,990	187	120	307	678	7,541	8,219	87,109
South Atlantic Division:											
Delaware	1	10,769	1,544,284	7,879	2	3	5	4	227	231	.....
Maryland	4	84,153	11,013,031	56,899	12	56	68	172	1,728	1,900	.....
District of Columbia	2	44,698	6,342,728	34,383	21	43	64	129	915	1,044	5,300
Virginia	11	36,063	5,087,272	27,033	35	4	39	73	580	653	9,963
West Virginia	4	12,115	1,637,863	8,818	10	4	14	31	236	267	1,925
North Carolina	8	16,278	2,055,292	11,767	9	3	12	32	250	282	1,380
South Carolina	4	13,528	2,016,070	11,482	10	6	16	20	160	180	2,325
Georgia	9	43,094	5,640,393	31,259	22	27	49	75	679	754	3,769
Florida	4	11,410	1,199,876	7,646	9	2	11	61	193	254	4,600
South Central Division:											
Kentucky	12	50,633	7,201,525	37,969	46	26	72	94	946	1,040	16,292
Tennessee	6	31,501	4,028,570	22,328	35	4	39	59	491	550	6,203
Alabama	6	16,312	1,796,002	11,896	11	1	12	47	322	369	4,900
Mississippi	5	8,216	1,040,985	5,967	13	7	20	17	148	165	1,710
Louisiana	3	32,542	3,703,087	23,498	.....	.....	.....	38	650	688	7,618
Texas	17	50,797	6,500,722	37,800	31	8	39	190	805	995	12,144
Arkansas	4	12,349	1,506,945	8,673	6	1	7	37	157	194	972
Oklahoma	1	1,350	158,049	896	1	0	1	4	21	25	150
Indian Territory	0	0	0	0	0	0	0	0	0	0	0
North Central Division:											
Ohio	48	251,294	37,714,838	201,154	153	101	254	452	4,972	5,424	76,660
Indiana	32	115,649	15,335,214	83,505	66	59	125	291	2,002	2,293	23,129
Illinois	42	339,561	52,553,065	267,782	232	198	430	438	6,769	7,207	111,950
Michigan	30	133,936	19,201,330	100,442	65	111	176	155	2,564	2,719	32,302
Wisconsin	24	105,661	14,793,538	80,279	84	44	128	187	2,014	2,201	35,829
Minnesota	10	80,448	11,445,806	63,898	44	87	131	70	1,687	1,757	15,840
Iowa	22	70,144	9,741,966	54,351	48	43	91	107	1,518	1,625	10,622
Missouri	17	138,992	18,691,523	100,374	97	62	159	188	2,465	2,653	33,305
North Dakota	1	1,618	215,832	1,189	1	2	3	1	31	32	.....
South Dakota	1	2,009	275,940	1,533	1	1	2	4	41	45	200
Nebraska	10	39,815	5,393,052	29,777	13	22	35	54	717	771	5,620
Kansas	13	41,807	5,534,296	32,363	15	8	23	98	687	785	4,575
Western Division:											
Montana	3	8,497	1,067,203	6,124	5	4	9	23	159	182	680
Wyoming	1	1,070	142,232	810	1	1	2	1	27	28	150
Colorado	10	39,635	5,012,770	27,334	33	22	55	79	693	772	2,145
New Mexico	1	1,400	171,676	1,028	2	0	2	3	27	30	900
Arizona	0	0	0	0	0	0	0	0	0	0	0
Utah	3	17,582	2,510,052	14,267	21	6	27	44	288	332	902
Nevada	0	0	0	0	0	0	0	0	0	0	0
Idaho	0	0	0	0	0	0	0	0	0	0	0
Washington	4	21,511	2,850,778	15,700	12	5	17	51	397	448	2,151
Oregon	3	14,217	2,077,961	10,972	16	4	20	44	289	333	1,650
California	14	113,439	15,270,809	80,825	87	79	166	246	2,159	2,405	13,554

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TABLE 5.—*Summary, by States, etc., of school property and expenditures in cities containing over 8,000 inhabitants.*

Cities of—	Number of school buildings.	Number of seats or sittings for study.	Value of all public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes (loans and bonds excepted.)
1	2	3	4	5	6
United States	9,113	3,500,970	$289,325,794	$52,064,649	$88,773,647
North Atlantic Division	4,268	1,626,891	149,529,234	25,130,926	48,088,195
South Atlantic Division	643	250,248	11,335,220	3,109,026	4,390,345
South Central Division	587	187,662	10,195,218	2,251,220	2,994,613
North Central Division	3,037	1,245,882	98,835,750	17,878,721	27,781,526
Western Division	578	190,287	19,430,372	3,694,756	5,518,968
North Atlantic Division:					
Maine	190	24,976	1,706,850	291,702	461,631
New Hampshire	107	16,067	1,375,933	234,835	338,213
Vermont	23	.....	358,200	57,623	82,047
Massachusetts	1,301	323,527	87,587,716	5,570,005	10,042,421
Rhode Island	227	46,188	4,136,713	742,117	1,458,615
Connecticut	264	77,467	7,307,209	1,155,452	2,007,866
New York	974	623,972	60,085,235	10,409,686	21,622,307
New Jersey	259	127,275	7,563,929	1,757,411	3,065,204
Pennsylvania	923	382,589	29,407,449	4,912,095	9,009,891
South Atlantic Division:					
Delaware	28	10,888	675,505	115,754	171,962
Maryland	153	77,683	3,134,000	.....	.....
District of Columbia	112	42,347	3,500,000	764,271	1,185,419
Virginia	79	32,366	1,112,800	311,508	412,764
West Virginia	42	12,650	727,460	121,170	242,941
North Carolina	27	13,049	340,000	116,561	143,584
South Carolina	18	10,550	267,500	83,907	105,874
Georgia	124	38,315	1,425,630	456,167	544,897
Florida	60	12,400	152,325	80,356	98,438
South Central Division:					
Kentucky	123	52,419	2,377,048	679,975	923,456
Tennessee	54	28,140	1,558,756	317,211	471,866
Alabama	114	14,999	650,000	144,269	179,929
Mississippi	18	7,600	290,600	59,540	75,970
Louisiana	81	25,756	1,593,110	352,001	433,160
Texas	157	46,533	3,127,704	572,839	718,221
Arkansas	36	10,915	534,000	115,785	179,811
Oklahoma	4	1,300	58,000	9,600	12,260
Indian Territory	0	0	0	0	0
North Central Division:					
Ohio	558	254,134	20,325,706	3,518,043	5,614,807
Indiana	305	100,848	7,820,171	1,346,423	2,110,857
Illinois	623	319,142	27,874,315	5,693,589	8,791,493
Michigan	345	118,923	9,799,397	1,507,150	2,390,730
Wisconsin	268	99,925	6,110,561	1,271,247	1,756,699
Minnesota	179	79,256	7,393,159	1,149,740	1,659,429
Iowa	220	66,462	5,342,700	852,715	1,384,471
Missouri	285	127,564	8,580,190	1,646,517	2,627,474
North Dakota	5	1,465	125,000	21,169	37,188
South Dakota	10	1,845	240,000	20,142	31,586
Nebraska	111	36,295	3,130,816	467,235	801,545
Kansas	128	40,023	2,093,735	384,751	575,247
Western Division:					
Montana	42	8,454	1,040,000	136,213	281,482
Wyoming	5	1,100	150,000	20,452	27,459
Colorado	89	32,706	3,690,802	657,086	1,037,066
New Mexico	15	.....	150,000	20,000	.....
Arizona	0	0	0	0	0
Utah	56	15,805	1,408,979	205,629	414,748
Nevada	0	0	0	0	0
Idaho	0	0	0	0	0
Washington	56	19,091	2,155,722	283,866	538,796
Oregon	41	14,913	1,246,058	223,975	326,511
California	274	96,972	9,588,811	2,147,535	2,863,036

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TABLE 6.—*Comparative statistics of cities containing over 8,000 inhabitants, summarized by States, etc.*

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising officer.	Average number of seats for each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita of pupils in average attendance.	Cost of teaching and supervision per capita of pupils in average attendance.	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
	Per cent.	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
United States	18.7	74.8	141.8	189.6	36.3	17.7	123.1	384	$101.78	$18.31	$31.22	9.66	16.47
North Atlantic Division	18.4	74.2	143.6	193.8	36.0	17.8	122.9	381	112 95	18.98	36 31	9.80	18.75
South Atlantic Division	15.0	72.5	134.3	185.3	35.4	20.0	126.8	389	57.49	15.77	22.26	8.51	12.02
South Central Division	19.7	73.2	127.6	174.4	37.0	17.5	125.9	320	66.40	15.10	20 10	8.66	11.52
North Central Division	21.0	77.0	144.5	187.8	37.0	17.7	122.6	410	97.23	17.59	27.33	9.37	14.55
Western Division	9.2	72.3	133.8	185.3	34.7	15.2	121.2	329	123.70	23.52	35.14	12.70	16.97
North Atlantic Division:													
Maine	20.0	78.1	136.8	175.1	29.3	16.2	131.1	131	89.56	15.31	24.22	8.74	13.83
New Hampshire	29.9	74.6	132.3	177.3	30.1	12.6	128.3	150	109 85	18.74	27.00	10.58	15.23
Vermont	33.2	76.1	142.3	187.0	28.3	28.7	.....	.....	110.08	17.70	25.21	9.47	13.48
Massachusetts	14.8	80.2	154.5	192.6	33.8	23.5	121.0	249	140.05	20.82	37.54	10.82	19.50
Rhode Island	16.9	66.6	125.8	188.9	29.3	27.9	131.5	203	117.75	21.13	41.53	11.18	21.98
Connecticut	17.9	75.4	145.8	193.3	32.3	21.2	131.4	293	123.97	19.60	34.04	10.14	17.61
New York	19.7	72.7	141.2	194.2	38.4	13.0	119.7	641	115.23	19.52	41.47	10.28	21.36
New Jersey	20.0	70.0	135.2	193.1	37.3	16.0	121.7	491	72.30	16.80	29.29	8.70	15.17
Pennsylvania	17.5	73.6	145.0	197.1	36.6	26.8	127.1	415	97.70	16.32	29.93	8.28	15.18
South Atlantic Division:													
Delaware	.....	73.2	143.4	196.0	34.1	46.2	138.2	389	85.72	14.69	21.82	7.50	11.14
Maryland	.....	67.6	130.0	193.5	29.9	27.9	130.6	508	55.08	.....	.....	.....	.....
District of Columbia	10.6	76.9	141.9	184.5	32.9	16.3	123.2	378	101.83	22.23	34.48	12.05	18.69
Virginia	21.6	75.0	141.1	188.2	41.4	16.7	119.7	410	41.17	11.54	15.27	6.13	8.11
West Virginia	13.7	72.8	135.2	185.7	33.0	19.1	143.5	301	82.50	13.74	27.54	7.40	14.63
North Carolina	7.8	72.3	126.2	174.6	41.7	28.5	110.9	483	28.89	9.90	12.20	5.67	6.99
South Carolina	14.7	84.9	149.0	175.6	63.8	11.2	91.9	586	23.30	7.31	9.22	4.16	5.25
Georgia	8.0	72.6	130.9	180.4	41.5	15.4	123.6	309	45.60	14.59	17.43	8.09	9.66
Florida	28.7	67.0	105.2	156.9	30.1	28.1	162.1	207	19.92	10.51	12.87	6.70	8.20
South Central Division:													
Kentucky	24.3	75.0	143.4	191.2	36.4	14.4	138.1	426	62.60	17.91	24.32	9.23	12.72
Tennessee	16.5	70.1	127.9	180.4	40.1	14.1	126.0	521	69.81	14.21	21.13	7.87	11.71
Alabama	21.1	72.9	110.1	151.0	32.2	30.8	126.1	132	54.64	12.13	15.13	8.03	10.02
Mississippi	17.2	72.6	126.7	174.5	36.2	8.3	127.5	422	50.04	9.98	12.73	5.72	7.30
Louisiana	19.0	72.2	113.8	157.6	34.2	.....	109.6	316	67.80	14.98	18.48	9.50	11.70
Texas	19.3	74.4	128.0	172.0	37.9	25.5	123.1	296	82.74	15.15	19.00	8.81	11.05

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Arkansas	7.3	70.2	122.0	173.8	44.7	27.7	125.9	303	61.57	13.35	20.73	7.68	11.93
Oklahoma	10.0	66.4	117.5	177.1	35.8	25.0	145.1	325	64.73	10.71	13.62	6.05	7.69
North Central Division:													
Ohio	23.4	80.0	150.1	187.4	37.0	21.4	126.3	455	101.05	17.49	27 91	9.33	14.89
Indiana	16.7	72.2	132.6	183.6	36.4	18.3	120.8	331	93.65	16.12	25.28	8.78	13.76
Illinois	24.8	78.9	154.8	196.3	37.2	16.8	119.2	512	104.09	21.26	32.83	10.83	16.73
Michigan	19.3	75.0	143.4	191.2	36.9	15.4	118.4	345	97.56	15.01	23.80	7.85	12.45
Wisconsin	25.3	76.0	140.0	184.3	36.5	17.2	124.5	373	76.11	15.84	21.88	8.59	11.87
Minnesota	16.5	79.4	142.3	179.1	36.4	13.4	124.0	448	115.70	17.99	25.97	10.05	14.50
Iowa	13.2	77.4	138.9	179.2	33.4	17.9	122.3	302	98.30	15.69	25.47	8.75	14.21
Missouri	19.3	72.2	134.5	186.2	37.8	16.7	127.8	418	85.48	16.40	26.16	8.81	14.06
North Dakota	.....	73.5	133.4	181.5	37.2	10.7	123.2	293	105.13	17.80	31.28	9.82	17.23
South Dakota	9.1	76.3	137.4	180.0	34.1	22.5	120.4	184	156.56	18.14	20.60	7.30	11.45
Nebraska	12.4	74.8	135.5	181.1	38.6	22.0	121.8	327	105.14	15.69	26.92	8.66	14.86
Kansas	9.9	77.4	132.4	171.0	41.2	34.1	123.7	313	64.70	11.89	17.74	6.95	10.39
Western Division:													
Montana	7.4	72.1	125.6	174.3	33.6	20.2	138.0	201	160.82	22.26	45.96	12.76	26.37
Wyoming	12.3	75.7	132.9	175.0	28.9	14.0	135.8	220	185.18	25.25	33.90	14.38	19.31
Colorado	5.1	68.1	126.5	183.4	35.4	14.0	119.7	307	135.03	24.04	37.94	13.11	20.69
New Mexico	39.1	73.4	122.6	167.0	31.3	15.0	.....	.....	145.91	19.45	.....	11.65	.....
Utah	4.9	81.1	142.8	175.9	43.0	12.3	110.8	282	98.76	14.41	29.07	8.19	16.52
Washington	9.1	73.0	132.6	181.6	35.0	26.4	121.6	341	137.31	18.08	34.32	9.96	18.90
Oregon	10.4	77.2	146.2	189.4	32.9	16.7	135.9	364	113.57	20.41	29.75	10.78	15.71
California	10.7	71.2	134.6	188.9	33.6	14.5	120.0	354	118.64	26.57	35.42	14.06	18.75

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TABLE 7.—*Summarized statistics of schools in cities of over 8,000 inhabitants from 1890–91 to 1897–98, inclusive.*

Cities of—	Number of city school systems.	Enrollment in public day schools.	Average daily attendance.	Aggregate number of days' attendance of all pupils.	Number of supervising officers.	Number of teachers.			Number of school buildings.	Number of seats or sittings for study.	Value of public property used for school purposes.	Expenditure for supervision and teaching.	Expenditure for all purposes.	Enrollment in private and parochial schools (largely estimated).
						Male.	Female.	Total.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
United States:														
1890–91	442	2,627,275	1,884,474	364,687,603	2,463	3,874	48,557	52,431	6,478	2,396,674	$184,507,058	$33,266,128	$56,936,447	723,990
1891–92	459	2,743,430	1,977,442	378,389,408	2,724	3,944	51,113	55,057	6,757	2,512,772	193,607,787	35,372,482	60,555,120	753,178
1892–93	473	2,876,866	2,066,850	394,017,038	2,894	4,298	54,224	58,522	6,957	2,693,522	205,338,077	37,317,838	65,981,388	775,910
1893–94	554	3,126,659	2,281,237	436,806,735	3,374	4,753	58,246	62,999	7,743	2,898,295	228,439,334	40,417,650	69,886,415	820,250
1894–95	574	3,302,841	2,431,967	462,450,038	3,685	5,023	61,970	66,993	8,106	3,119,277	236,631,304	44,155,706	74,721,332	842,555
1895–96	602	3,480,619	2,560,293	489,786,705	3,938	5,059	65,266	70,325	8,496	3,369,082	255,586,583	46,747,865	80,042,118	848,760
1896–97	602	3,594,675	2,693,299	507,622,259	3,998	5,773	68,344	74,117	8,604	3,383,405	267,425,289	48,772,485	84,866,092	824,609
1897–98	626	3,799,881	2,843,445	539,068,222	4,429	6,005	72,355	78,360	9,113	3,500,970	289,325,794	52,664,649	88,773,647	872,406
North Atlantic Division:														
1890–91	186	1,295,627	914,245	181,981,649	1,179	1,702	24,353	26,055	3,164	1,170,477	93,319,620	16,560,417	27,952,437	345,019
1891–92	191	1,333,698	950,395	185,030,311	1,262	1,687	25,438	27,125	3,219	1,231,862	97,070,586	17,330,426	30,065,635	354,355
1892–93	195	1,377,808	981,290	190,042,087	1,385	1,931	26,549	28,480	3,323	1,287,123	103,172,001	18,104,963	31,678,701	358,624
1893–94	219	1,492,594	1,075,938	209,650,142	1,516	1,984	27,752	29,766	3,683	1,376,385	111,843,026	19,293,607	33,306,973	379,402
1894–95	221	1,561,959	1,134,394	221,016,405	1,586	2,048	29,553	31,601	3,779	1,438,671	116,128,291	20,919,163	36,495,063	385,022
1895–96	233	1,639,631	1,186,738	232,118,588	1,769	2,026	30,744	32,770	3,952	1,515,887	125,616,050	22,294,477	40,754,876	373,689
1896–97	233	1,697,615	1,259,044	240,131,134	1,829	2,351	32,370	34,721	4,017	1,595,308	135,970,151	23,274,845	44,418,718	360,779
1897–98	236	1,785,788	1,323,545	256,514,447	2,066	2,386	34,341	36,727	4,268	1,626,891	149,529,284	25,130,926	48,088,195	401,655
South Atlantic Division:														
1890–91	37	192,820	148,831	27,756,177	110	411	3,462	3,873	460	180,727	8,577,207	2,147,475	3,278,942	50,001
1891–92	38	212,952	153,325	29,238,310	142	450	3,660	4,110	459	186,980	8,908,588	2,268,220	3,537,554	45,968
1892–93	38	218,872	154,789	28,840,197	166	440	3,928	4,368	451	206,001	10,048,445	2,497,697	3,475,077	49,901
1893–94	40	224,400	160,571	30,078,691	190	479	3,980	4,459	491	209,365	11,055,115	2,574,429	3,643,457	52,069
1894–95	43	239,274	173,593	31,973,121	183	590	4,335	4,925	594	221,787	10,469,464	2,756,147	3,790,529	51,946
1895–96	43	251,492	178,269	33,684,196	223	529	4,517	5,046	672	228,579	10,960,232	2,932,741	4,119,513	51,949
1896–97	43	254,737	184,829	34,366,949	229	560	4,744	5,304	662	246,612	11,063,166	3,015,502	4,202,826	47,392
1897–98	47	272,108	197,166	36,536,809	278	597	4,968	5,565	643	250,248	11,335,220	3,109,026	4,390,345	48,168
South Central Division:														
1890–91	37	148,798	106,044	18,951,843	172	299	2,287	2,586	359	122,353	7,803,069	1,523,392	2,210,881	48,909
1891–92	39	153,625	107,023	19,857,396	170	283	2,493	2,776	370	120,118	7,705,290	1,637,110	2,300,369	48,908
1892–93	41	164,057	119,229	21,967,115	138	361	2,727	3,088	397	150,270	7,946,424	1,884,400	2,579,273	47,631
1893–94	48	171,386	127,585	23,016,276	173	386	3,030	3,416	436	149,876	9,144,329	1,950,857	2,866,737	48,730
1894–95	51	181,464	126,260	22,808,432	248	379	3,130	3,509	470	164,096	9,247,543	2,110,907	2,965,790	42,118
1895–96	53	190,366	138,250	24,580,505	247	403	3,257	3,660	465	191,730	9,207,437	2,188,338	3,163,570	48,008

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1896-97	53	193,874	142,592	25,398,650	204	442	3,296	3,738	464	183,008	9,292,814	2,133,725	2,775,576	47,356
1897-98	54	203,700	149,027	25,897,085	230	486	3,540	4,028	587	187,662	10,105,218	2,251,220	2,994,613	49,989
North Central Division:														
1890-91	155	854,615	621,409	117,701,860	848	1,239	16,095	17,334	2,119	804,638	60,731,316	10,845,838	19,114,726	250,668
1891-92	165	897,167	663,521	124,236,074	947	1,315	16,931	18,246	2,297	845,086	64,031,960	11,673,823	20,057,510	280,439
1892-93	173	950,591	702,158	132,268,316	985	1,342	18,200	19,542	2,362	915,185	67,085,358	12,600,751	22,990,728	295,681
1893-94	213	1,066,556	795,130	150,775,295	1,268	1,551	20,369	21,920	2,635	1,014,673	77,961,101	13,962,787	25,399,773	315,168
1894-95	224	1,137,872	864,235	161,785,375	1,427	1,670	21,719	23,389	2,774	1,130,988	82,979,843	15,321,915	26,645,629	333,215
1895-96	237	1,208,248	918,318	173,257,180	1,423	1,775	23,310	25,085	2,878	1,256,360	90,802,930	16,179,769	27,144,150	350,708
1896-97	237	1,247,857	968,683	180,438,070	1,468	1,906	24,197	26,193	2,913	1,172,948	93,050,452	16,980,866	28,383,396	348,447
1897-98	250	1,320,934	1,016,647	190,896,400	1,557	2,045	25,467	27,512	3,037	1,245,882	98,635,750	17,878,721	27,781,526	350,462
Western Division:														
1890-91	27	135,415	93,945	18,296,074	154	223	2,360	2,583	376	118,479	14,075,326	2,189,006	4,379,461	29,393
1891-92	26	145,868	103,178	20,027,817	203	209	2,591	2,800	412	128,726	15,891,363	2,462,907	4,594,052	23,508
1892-93	26	156,538	109,384	20,809,373	220	224	2,820	3,044	424	134,943	17,085,849	2,630,027	5,287,600	24,073
1893-94	34	171,723	122,013	23,286,331	227	353	3,085	3,438	498	147,996	18,435,703	2,835,970	4,669,473	24,881
1894-95	35	182,271	133,485	24,866,705	211	336	3,233	3,569	480	163,735	17,806,753	3,047,574	4,824,321	30,250
1895-96	36	190,882	138,718	26,146,236	276	328	3,438	3,764	529	176,508	18,099,934	3,152,540	4,860,000	24,406
1896-97	36	200,582	148,151	27,287,456	268	424	3,737	4,161	548	185,529	18,048,706	3,307,547	5,075,581	20,635
1897-98	39	217,351	157,060	29,103,481	298	491	4,039	4,530	578	190,287	19,430,372	3,664,756	5,518,968	22,132

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TABLE 8.—*Comparative statistics of city school systems from 1891-92 to 1897-98, inclusive.*

Cities of—	Ratio of private school enrollment to enrollment in all schools, public and private.	Ratio of average attendance to enrollment (public schools).	Average number of days' attendance of each pupil enrolled.	Average length of school term.	Average number of pupils in attendance to each teacher.	Average number of teachers to each supervising officer.	Average number of seats for each 100 pupils in attendance.	Average number of seats to a building.	Value of school property per capita of pupils in average attendance.	Cost of teaching and supervision per capita of pupils in average attendance.	Total cost of schools per capita of pupils in average attendance.	Average cost per day of tuition for one pupil.	Average daily expenditure per pupil for all purposes.
1	2	3	4	5	6	7	8	9	10	11	12	13	14
United States:	*Per cent.*	*Per cent.*	*Days.*	*Days.*								*Cents.*	*Cents.*
1891-92	21.5	72.1	137.9	191.5	35.9	20.2	126.5	371	$97.92	$16.83	$28.80	8.79	15.04
1892-93	21.2	71.9	137.0	190.6	35.3	20.2	130.3	387	99 32	18.29	31.92	9.60	16.75
1893-94	20.8	72.9	139.7	191.5	36.2	18.7	127.1	374	100.15	17.85	30.64	9.32	16.00
1894-95	20.3	73.6	140.0	190.1	36.3	18.2	128.3	385	97.30	18.16	30.72	9.55	16.16
1895-96	19.6	73.5	140.7	191.4	36.4	17.9	131.6	397	99.84	18.26	31.26	9.54	16.34
1896-97	18.7	74.9	141.2	188.5	36.3	18.5	125.7	395	99.30	18.11	31.51	9.61	16.72
1897-98	18.7	74.8	141.8	189.6	35.9	17.8	123.1	384	101.78	18.31	31.22	9.66	16.47
North Atlantic Division:													
1891-92	21.0	71.1	138.5	194.7	35.0	21.5	128.5	383	102.25	18.23	31.63	9.37	16.24
1892-93	20.7	71.2	138.0	193.7	34.5	20.6	131.2	388	105.15	18.45	32.28	9.52	16.67
1893-94	20.3	72.1	140.4	194.8	36.1	18.8	127.9	374	103.95	17.63	30.95	9.20	15.89
1894-95	19.8	72.6	141.5	194.8	35.9	19.9	126.8	381	102.37	18.44	32.17	9.46	16.51
1895-96	18.5	72.4	141.5	195.6	36.2	18.5	127.7	384	105.85	17.93	34.34	9.60	17.56
1896-97	17.5	74.2	141.5	190.7	36.3	19.0	127.8	401	107.98	18.49	35.28	9.69	18.50
1897-98	18.4	74.2	143.6	193.8	35.3	18.2	122.9	381	112.95	18.98	36.31	9.80	18.75
South Atlantic Division:													
1891-92	17.8	72.0	137.3	190.7	37.3	28.9	121.9	407	58.37	14.79	23.08	7.75	12.10
1892-93	18.6	70.7	131.7	188.3	35.4	26.3	133.1	457	64.90	16.14	22.45	8.66	12.05
1893-94	18.8	71.6	134.0	187.3	36.0	23.5	130.4	426	68.85	16.03	22.69	8.56	12.12
1894-95	17.8	72.5	133.6	184.2	35.2	26.9	127.8	373	60.31	15.88	21.84	8.62	11.86
1895-96	17.1	70.9	133.9	189.0	35.3	22.6	128.2	340	61.49	16.45	23.10	8.71	12.23
1896-97	15.7	72.6	134.9	185.9	34.8	23.1	133.4	373	50.86	16.31	22.74	8.77	12.23
1897-98	15.0	72.5	134.3	185.3	35.4	20.0	126.8	389	57.49	15.77	22.26	8.51	12.02
South Central Division:													
1891-92	24.4	70.7	131.2	185.5	38.5	16.4	112.2	324	72.01	15.30	21.50	8.25	11.58
1892-93	22.5	72.7	138.9	184.2	38.6	22.4	126.0	379	66.73	15.81	21.62	8.58	11.74
1893-94	21.1	74.4	134.9	180.4	37.3	19.7	117.6	344	71.67	15.65	22.42	8.48	12.46
1894-95	18.8	69.6	125.6	180.6	36.0	14.1	130.0	349	73.24	16.72	23.49	9.26	13.00
1895-96	20.1	72.7	129.2	177.8	37.8	18.7	138.6	412	66.60	15.79	22.87	8.88	12.87
1896-97	19.6	73.6	131.0	178.2	38.1	18.3	128.3	394	65.17	14.96	19.47	8.40	10.93
1897-98	19.7	73.2	127.6	174.4	37.0	17.5	125.9	420	68.40	15.10	20.10	8.66	11.52

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North Central Division:													
1891-92	23.8	74.0	138.5	187.2	36.4	19.3	127.4	308	96.50	17.63	30.21	9.40	16.14
1892-93	23.6	73.2	137.8	188.4	35.9	19.8	130.4	388	95.54	17.95	32.73	9.53	17.37
1893-94	22.8	74.6	141.4	189.6	36.3	17.3	127.6	385	98.05	17.56	31.93	9.26	16.85
1894-95	22.7	76.0	142.2	187.2	37.0	16.4	130.9	408	96.01	17.73	30.83	9.47	16.47
1895-96	22.5	76.0	143.4	188.6	36.6	17.6	136.8	437	98.90	17.62	29.55	9.34	15.67
1896-97	21.8	76.8	144.6	188.2	36.6	17.8	122.3	403	97.06	17.71	29.62	9.41	15.74
1897-98	21.0	77.0	144.5	187.8	37.0	17.7	122.6	410	97.23	17.59	27.33	9.37	14.55
Western Division:													
1891-92	13.9	70.7	137.1	194.1	36.9	13.8	124.8	312	154.00	23.67	44.52	12.30	22.95
1892-93	13.3	69.9	138.5	191.1	35.9	13.8	123.4	318	156.23	24.05	48.16	12.59	25.21
1893-94	12.7	71.1	135.6	190.8	36.5	16.1	121.3	297	151.07	24.07	38.26	12.61	20.05
1894-95	14.2	73.2	136.4	186.3	37.4	14.8	122.7	335	138.40	22.83	36.14	12.26	19.40
1895-96	11.8	72.6	136.9	188.4	36.9	13.6	127.2	334	136.96	22.72	35.02	12.06	18.58
1896-97	9.3	73.8	136.0	184.2	35.6	15.5	125.2	339	121.83	22.73	34.26	12.34	18.60
1897-98	9.2	72.3	133.8	185.3	34.1	14.8	121.2	329	123.70	23.52	35.14	12.70	18.97

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98.*

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	ALABAMA.										
1	Anniston*	11,000	7-21	3,300	700	500	637	1,137	936	176	164,824
2	Birmingham	40,000	7-21	9,275	600	1,254	1,445	2,699	2,231	158	352,498
3	Huntsville	10,000	7-21	2,290	200	417	456	873	636	*160	a101,760
4	Mobile (city and county)	65,000	7-21	24,043	2,600	3,912	4,180	8,092	5,449	144	784,656
5	Montgomery	25,000	7-21	5,207	500	1,132	1,337	2,469	1,787	143	255,144
6	Selma	10,000	6-21	2,900	300	542	500	1,042	857	160	137,120
	ARKANSAS.										
7	Fort Smith	18,000	6-21	4,086	500	1,178	1,353	2,531	1,890	178	336,420
8	Hot Springs*	12,000	6-21	3,614	60	1,316	1,282	2,598	1,720	178	306,160
9	Little Rock	38,500	6-21	8,824	300	2,450	2,754	5,204	3,780	b177	641,123
10	Pinebluff	20,000	6-21	3,499	112	909	1,107	2,016	1,283	174	223,242
	CALIFORNIA.										
11	Alameda	15,510	5-17	3,460	211	1,564	1,515	3,079	2,249	193	433,211
12	Berkeley	13,000	5-17	2,822	180	1,475	1,456	2,931	2,010	193	387,930
13	Eureka	7,000	6-17	1,841	28	798	823	1,621	1,396	194	268,920
14	Fresno*	12,000	5-17	1,814	45	878	965	1,843	1,214	.....	.....
15	Los Angeles	103,079	5-17	23,384	1,292	9,557	10,091	19,648	14,708	183	2,691,532
16	Oakland	60,000	5-17	13,857	.....	6,320	5,943	12,263	8,588	198	1,700,467
17	Pasadena	12,000	5-17	2,823	193	1,161	1,202	2,363	1,724	171	294,770
18	Sacramento	32,000	5-17	5,440	326	2,667	2,569	5,236	3,561	196	697,956
19	San Bernardino	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
20	San Diego	17,000	5-17	3,617	175	1,996	1,780	3,776	2,689	180	484,020
21	San Francisco	340,000	5-17	74,122	8,473	24,986	25,115	50,101	35,116	198	6,605,320
22	San Jose	22,000	5-17	5,360	364	2,057	2,118	4,175	3,038	194	624,676
23	Santa Cruz*	9,000	5-17	2,156	186	864	860	1,724	1,232	190	233,955
24	Stockton	20,000	5-17	3,569	427	1,571	1,528	3,099	2,224	192	427,077
	COLORADO.										
25	Colorado Springs	25,000	6-21	4,577	200	1,919	1,954	3,873	2,720	185	503,200
26	Cripplecreek	20,000	6-21	2,100	40	700	700	1,400	1,250	174	217,500
	Denver:										
27	District No. 1	75,000	6-21	15,005	.....	6,797	7,095	13,892	9,081	185	1,679,985
28	District No. 2	35,000	6-21	8,507	250	3,439	3,609	7,048	4,840	181	876,118
29	District No. 7	7,000	6-21	976	0	482	453	935	805	184	146,532
30	District No. 17	.....	6-21	5,532	.....	2,289	2,378	4,667	3,223	188	615,398
31	Leadville	12,000	6-21	1,977	600	904	914	1,818	1,249	174	219,348
	Pueblo:										
32	District No. 1	40,000	6-21	3,949	*55	1,124	1,133	2,257	1,544	182	281,082
33	District No. 20		6-21	2,973	150	1,159	1,165	2,324	1,642	175	287,350
34	Trinidad*	9,000	6-21	1,640	.....	718	708	1,421	980	190	186,257
	CONNECTICUT.										
35	Ansonia	13,000	4-16	2,801	128	1,149	1,129	2,278	1,800	188	355,178
36	Bridgeport	61,634	4-16	14,377	2,164	4,567	4,580	9,147	7,280	181	1,317,723
37	Bristol	8,736	4-16	1,919	5	.....	.....	1,973	1,388	195	270,660
38	Danbury	20,000	4-16	4,735	1,020	.....	.....	2,863	2,364	200	472,800
39	Greenwich c	12,000	4-16	921	150	331	468	799	518	d85	95,830
40	Hartford	75,965	4-16	13,809	*1,600	.....	.....	10,445	7,124	191	1,360,684

* Statistics of 1896–97.
a Estimated.
b On account of smallpox, the colored schools were open only 157 days.
c The "Greenwich school" only.
d The schools were closed three weeks because of measles.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	CONNECTICUT—cont'd.										
	Manchester:										
41	Town schools	9,000	4–16	1,017	0	.....	.....	916	*734	180	*a* 132,120
42	District No. 9 (south)	5,500	4–16	1,168	4	.....	.....	1,280	933	180	167,940
43	Meriden	30,000	4–16	5,871	.....	.....	.....	4,222	3,248	200	649,600
44	Middletown	10,000	4–16	1,868	400	.....	.....	1,268	1,018	184	187,432
45	New Britain	25,000	4–16	4,987	1,400	1,778	1,824	3,602	2,724	184	500,416
46	New Haven	110,000	4–16	21,648	2,898	.....	.....	16,559	12,981	200	2,596,200
47	New London	16,500	4–16	3,078	430	.....	.....	2,566	1,750	188	329,000
48	Norwalk	22,525	4–16	4,427	623	.....	.....	3,491	2,536	200	507,200
49	Norwich (Central district)	.....	4–16	1,433	400	.....	.....	1,182	861	188	162,432
50	Rockville* (Vernon)	.....	4–16	1,798	458	.....	.....	1,430	1,082	182	196,924
51	Stamford	20,000	4–16	4,371	700	1,896	1,783	3,679	2,228	196	436,688
52	Torrington	12,000	4–16	2,353	756	672	953	1,625	1,462	195	285,090
53	Wallingford (Central district)	8,000	4–16	1,525	10	777	740	1,517	1,179	191	224,599
54	Waterbury	40,000	4–16	10,017	1,603	2,945	2,764	5,709	4,738	200	947,620
55	Windham	10,000	4–16	1,996	792	.....	.....	1,565	997	200	199,400
	DELAWARE.										
56	Wilmington	70,000	6–21	.....	.....	.....	.....	10,765	7,879	196	1,544,284
	DIST. OF COLUMBIA.										
	Washington:										
57	First 8 divisions *b*	280,000	.....	.....	*5,000	15,413	16,310	31,723	24,343	185	4,505,408
58	9th to 11th divisions *c*		.....	.....	*300	.....	.....	12,975	10,040	183	1,837,320
	FLORIDA.										
59	Jacksonville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Key West	.....	.....	.....	*1,250	1,084	1,057	2,141	1,447	155	227,080
61	Pensacola	16,000	6–21	3,800	350	820	966	1,786	1,356	145	212,968
62	Tampa	26,000	6–21	4,981	1,000	896	868	1,764	1,196	160	176,308
	GEORGIA.										
63	Americus	10,000	6–18	2,068	30	635	795	1,430	1,170	180	201,600
64	Athens	10,000	6–18	3,111	225	750	803	1,553	1,060	178	186,886
65	Atlanta	117,864	6–18	18,299	.....	6,692	7,646	14,338	9,581	190	1,820,390
66	Augusta	45,000	6–18	12,745	1,000	3,645	3,895	7,540	6,250	165	1,031,250
67	Brunswick	12,000	6–18	2,210	200	514	691	1,205	760	180	136,800
68	Columbus	25,000	6–18	4,439	300	1,065	1,325	2,390	1,928	177	340,109
69	Macon city and county	28,000	6–18	14,008	600	3,287	4,023	7,310	4,664	182	848,848
70	Rome	8,000	6–18	2,293	150	745	755	1,500	1,154	183	211,182
71	Savannah	65,000	6–18	12,216	*200	2,643	3,185	5,828	4,692	184	863,328
	ILLINOIS.										
72	Alton	14,000	6–21	3,500	500	897	915	1,812	1,413	187	264,231
	Aurora:										
73	Dist. No. 4 (west)	6,000	6–21	1,608	0	716	739	1,455	1,070	190	206,646
74	Dist. No. 5 (east)	18,000	6–21	5,383	806	1,446	1,503	2,949	2,291	195	445,598
75	Austin	10,236	6–21	2,598	150	901	982	1,883	1,712	190	324,960
76	Belleville	18,500	6–21	5,783	1,103	1,436	1,322	2,758	2,420	196	471,607
77	Bloomington	25,000	6–21	7,926	500	2,045	2,123	4,168	3,344	170	568,531

* Statistics of 1896–97.
a Approximate.
b White schools principally.
c Colored schools.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	ILLINOIS—continued.										
78	Cairo	15,500	6-21	3,965	258	998	1,140	2,138	1,710	183	312,946
79	Canton	8,000	6-20	2,091	0	834	903	1,737	1,396	176	245,974
80	Champaign	9,238	6-21	2,475	300	812	795	1,607	1,154	183	211,182
81	Chicago	1,851,588	6-21	571,375	91,341	118,214	118,025	236,239	187,034	195	37,406,873
82	Danville	20,000	6-21	3,737	540	1,370	1,468	2,838	2,097	195	396,632
83	Decatur	25,500	6-21	6,697	.....	2,138	2,249	4,387	3,333	188	626,604
	East St. Louis:										
84	District No. 1	35,000	6-21	5,524	800	1,283	1,355	2,638	1,845	199	367,163
85	District No. 2, T. 2 N., R. 9 W., 3d P. M		6-21	1,768	.....	565	470	1,035	606	200	140,410
86	District No. 2, T. 2 N., R. 10 W.*		6-21	.....	10	110	90	200	.....	195	.....
87	Elgin	21,226	6-21	5,589	720	.....	.....	3,900	3,197	180	596,424
	Evanston:										
88	District No. 1	10,500	6-21	2,699	200	838	813	1,651	1,281	190	243,458
89	Dist. No. 2 (South Evanston)	6,116	6-21	1,728	325	464	499	963	756	190	143,775
90	Dist. No. 3* (No. Evanston)	1,366	7-21	413	20	131	145	276	214	187	40,060
91	Freeport	15,000	.....	.....	800	1,082	1,124	2,206	1,850	195	327,300
92	Galesburg	22,500	6-21	5,133	500	1,618	1,778	3,396	2,730	173	472,290
93	Jacksonville	16,000	6-21	3,889	400	1,186	1,257	2,443	1,835	172	320,928
94	Joliet	31,613	6-21	8,975	1,264	2,804	2,670	5,474	4,275	183	790,886
95	Kankakee	12,000	6-21	3,429	800	837	822	1,659	1,321	175	231,308
96	Kewanee	8,000	6-21	2,175	333	684	712	1,396	1,220	175	213,500
97	Lasalle	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
98	Lincoln	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
99	Mattoon	10,500	6-21	2,704	180	917	949	1,866	1,433	179	245,449
100	Moline	18,000	6-21	4,705	271	1,633	1,646	3,279	2,730	177	483,604
101	Monmouth	8,000	6-21	2,035	0	800	922	1,722	1,463	200	292,740
102	Oak Park	8,298	6-21	2,215	100	918	915	1,833	1,400	187	271,945
103	Ottawa	13,000	6-21	3,196	500	904	879	1,783	1,423	193	275,759
104	Pekin*	10,000	6-21	2,350	250	812	757	1,569	1,136	172	195,314
105	Peoria	50,000	6-21	17,709	1,846	4,536	4,415	8,951	7,141	194	1,385,280
106	Quincy	36,000	6-21	10,600	2,500	2,537	2,500	5,037	3,445	195	671,775
107	Rockford	35,000	6-21	8,130	190	2,793	2,774	5,567	4,283	189	809,411
108	Rock Island	22,000	6-21	4,975	950	1,661	1,727	3,388	2,818	177	498,788
109	Springfield	33,365	6-21	10,307	1,400	2,761	2,724	5,485	4,279	181	992,785
	Sterling:										
110	Dist. No. — (Lincoln schools)*	.....	6-21	.....	.....	100	92	192	140	189	26,403
111	Dist. No. 3 (Sterling schools)	8,000	6-21	872	120	375	377	752	616	187	114,791
112	Dist. No. 8 (Wallace schools)	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
113	Streator	11,500	5-21	5,173	550	1,299	1,425	2,724	2,000	185	369,390
	INDIANA.										
114	Anderson	22,000	6-21	5,449	300	1,747	1,771	3,518	2,223	180	400,220
115	Bloomington	8,509	6-21	1,687	18	759	743	1,502	1,130	178	201,140
116	Brazil	7,500	6-21	2,416	200	864	999	1,863	1,353	158	213,774
117	Columbus	8,000	6-21	2,138	175	803	816	1,619	1,240	174	215,760
118	Crawfordsville	10,000	6-21	1,891	125	720	800	1,520	1,190	180	221,400
119	Elkhart	15,000	6-21	3,546	200	1,380	1,294	2,674	2,168	180	390,386
120	Evansville	68,000	6-21	10,326	.....	4,103	4,153	8,256	6,470	193	1,248,672
121	Fort Wayne	50,000	6-21	13,284	4,000	2,649	2,667	5,316	4,407	186	818,498
122	Frankfort	8,500	6-21	2,024	50	928	909	1,837	1,376	180	247,680

*Statistics of 1896-97.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	INDIANA—continued.										
123	Goshen	10,000	6-21	2,002	50	783	864	1,647	1,327	180	238,860
124	Hammond	14,000	6-21	3,143	880	723	706	1,429	1,060	190	203,225
125	Huntington	10,000	6-21	2,817	600	892	956	1,848	1,497	177	264,255
126	Indianapolis	185,000	6-21	36,805	*2,687	16,829	17,024	33,853	20,250	187	3,780,788
127	Jeffersonville	14,500	6-21	2,964	.....	880	999	1,879	1,506	172	259,032
128	Kokomo	12,000	6-21	3,069	150	1,137	1,153	2,290	1,854	176	326,304
129	Lafayette	20,000	6-21	5,716	1,000	1,725	1,776	3,501	2,373	185	439,005
130	Laporte	10,000	6-21	2,402	400	670	593	1,263	1,047	174	180,105
131	Logansport*	16,000	6-21	4,450	700	1,394	1,463	2,857	2,216	178	394,448
132	Madison	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
133	Marion	.....	.....	.....	0	1,769	1,834	3,603	2,589	180	466,031
134	Michigan City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
135	Muncie*	20,000	6-21	5,073	250	1,634	1,806	3,440	2,516	180	452,846
136	New Albany	25,000	6-21	5,808	600	1,864	1,860	3,724	3,000	180	540,000
137	Peru	8,000	6-21	2,800	500	700	800	1,500	.....	200	.....
138	Richmond	20,000	6-21	4,902	500	1,640	1,568	3,208	2,606	188	488,625
139	Shelbyville	8,000	6-21	2,002	100	725	738	1,463	1,131	175	197,359
140	South Bend*	29,000	6-21	8,663	2,300	1,761	1,752	3,513	2,853	177	504,981
141	Terre Haute	38,500	6-21	10,572	884	3,462	3,414	6,876	5,205	195	1,014,975
142	Valparaiso	8,000	6-21	1,529	225	761	543	1,304	1,149	177	202,729
143	Vincennes	12,000	6-21	2,938	700	880	765	1,645	1,204	196	235,984
144	Wabash	10,500	6-21	2,390	0	859	959	1,818	1,582	190	300,580
145	Washington	12,000	6-21	2,751	600	841	823	1,664	1,582	176	224,828
	IOWA.										
146	Boone	11,000	5-21	2,900	125	1,100	1,200	2,300	1,750	175	296,270
147	Burlington	30,000	5-21	8,150	1,000	2,194	2,154	4,348	3,620	186	673,320
148	Cedar Rapids	27,000	5-21	7,909	600	2,429	2,448	4,877	4,142	180	745,560
149	Clinton	17,000	5-21	6,292	400	1,705	1,841	3,546	2,712	185	501,720
150	Council Bluffs	25,000	5-21	7,823	783	2,359	2,423	4,782	3,605	175	630,788
151	Creston	9,000	5-21	2,512	150	937	955	1,892	1,361	177	240,880
152	Davenport	36,000	5-21	10,935	1,000	2,968	2,906	5,874	4,926	192	945,830
	Des Moines:										
153	East side	17,000	5-21	5,418	350	2,045	2,116	4,161	3,054	176	537,416
154	North side	.....	5-21	1,793	*20	704	752	1,456	1,110	175	172,022
155	West side*	30,000	5-21	8,059	400	.....	.....	4,697	3,380	177	597,806
156	Dubuque	42,000	5-21	12,747	2,500	2,769	2,689	5,458	4,185	184	770,040
157	Fort Dodge	12,000	5-21	2,410	250	791	815	1,606	1,279	180	230,220
158	Fort Madison	10,000	6-21	2,958	600	736	744	1,480	1,169	171	199,847
159	Iowa City*	8,000	5-21	3,689	500	.....	.....	1,534	1,088	185	201,280
160	Keokuk*	14,287	5-21	4,741	.....	.....	.....	2,571	2,164	180	389,520
161	Marshalltown	12,500	5-21	3,164	150	1,098	1,212	2,310	*1,752	175	*306,609
162	Muscatine	13,500	5-21	4,060	200	1,340	1,283	2,023	2,081	181	376,094
163	Oskaloosa*	10,500	5-21	2,927	20	989	1,049	2,038	1,532	176	269,632
164	Ottumwa	18,000	5-21	4,805	150	1,985	2,168	4,153	3,140	182	571,490
165	Sioux City	40,000	5-21	11,291	800	2,881	2,850	5,731	4,657	170	791,738
	Waterloo:										
166	East side*	5,244	.....	.....	.....	.....	.....	1,764	985	180	177,300
167	West side	.....	5-21	1,186	24	457	486	943	659	176	115,984
	KANSAS.										
168	Arkansas City	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
169	Atchison	16,000	5-21	5,123	500	1,034	1,169	2,203	1,697	176	296,388
170	Emporia	8,970	5-21	2,835	*300	1,026	1,090	2,116	1,645	178	292,810
171	Fort Scott	11,400	5-21	4,157	100	1,203	1,401	2,604	1,997	160	337,004
172	Hutchinson	10,000	5-21	2,743	*50	997	1,117	2,114	1,676	170	284,920
173	Kansas City	45,000	5-21	13,397	915	3,880	4,338	8,218	6,174	178	1,020,450

*Statistics of 1896-97.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days* attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	KANSAS—continued.										
174	Lawrence	10,953	5–21	4,038	.....	1,283	1,284	2,567	2,150	175	376,250
175	Leavenworth	19,861	5–21	7,131	800	.....	.....	3,533	2,778	176	488,928
176	Ottawa	8,005	5–21	2,613	300	798	951	1,749	1,353	173	234,069
177	Parsons*	8,000	5–21	2,431	200	891	943	1,834	1,391	180	250,380
178	Pittsburg	13,000	5–21	3,570	150	1,125	1,081	2,206	1,482	175	259,350
179	Topeka	40,000	5–21	9,764	600	3,131	3,581	6,712	5,218	170	887,060
180	Wichita	25,000	5–21	7,282	500	2,128	2,228	4,356	3,352	175	584,837
	KENTUCKY.										
181	Bowling Green*	10,000	6–20	2,484	200	674	741	1,415	1,055	185	195,181
182	Covington*	60,000	6–20	17,529	3,867	2,090	2,244	4,334	3,390	192	643,680
	Frankfort:										
183	White school	10,000	6–20	1,562	*175	508	538	1,046	695	195	125,725
184	Colored school		6–20	909	50	241	281	522	329	195	64,155
185	Henderson	12,000	6–20	3,011	300	884	898	1,782	1,005	200	201,040
186	Hopkinsville (white only)	8,000	6–20	970	50	339	466	805	603	198	119,375
187	Lexington*	30,000	6–20	9,857	1,525	2,186	2,308	4,494	3,130	180	563,400
188	Louisville	215,000	6–20	55,919	8,000	13,114	13,815	26,929	20,588	193	3,973,484
189	Maysville*	10,500	6–20	1,821	250	409	371	780	499	200	99,800
190	Newport*	20,000	6–20	9,071	1,200	1,814	1,865	3,679	3,113	200	622,600
191	Owensboro	14,000	6–20	3,093	525	1,022	1,061	2,083	1,608	180	289,445
192	Paducah	19,000	6–20	4,647	150	1,304	1,460	2,764	1,954	186	363,440
	LOUISIANA.										
193	Baton Rouge	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
194	New Orleans	275,000	6–18	75,000	7,066	14,205	15,317	29,522	21,694	a157	3,405,958
195	Shreveport*	22,000	.....	.....	250	832	899	1,731	873	173	151,029
	MAINE.										
196	Auburn	14,000	4–21	4,121	150	1,113	1,485	2,598	1,941	180	349,380
197	Augusta	12,000	4–21	3,111	260	.....	.....	1,538	1,187	175	207,725
198	Bangor	25,000	4–21	6,111	700	1,654	1,807	3,461	3,155	175	553,000
199	Bath	8,500	4–21	2,497	0	931	876	1,807	1,442	167	301,769
200	Biddeford	18,000	4–21	5,266	1,400	.....	.....	1,627	1,209	171	185,877
201	Calais	8,500	4–21	2,580	60	578	813	1,391	1,130	160	180,860
202	Lewiston	25,000	5–21	7,645	1,656	.....	.....	3,000	1,979	185	366,115
203	Portland	40,000	4–21	11,265	1,500	3,497	2,786	6,283	4,675	183	855,525
204	Rockland	8,000	4–21	2,172	25	669	781	1,450	1,183	155	183,365
205	Waterville	.....	4–21	2,775	350	579	658	1,237	1,158	167	154,433
	MARYLAND.										
206	Baltimore	500,000	6–21	110,731	*16,000	39,161	39,381	78,542	53,209	194	10,322,546
207	Cumberland	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
208	Frederick	9,000	.....	.....	.....	704	777	1,481	898	167	149,985
209	Hagerstown	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.										
210	Adams	10,000	5–14	2,134	75	.....	.....	2,235	1,723	184	317,032
211	Amesbury	9,984	5–15	1,660	400	620	626	1,246	1,136	195	205,514
212	Attleboro	8,288	5–15	1,627	25	1,030	998	2,028	1,412	197	278,164
213	Beverly	11,802	5–15	2,031	30	.....	.....	2,145	1,723	200	242,900
214	Boston	516,256	5–15	83,097	12,681	43,672	41,648	85,320	74,936	200	14,987,200

* Statistics of 1896–97.

a The schools were opened later than usual because of the prevalence of fever.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MASSACHUSETTS—continued.										
215	Brockton	35,000	5–15	6,114	659	.....	.....	*5,872	*5,125	192	a984,000
216	Brookline	17,000	5–15	2,694	189	1,705	1,702	3,407	2,785	198	611,028
217	Cambridge	88,476	8–14	8,587	2,512	.....	.....	14,373	11,397	200	2,279,400
218	Chelsea	33,000	5–15	5,771	950	3,002	2,990	5,992	4,459	200	898,400
219	Chicopee	18,500	8–14	1,746	731	1,437	1,221	2,658	1,822	193	351,704
220	Clinton	11,497	5–15	2,300	301	1,047	1,006	2,053	1,688	193	325,784
221	Danvers	8,700	5–15	1,356	*17	827	821	1,648	1,291	190	245,290
222	Everett*	18,575	5–15	3,638	0	.....	.....	4,837	3,432	166	569,712
223	Fall River	101,106	5–15	20,006	4,438	8,356	7,977	16,333	11,361	189	2,147,229
224	Fitchburg	30,000	5–15	5,527	1,500	2,630	2,434	5,064	3,611	183	850,000
225	Framingham	10,000	5–15	1,812	0	1,125	1,128	2,253	1,871	175	327,525
226	Gardner	10,000	5–15	1,700	0	880	922	1,802	1,434	189	271,001
227	Gloucester	29,000	5–15	4,108	*300	2,168	2,271	4,439	4,140	190	786,600
228	Greenfield	8,000	5–15	1,197	14	717	781	1,498	1,171	197	230,102
229	Haverhill	35,036	5–15	5,819	1,660	.....	.....	5,330	4,289	183	782,743
230	Holyoke*	44,159	5–15	8,795	4,190	.....	.....	5,695	3,983	194½	774,694
231	Hydepark	14,000	5–15	2,190	675	793	789	1,582	1,492	188	280,496
232	Lawrence	57,000	5–15	9,816	2,200	.....	.....	8,037	6,344	194	1,230,736
233	Leominster*	9,211	5–15	1,555	0	.....	.....	1,849	1,463	190	277,970
234	Lowell	90,000	5–15	14,432	4,500	6,862	6,642	13,504	9,307	180	1,675,420
235	Lynn	65,000	5–15	10,297	1,000	5,148	5,323	10,471	8,599	183	1,568,317
236	Malden	32,000	5–15	5,303	934	.....	.....	5,897	4,501	190	855,190
237	Marlboro	14,789	5–15	3,287	433	1,381	1,418	2,799	2,325	177	411,525
238	Medford	15,601	5–15	2,678	25	1,806	1,850	3,666	2,617	198	518,166
239	Melrose*	13,050	5–15	2,359	20	.....	.....	2,251	1,999	193	385,807
240	Milford	9,500	5–14	1,310	250	774	875	1,649	1,308	b175	241,980
241	Natick	9,000	8–14	932	6	887	981	1,868	1,574	188	295,991
242	New Bedford	62,000	8–14	6,506	4,926	4,496	4,385	8,881	6,733	186	1,252,338
243	Newburyport	14,554	5–15	2,305	619	.....	.....	1,932	1,533	200	326,600
244	Newton	28,000	5–15	5,054	762	2,828	2,799	5,627	4,497	195	876,915
245	North Adams	23,000	5–15	3,985	1,243	1,895	1,900	3,795	2,651	180	473,180
246	Northampton	17,800	5–15	2,844	460	1,347	1,328	2,675	2,151	c195	404,738
247	Peabody*	11,000	5–15	1,464	400	967	824	1,791	1,386	194	268,874
248	Pittsfield	21,226	5–15	3,946	162	2,196	2,225	4,421	3,307	191	607,185
249	Plymouth	7,956	5–15	1,314	0	857	812	1,669	1,240	182	225,680
250	Quincy	23,000	8–14	2,711	225	2,694	2,406	5,100	4,124	181	846,444
251	Revere	9,000	5–15	2,252	150	993	1,173	2,166	1,700	187	317,900
252	Salem	36,000	5–15	6,154	2,219	2,492	2,149	4,641	3,603	200	720,600
253	Somerville	56,000	8–14	5,449	1,386	4,421	4,656	9,077	8,144	186	1,514,784
254	Southbridge	8,250	5–15	1,708	531	648	627	1,275	817	182	148,252
255	Spencer	8,747	5–15	1,744	483	609	725	1,334	1,157	c180	219,830
256	Springfield	56,689	5–15	8,814	1,405	4,979	4,482	9,461	7,379	191	1,409,427
257	Taunton	28,000	8–14	2,972	613	2,317	2,103	4,420	3,714	c190	708,540
258	Wakefield	8,700	5–15	1,563	*20	.....	.....	1,893	1,497	185	276,945
259	Waltham	22,000	8–14	2,100	1,100	1,411	1,583	2,994	2,463	186	458,061
260	Watertown	8,000	5–15	1,244	400	575	715	1,290	968	190	245,100
261	Westfield	11,000	8–14	1,106	*0	1,182	1,143	2,325	1,723	193	332,539
262	West Springfield	8,000	8–14	1,253	*0	775	881	1,656	1,259	183	119,115
263	Weymouth	11,600	5–15	1,871	0	1,150	1,230	2,380	1,810	190	343,900
264	Woburn*	14,176	5–15	3,135	205	1,514	1,254	2,768	2,239	200	447,800
265	Worcester	103,000	5–15	18,940	2,033	10,233	9,771	20,004	15,134	182	2,754,388
	MICHIGAN.										
266	Adrian	9,541	5–20	2,566	350	837	821	1,658	1,307	191	249,248
267	Alpena	12,500	5–20	4,489	1,500	978	1,085	2,063	1,416	178	230,513
268	Ann Arbor	12,000	5–20	3,063	320	1,274	1,104	2,378	1,997	190	379,346
269	Battlecreek	20,000	5–20	.....	*260	1,425	1,600	3,025	2,412	193	465,516

* Statistics of 1896–97.
a Estimated.
b High schools were in session 195 days.
c The high school was in session 200 days.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MICHIGAN—cont'd.										
270	Bay City	33,000	5-20	9,409	2,000	2,662	2,966	5,628	4,488	195	875,145
271	Detroit	300,000	5-20	75,569	15,378	19,395	17,736	37,131	28,529	192	5,477,568
272	Escanaba	8,500	5-20	2,394	800	583	638	1,221	855	193	176,150
273	Flint	11,000	5-20	2,710	150	1,000	1,150	2,150	1,850	195	360,750
274	Grand Haven	5,130	6-20	1,734	130	721	649	1,370	1,196	188	219,268
275	Grand Rapids	100,000	5-20	25,890	3,514	10,705	10,729	21,434	12,437	195	3,487,421
276	Holland	10,000	5-20	2,458	0	938	901	1,839	1,459	195	283,009
277	Iron Mountain	10,000	5-20	2,732	0	935	886	1,821	1,755	180	314,780
278	Ironwood	10,000	5-20	2,525	500	1,120	997	2,117	1,725	200	345,000
279	Ishpeming*	12,500	5-20	3,707	500	.....	.....	2,697	*2,139	198	*423,522
	Jackson:										
280	District No. 1*	25,000	5-20	.....	.....	1,187	1,160	2,347	1,926	191	367,866
281	District No. 17*		5-20	2,810	425	917	886	1,803	*1,240	186	*230,640
282	Kalamazoo	23,000	5-20	5,542	800	1,933	2,007	3,940	3,226	172	641,766
283	Lansing	20,000	5-20	4,250	350	1,492	1,621	3,113	*2,608	189	492,912
284	Ludington	8,500	5-20	2,553	450	854	846	1,700	1,448	176	261,437
285	Manistee	13,500	5-20	5,095	650	1,782	1,611	3,393	2,500	196	490,000
286	Marquette	10,000	5-20	2,825	400	1,053	959	2,012	1,408	188	270,295
287	Menominee	14,000	5-21	4,040	300	.....	.....	2,965	2,300	190	437,000
288	Muskegon	22,000	5-20	6,702	*500	2,592	2,618	5,210	3,626	173	627,298
289	Owosso*	10,000	5-20	2,340	300	.....	.....	2,120	1,541	171	263,511
290	Port Huron	19,300	5-20	5,804	875	1,800	1,689	3,489	2,696	193	485,363
	Saginaw:										
291	East side	30,000	6-20	7,945	.....	2,691	2,683	5,374	4,026	192	772,992
292	West side	.....	5-20	5,335	400	1,801	1,849	3,650	3,420	200	684,000
293	Sault Ste. Marie	8,000	5-21	2,193	200	765	890	1,655	1,238	190	235,190
294	Traverse City	9,000	5-20	2,123	300	883	997	1,880	1,533	180	267,612
295	West Bay City	14,000	5-20	4,170	250	1,368	1,385	2,753	2,141	193	386,212
	MINNESOTA.										
296	Brainerd	10,000	5-21	1,998	0	601	1,202	1,803	1,366	180	245,918
297	Duluth*	.....	.....	.....	.....	4,674	4,939	9,613	7,376	195	1,438,320
298	Faribault	8,600	5-21	2,000	400	627	642	1,269	914	175	162,967
299	Mankato	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
300	Minneapolis	210,000	.....	.....	3,000	16,779	16,894	33,673	26,949	166	4,483,672
301	Red Wing	8,000	5-21	2,000	150	892	837	1,729	1,427	180	256,781
302	St. Cloud	9,127	6-21	3,234	1,200	659	602	1,261	1,029	169	184,498
303	St. Paul	150,000	.....	.....	.....	11,750	12,040	23,790	18,659	190	3,537,955
304	Stillwater	12,000	.....	.....	.....	.....	.....	2,066	1,712	175	308,164
305	Winona	22,000	5-21	.....	1,500	1,689	1,685	3,374	3,066	190	582,531
	MISSISSIPPI.										
306	Columbus	6,000	5-21	2,400	10	617	743	1,360	810	180	145,800
307	Jackson*	10,000	5-21	2,763	150	696	804	1,500	1,050	180	189,000
308	Meridian	.....	5-21	4,000	700	885	1,065	1,950	1,436	157	225,405
309	Natchez*	15,000	.....	.....	.....	635	770	1,405	833	180	149,940
310	Vicksburg*	.....	.....	.....	.....	847	1,154	2,001	1,838	180	330,840
	MISSOURI.										
311	Carthage	10,000	6-20	2,337	50	1,011	1,115	2,126	1,558	180	280,440
312	Chillicothe	8,000	6-20	1,829	100	708	773	1,481	1,061	180	189,000
313	Clinton*	7,000	6-20	2,167	25	776	834	1,610	1,168	180	210,458
314	Hannibal	15,000	6-20	4,313	300	1,089	1,361	2,450	1,890	177	334,416
315	Independence	8,000	5-20	.....	200	805	815	1,620	1,127	176	197,386
316	Jefferson City	9,000	6-20	2,630	450	560	580	1,140	895	180	161,100
317	Joplin	20,000	6-20	.....	60	1,842	1,859	3,701	2,662	160	417,488

* Statistics of 1896-97.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MISSOURI—cont'd.										
318	Kansas City	160,000	6–20	43,740	.....	11,051	12,153	23,204	16,887	180	3,039,660
319	Moberly *	11,000	6–20	3,930	250	834	947	1,781	1,277	176	223,604
320	Nevada	10,500	6–20	2,681	120	906	923	1,829	1,503	177	266,231
321	St. Charles *	9,000	6–20	2,025	500	885	909	1,794	668	198	123,624
322	St. Joseph	70,000	6–20	25,574	1,200	4,104	4,406	8,510	6,267	180	1,080,852
323	St. Louis	638,571	6–20	169,772	26,000	37,111	38,811	75,922	55,077	194	10,684,938
324	Sedalia	22,000	6–20	4,794	400	1,756	1,874	3,630	2,824	180	508,320
325	Springfield	25,000	5–20	.....	*500	2,574	2,616	5,190	3,382	160	601,308
326	Trenton	8,000	6–20	.....	50	698	779	1,477	1,032	170	175,440
327	Webb City	8,000	6–21	2,009	100	761	766	1,527	1,096	178	197,360
	MONTANA.										
328	Butte *	40,000	6–21	6,354	500	2,331	2,335	4,666	3,338	175	577,780
329	Greatfalls	12,000	6–21	1,979	.....	803	808	1,611	1,198	182	218,046
330	Helena	15,000	6–21	2,552	150	1,010	1,210	2,220	1,588	171	271,377
	NEBRASKA.										
331	Beatrice	10,000	5–21	.....	50	1,038	1,075	2,113	1,697	173	293,610
332	Fremont	10,000	5–21	2,558	200	974	969	1,943	1,516	176	265,009
333	Grand Island	9,000	5–21	2,441	250	891	922	1,813	1,455	178	262,067
334	Hastings	13,500	5–21	2,566	100	794	908	1,702	1,284	178	228,546
335	Kearney	8,000	5–21	2,800	20	720	844	1,564	1,039	175	181,954
336	Lincoln	45,000	5–21	11,111	1,000	3,199	3,247	6,446	4,819	174	838,506
337	Nebraska City	11,000	.....	.....	100	734	797	1,531	1,125	176	200,243
338	Omaha	140,452	5–21	32,892	*3,500	9,126	9,145	18,271	13,864	187	2,592,568
339	Plattsmouth	8,000	5–21	1,350	250	604	653	1,257	924	174	160,776
340	South Omaha	14,000	5–21	4,064	150	1,558	1,617	3,175	2,054	180	369,773
	NEW HAMPSHIRE.										
341	Concord (Union district)	15,000	5–20	2,933	315	1,232	1,255	2,487	1,960	190	372,221
342	Dover	15,000	5–16	2,040	600	859	807	1,666	1,333	185	246,605
343	Keene (Union district)	8,000	8–14	1,071	125	739	696	1,435	1,092	180	196,560
344	Laconia	11,000	5–16	1,445	.....	746	816	1,562	1,076	159	171,084
345	Manchester *	55,000	5–16	9,374	.....	2,772	2,610	5,382	3,651	175	638,925
346	Nashua	25,000	5–16	4,200	1,500	1,366	1,359	2,725	2,361	166	391,926
347	Portsmouth *	10,000	6–16	1,498	250	749	777	1,526	1,054	190	202,260
	NEW JERSEY.										
348	Atlantic City	23,000	5–18	4,450	250	1,724	1,667	3,391	2,355	177	415,529
349	Bayonne	25,000	5–18	7,346	1,200	2,264	2,277	4,541	3,018	192	558,783
350	Bridgeton *	14,000	5–18	3,125	100	1,129	1,313	2,442	1,668	200	333,600
351	Camden	65,500	5–18	15,514	1,031	5,886	6,055	11,941	7,131	201	1,418,879
352	Elizabeth *	50,000	5–20	11,600	2,500	3,082	3,041	6,123	4,951	180	891,180
353	Harrison	10,000	5–18	3,300	1,000	420	380	800	700	180	126,000
354	Hoboken *	53,000	5–18	19,479	1,500	4,084	4,035	8,119	5,967	194½	1,160,470
355	Jersey City	.....	5–18	61,652	*8,119	14,246	14,315	28,561	20,142	191	3,848,576
356	Longbranch *	.....	.....	.....	78	1,229	1,213	2,442	1,753	179	314,878
357	Millville	12,000	5–18	2,745	135	998	1,142	2,140	1,474	210	309,598
358	Morristown	10,000	5–18	.....	*898	635	685	1,320	1,058	193	203,423
359	Newark *	225,000	5–18	55,941	8,347	16,258	16,334	32,592	22,895	187	4,510,989
360	New Brunswick *	.....	5–18	.....	1,116	1,342	1,336	2,678	2,096	188	410,844
361	Orange	23,000	5–18	5,374	1,800	1,337	1,387	2,724	1,854	197	352,027
362	Passaic	21,000	5–18	5,110	700	1,783	1,832	3,615	2,358	200	471,600

*Statistics of 1896–97.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NEW JERSEY—cont'd.										
363	Paterson	110,000	5–18	26,804	4,000	8,300	8,203	16,503	11,205	198	2,218,590
364	Perth Amboy	16,000	5–18	3,583	350	1,247	1,105	2,352	1,566	193	312,285
365	Phillipsburg	10,400	5–18	2,559	250	879	880	1,759	1,368	200	274,299
366	Plainfield	18,000	5–18	3,479	600	1,264	1,235	2,499	1,745	191	337,008
367	Rahway	12,000	5–20	1,610	200	691	675	1,366	993	193	191,835
368	Town of Union	15,000	5–18	3,832	300	1,472	1,475	2,947	2,113	199	420,542
369	Trenton*	.....	.....	.....	2,793	4,315	4,235	8,550	6,219	188	1,123,359
	NEW MEXICO.										
370	Albuquerque	12,000	5–21	1,800	900	650	750	1,400	a 1,028	167	a 171,676
	NEW YORK.										
371	Albany	100,000	4–18	19,867	4,960	6,768	6,647	13,415	10,577	183	1,935,591
372	Amsterdam	22,000	5–18	4,597	895	1,333	1,315	2,648	2,193	194	425,397
373	Auburn	28,500	5–18	5,483	1,150	1,799	1,940	3,739	3,045	184	560,416
374	Batavia	9,000	5–18	1,908	*300	859	984	1,843	1,148	190	217,798
375	Binghamton	45,000	4–18	7,338	450	3,490	3,689	7,179	5,675	196	1,134,866
376	Buffalo	383,000	5–18	76,600	18,647	28,865	27,853	56,718	40,806	193	7,875,558
377	Cohoes*	25,000	5–18	7,098	1,700	1,410	1,528	2,938	2,136	191	393,366
378	Corning	9,000	5–18	1,785	10	844	825	1,669	1,341	191	256,144
379	Cortland	10,000	5–18	1,898	461	576	542	1,118	844	194	163,795
380	Dunkirk	13,000	5–21	3,331	744	825	817	1,642	1,311	184	241,258
381	Elmira	42,500	4–18	7,010	1,000	2,777	2,763	5,540	4,471	194	867,405
382	Geneva	11,000	5–18	2,324	597	673	652	1,325	1,152	188	216,575
383	Glens Falls	12,000	5–18	2,713	500	826	879	1,705	1,117	195	217,933
384	Gloversville	15,000	5–18	3,331	80	1,515	1,613	3,128	2,418	195	471,497
385	Hornellsville*	12,000	5–18	2,526	400	989	1,033	2,022	1,558	189	294,235
386	Hudson	10,000	5–18	2,213	289	.....	.....	1,369	1,093	194	212,182
387	Ithaca	12,000	5–18	2,267	380	961	1,063	2,024	1,680	192	322,502
388	Jamestown	21,000	4–18	4,781	235	2,117	2,077	4,194	3,284	190	623,901
389	Johnstown	9,000	5–18	1,950	0	865	947	1,812	1,388	194	269,405
	Kingston:										
390	Kingston school district	25,000	5–18	2,990	510	1,167	1,168	2,335	1,747	194	346,248
391	District No. 2*		5–18	1,013	86	480	396	876	585	190	111,150
392	District No. 3		5–18	918	200	300	280	580	348	192	68,732
393	District No. 4		5–18	836	200	234	227	461	297	190	56,435
394	Lansingburg	12,012	5–18	2,699	500	1,094	1,084	2,178	1,652	187	314,590
395	Little Falls	10,000	5–18	1,900	550	682	609	1,291	1,042	192	201,143
396	Lockport*	.....	5–18	3,850	720	.....	.....	3,156	2,471	192	465,392
397	Malone	8,000	5–18	1,633	0	849	850	1,699	1,244	183	227,566
398	Middletown	14,000	5–18	2,868	243	1,168	1,161	2,329	1,745	192	330,726
399	Mount Vernon	20,000	5–18	3,794	559	1,778	1,394	3,172	2,595	195	506,025
400	Newburg	25,000	5–18	5,733	1,171	2,058	2,081	4,139	3,125	194	606,371
401	New Rochelle	14,000	5–18	3,005	475	1,256	1,238	2,494	1,710	195	333,460
402	New York	3,452,920	4–21	813,528	112,430	236,760	234,491	471,251	335,377	(196 to 196)	65,640,119
403	Niagara Falls	18,000	5–18	3,614	652	1,456	1,470	2,926	2,153	195	419,813
404	North Tonawanda	10,000	5–18	2,608	400	931	941	1,872	1,315	193	256,530
405	Ogdensburg*	.....	5–18	3,600	656	.....	.....	2,404	1,831	192	351,570
406	Olean	10,350	5–18	2,720	350	1,124	1,215	2,339	1,792	191	342,231
407	Oswego	25,000	5–18	5,392	1,131	1,970	1,951	3,921	3,143	194	609,742
	Peekskill:										
408	District No. 7 (Drum Hill)	10,500	5–18	1,235	250	490	467	957	656	191	125,141
409	District No. 8 (Oakside)		5–18	842	28	391	380	771	573	187	107,217

* Statistics of 1896–97. a Estimated.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NEW YORK—cont'd.										
410	Plattsburg*	9,600	5–21	2,300	125	945	768	1,713	1,287	185	238,057
411	Port Chester	8,000	5–18	2,300	344	699	673	1,372	900	192	172,800
412	Port Jervis	10,000	.....	.....	*113	966	1,016	1,982	1,599	193	308,653
413	Poughkeepsie*	23,500	5–21	6,250	778	1,800	1,810	3,610	2,722	191	519,902
414	Rensselaer	10,000	4–18	2,000	513	665	633	1,298	911	193	176,921
415	Rochester	170,000	5–21	56,000	8,650	11,488	11,646	23,134	18,477	192	3,547,584
416	Rome	15,000	5–18	2,778	350	991	957	1,948	1,774	188	328,198
417	Saratoga Springs	12,000	5–18	2,445	67	1,042	1,571	2,613	1,949	189	368,354
418	Schenectady	25,000	5–18	5,452	1,200	1,640	1,675	3,315	2,400	185	443,809
419	Sing Sing	8,500	5–18	1,471	184	550	619	1,169	793	185	146,620
420	Syracuse	124,853	5–18	23,127	2,600	9,674	9,914	19,588	14,562	195	2,839,590
421	Tonawanda	7,600	5–18	2,250	320	850	950	1,800	1,269	196	248,916
422	Troy	65,000	5–18	12,000	1,500	3,572	3,326	6,898	5,270	189	996,140
423	Utica	62,000	5–18	11,500	*2,425	4,052	4,147	8,199	6,232	192	1,199,332
424	Watertown	20,000	5–18	3,990	70	1,750	1,943	3,693	2,887	191	526,998
425	Watervliet	15,000	4–18	3,156	800	937	857	1,794	1,111	173	193,566
426	Yonkers	40,000	4–16	7,953	2,119	3,093	2,951	6,044	4,677	188	875,231
	NORTH CAROLINA.										
427	Asheville	14,000	6–21	3,700	400	950	1,050	2,000	1,400	175	245,000
428	Charlotte	.....	.....	.....	.....	.....	.....	2,254	1,472	.....	a264,960
429	Durham	12,000	6–21	.....	30	570	670	1,240	900	188	169,200
430	Goldsboro	8,000	6–21	2,300	0	661	825	1,486	1,243	170	211,310
431	Newbern	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
432	Raleigh*	15,000	.....	.....	.....	.....	.....	2,273	1,502	161	241,822
433	Wilmington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
434	Winston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	NORTH DAKOTA.										
435	Fargo	10,000	6–20	.....	.....	780	838	1,618	1,189	.....	215,832
	OHIO.										
436	Akron*	33,000	6–21	9,435	1,500	3,004	2,852	5,856	4,813	190	914,460
437	Alliance	9,000	6–21	2,141	100	*758	*793	*1,551	*1,261	*184	*232,024
438	Ashtabula	9,000	6–21	2,123	150	746	758	1,504	1,332	185	246,420
439	Bellaire	10,000	6–21	2,902	343	903	901	1,804	1,340	175	234,500
440	Cambridge	8,000	6–21	2,067	0	759	773	1,532	1,273	176	224,329
441	Canton	40,000	6–21	8,665	550	2,811	2,940	5,751	4,716	190	896,040
442	Chillicothe*	.....	.....	3,789	.....	.....	.....	2,387	1,822	190	346,180
443	Cincinnati	365,000	6–21	96,971	18,000	22,888	21,747	44,635	35,841	200	7,168,200
444	Circleville	8,000	6–21	2,145	185	761	743	1,504	1,130	190	214,700
445	Cleveland	360,000	6–21	97,720	.....	27,862	27,376	55,238	42,509	185	7,864,202
446	Columbus	130,552	6–21	32,638	3,897	8,627	8,852	17,479	14,274	180	2,569,410
447	Dayton*	80,000	6–21	21,401	.....	5,659	5,677	11,336	10,096	176	1,776,902
448	Defiance	.....	6–21	2,310	461	709	681	1,390	1,107	185	204,795
449	Delaware	10,000	6–21	2,182	265	753	776	1,529	1,274	185	235,690
450	East Liverpool*	15,000	6–21	4,237	100	1,217	1,235	2,452	1,731	180	311,580
451	Elyria	8,000	6–21	2,192	360	700	701	1,401	1,185	193	223,705
452	Findlay*	.....	6–21	5,150	.....	.....	.....	3,934	2,686	180	483,120
453	Fostoria	8,000	6–21	2,590	300	730	758	1,488	1,225	175	217,447
454	Fremont	9,000	6–21	2,286	400	795	752	1,547	1,189	180	213,020
455	Hamilton*	23,000	6–21	.....	1,300	1,672	1,645	3,317	2,801	182	509,600
456	Ironton	14,000	6–21	3,955	300	1,157	1,190	2,347	2,004	177	334,725
457	Lancaster*	8,000	6–21	2,178	199	681	661	1,342	1,124	183	205,692
458	Lima*	.....	6–21	5,398	.....	.....	.....	3,378	2,691	190	511,290
459	Lorain	13,000	6–21	2,602	371	968	1,009	1,977	1,547	185	286,195
460	Mansfield	.....	6–21	4,140	.....	1,577	1,592	3,169	2,688	176	489,954

*Statistics of 1896–97. a Estimated.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	OHIO—continued.										
461	Marietta	14,000	6-21	3,082	190	1,102	1,189	2,291	1,754	186	326,244
462	Marion*	.....	6-21	2,849	.....	.....	.....	2,162	1,649	180	296,820
463	Martins Ferry	8,000	6-21	2,275	170	747	776	1,523	1,235	175	216,125
464	Massillon*	.....	6-21	4,001	.....	.....	.....	2,015	1,670	200	334,000
465	Middletown*	12,000	.....	.....	500	.....	.....	1,550	1,242	191	237,222
466	Mount Vernon	7,000	6-21	1,873	230	615	750	1,365	1,086	185	200,910
467	Nelsonville	5,000	6-21	1,655	40	623	663	1,286	1,014	156	158,184
468	Newark	16,500	6-21	4,348	397	1,449	1,521	2,970	2,357	184	433,761
469	Norwalk	8,000	6-21	1,990	400	649	682	1,331	1,069	185	197,765
470	Piqua	13,000	6-21	4,032	500	1,048	997	2,045	1,634	178	294,120
471	Portsmouth*	15,000	6-21	4,623	400	1,279	1,294	2,573	1,912	190	263,280
472	Salem	8,000	6-21	1,953	*20	791	787	1,578	1,313	170	223,210
473	Sandusky*	22,000	6-21	5,869	1,400	1,407	1,557	2,964	2,507	190	475,133
474	Springfield	37,000	6-21	9,442	1,429	3,109	3,133	6,242	4,912	193	917,939
475	Steubenville	14,000	6-21	4,527	600	1,093	1,045	2,138	1,684	193	323,769
476	Tiffin*	12,500	6-21	3,261	750	823	848	1,671	1,356	186	252,216
477	Toledo	150,000	6-21	33,447	.....	9,139	9,152	18,291	15,041	195	2,932,995
478	Van Wert	8,000	6-21	1,860	.....	.....	.....	*1,581	1,285	179	231,429
479	Warren	12,000	6-21	2,726	.....	890	848	1,738	1,282	185	237,170
480	Wellston	8,000	6-21	2,446	.....	893	1,087	1,980	1,447	177	256,119
481	Xenia	10,000	6-21	1,995	200	753	744	1,497	1,189	184	218,702
482	Youngstown	40,000	6-21	12,038	2,000	3,481	3,397	6,878	5,680	185	1,050,800
483	Zanesville*	25,000	6-21	6,527	500	1,869	1,899	3,768	3,177	185	587,745
	OKLAHOMA.										
484	Oklahoma City	9,000	5-21	2,116	150	679	671	1,350	896	180	158,649
	OREGON.										
485	Astoria*	10,000	4-21	2,211	50	533	543	1,076	.....	176	.....
486	Portland	85,000	4-20	19,535	1,300	5,574	5,771	11,345	8,861	191	1,710,228
487	Salem*	12,000	4-20	2,821	300	944	852	1,796	1,271	173	119,893
	PENNSYLVANIA.										
488	Allegheny	.....	.....	.....	*1,287	10,146	9,883	20,029	14,453	*200	a2,890,600
489	Allentown	35,000	6-21	5,100	250	2,468	2,546	5,014	4,657	193	898,801
490	Altoona	42,000	6-21	9,638	1,800	3,304	3,275	6,579	5,083	180	914,940
491	Beaverfalls	12,000	6-21	2,007	*200	988	1,019	2,007	1,644	160	263,040
492	Braddock	15,000	6-18	2,700	600	1,006	985	1,991	1,478	180	263,987
493	Bradford	17,000	.....	.....	225	1,438	1,517	2,955	2,301	190	437,964
494	Butler	12,500	.....	3,000	300	1,195	1,249	2,444	1,845	180	331,637
495	Carbondale	12,500	.....	.....	275	1,203	1,371	2,574	1,971	188	370,548
496	Carlisle	10,000	6-16	1,775	20	796	812	1,608	1,296	190	246,240
497	Chambersburg	9,200	6-21	1,900	130	822	848	1,670	1,503	180	270,540
498	Chester	35,000	6-21	.....	500	2,807	2,739	5,546	3,079	200	615,800
499	Columbia	13,000	6-21	.....	475	1,047	1,170	2,117	1,707	180	307,260
500	Connellsville	10,000	6-21	1,666	200	712	770	1,482	1,008	180	181,440
501	Dubois	10,000	6-21	2,200	450	743	896	1,639	1,260	160	201,657
502	Dunmore	12,500	6-21	2,500	75	797	924	1,721	1,437	195	280,215
503	Easton	18,000	6-21	3,913	50	1,411	1,393	2,804	2,186	200	438,210
504	Erie	55,000	6-21	11,650	3,200	3,635	3,670	7,305	5,475	195	1,067,529
505	Harrisburg	50,000	6-21	.....	800	4,366	4,575	8,941	6,648	190	1,229,014
506	Hazleton	16,000	6-21	3,500	300	1,345	1,416	2,761	2,136	180	384,480
507	Homestead*	.....	.....	.....	25	979	901	1,880	1,360	180	244,800
508	Johnstown	35,000	6-21	6,550	2,000	2,549	2,628	5,177	3,702	180	666,360
509	Lancaster	38,000	6-21	9,548	500	2,915	2,953	5,868	4,625	200	925,000
510	Lebanon	15,500	6-21	4,017	350	1,440	1,569	3,009	2,131	180	383,580

* Statistics of 1896-97.

a Estimated.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	PENNSYLVANIA—continued.										
511	Lockhaven*	8,000	6–21	.....	200	728	743	1,471	1,186	180	213,480
512	McKeesport	35,000	6–16	5,500	1,200	2,288	2,405	4,693	3,559	180	640,620
513	Mahanoy City	13,000	6–16	2,800	300	1,050	1,200	2,250	1,790	180	322,200
514	Meadville	10,500	6–21	2,150	150	946	1,049	1,995	1,647	180	296,460
515	Mount Carmel	14,000	6–18	.....	700	979	1,065	2,044	1,415	180	254,700
516	Nanticoke	15,000	6–16	2,654	820	1,027	1,090	2,117	1,443	180	259,740
517	New Brighton	9,000	6–21	1,600	100	750	750	1,500	1,120	180	200,000
518	Newcastle*	.....	.....	.....	500	1,562	1,554	3,116	2,402	180	432,360
519	Norristown	22,000	6–21	3,500	450	1,560	1,617	3,177	2,364	200	472,800
520	Oil City*	.....	.....	.....	500	1,106	1,196	2,302	1,756	180	316,080
521	Philadelphia	1,556,000	5–20	310,176	44,000	.....	.....	a173,363	a126,781	200	a25,356,200
522	Phœnixville	9,000	.....	.....	300	588	578	1,166	868	190	165,020
523	Pittsburg*	.....	.....	.....	.....	21,474	21,113	42,587	32,511	200	6,502,200
524	Pittston*	.....	.....	.....	.....	602	966	1,568	1,069	180	192,420
525	Plymouth	14,527	6–21	2,572	300	856	991	1,847	1,340	180	241,200
526	Pottstown	13,000	6–21	.....	185	1,372	1,349	2,721	2,055	200	411,000
527	Pottsville*	.....	.....	.....	200	1,492	1,453	2,945	2,012	200	402,400
528	Reading	80,000	6–21	.....	2,000	6,545	6,302	12,847	9,555	197	1,882,335
529	Scranton	100,000	6–21	14,000	6,000	6,595	7,111	13,706	*4,843	175	a1,722,525
530	Shamokin	22,000	6–21	.....	1,300	1,829	1,887	3,716	2,702	180	486,360
531	Shenandoah	18,000	6–21	3,940	250	1,589	1,662	3,251	2,461	200	492,200
532	South Bethlehem	12,500	6–21	2,400	600	840	980	1,820	1,547	200	309,400
533	Steelton*	12,000	.....	.....	225	901	889	1,790	1,560	180	290,420
534	Sunbury*	11,000	.....	.....	0	826	1,074	1,900	1,710	180	307,800
535	Titusville	10,000	6–21	1,971	300	791	809	1,600	1,268	186	235,848
536	Uniontown	9,000	6–16	1,400	100	809	816	1,625	1,217	180	219,060
537	Westchester	10,500	6–21	2,105	200	725	861	1,586	1,209	200	241,800
538	Wilkesbarre	55,000	6–16	10,868	1,000	4,929	4,006	8,035	6,877	186	1,279,122
539	Williamsport	35,000	.....	.....	700	2,445	2,596	5,041	4,042	180	727,560
540	York	27,000	8–16	5,139	640	2,183	2,226	4,409	3,696	180	665,372
	RHODE ISLAND.										
541	Central Falls*	16,000	5–15	3,361	726	1,249	1,201	2,450	1,555	189	293,895
542	Cranston	10,575	5–15	2,083	5	1,086	712	1,798	1,459	195	284,505
543	Cumberland	8,900	5–15	1,869	423	748	726	1,474	965	190	183,350
544	East Providence*	.....	5–15	2,161	75	1,110	1,176	2,286	1,586	195	309,270
545	Johnston	11,203	5–16	2,643	42	1,273	1,198	2,471	1,790	200	300,000
546	Newport	21,537	5–15	4,086	1,148	1,575	1,551	3,126	2,436	195	475,020
547	Pawtucket	34,300	5–16	7,070	2,005	2,978	2,873	5,851	3,778	195	736,905
548	Providence	154,000	5–15	28,768	4,405	14,985	14,479	29,464	19,099	188	3,590,612
549	Woonsocket	26,000	5–15	5,816	1,900	2,044	1,819	3,863	2,465	190	464,337
	SOUTH CAROLINA.										
550	Charleston	60,000	6–21	7,916	825	3,239	4,677	7,916	7,520	182	1,368,640
551	Columbia	20,000	6–18	3,700	550	1,032	1,292	2,324	1,630	173	281,985
552	Greenville	12,000	6–21	2,200	500	825	919	1,744	1,218	150	187,200
553	Spartanburg	12,000	6–18	2,000	450	740	804	1,544	1,084	177	178,345
	SOUTH DAKOTA.										
554	Sioux Falls	12,000	6–20	2,472	200	965	1,044	2,009	1,533	180	275,940
	TENNESSEE.										
555	Chattanooga	34,000	6–21	8,217	500	2,067	2,347	4,414	2,977	170	506,090
556	Clarksville	12,000	6–21	3,508	208	749	871	1,620	1,097	200	219,353
557	Jackson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

* Statistics of 1896–97. *a* Estimated.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	TENNESSEE—cont'd.										
558	Knoxville	46,484	6-21	14,272	500	2,390	2,419	4,809	3,762	187	703,542
559	Memphis	65,000	6-21	17,054	3,000	3,174	4,035	7,209	4,378	178	791,704
560	Nashville	87,754	6-21	25,554	*1,700	5,589	6,360	11,949	9,098	178	1,616,044
	TEXAS.										
561	Austin	23,395	8-16	5,035	.....	1,749	1,850	3,599	2,686	176	463,080
562	Corsicana	10,800	7-18	2,202	100	727	726	1,453	1,060	156	165,432
563	Dallas*	50,000	8-17	8,998	.....	2,807	2,958	5,765	4,703	171	803,965
564	Denison	15,500	7-19	3,401	273	1,057	1,137	2,194	1,493	180	268,657
565	El Paso	15,000	8-17	1,640	350	*646	*724	*1,370	950	173	168,142
566	Fort Worth*	34,000	8-17	6,947	300	1,940	2,106	4,046	3,168	169	535,452
567	Gainesville*	11,735	7-19	1,584	40	720	899	1,619	1,226	176	215,647
568	Galveston	50,000	8-17	6,362	100	2,554	2,732	5,286	4,373	173	711,488
569	Houston*	68,997	8-17	9,912	500	2,765	3,131	5,896	4,496	175	786,800
570	Laredo	14,000	8-17	4,300	700	582	455	1,037	.....	165	.....
571	Marshall	12,000	8-17	1,884	450	495	496	991	503	160	80,415
572	Paris	15,573	6-18	3,059	125	920	1,156	2,076	1,330	160	212,942
573	San Antonio	50,000	8-16	12,657	4,000	3,354	3,650	7,004	5,118	177	903,482
574	Sherman	15,000	8-17	2,236	500	834	1,026	1,860	1,339	171	231,611
575	Temple	9,000	8-17	1,652	156	634	812	1,446	900	181	162,999
576	Tyler*	10,125	8-17	1,854	75	732	793	1,525	1,025	180	184,460
577	Waco	33,552	8-17	5,298	1,100	1,800	1,830	3,630	2,680	175	482,400
	UTAH.										
578	Ogden	20,000	6-18	5,069	125	2,051	2,057	4,108	3,392	175	593,577
579	Provo City	8,000	6-18	2,061	254	783	762	1,545	1,345	192	258,255
580	Salt Lake City	60,000	6-18	12,957	523	5,822	6,107	11,929	9,530	174	1,658,220
	VERMONT.										
581	Burlington	.....	5-21	5,111	1,524	1,433	1,209	2,642	1,883	182	342,869
582	Rutland	13,000	5-21	3,105	*600	742	891	1,633	1,371	193	265,592
	VIRGINIA.										
583	Alexandria	17,000	5-21	4,800	500	1,040	1,061	2,101	1,679	200	335,800
584	Danville	19,000	5-21	5,223	500	1,251	1,416	2,667	1,841	186	342,677
585	Lynchburg*	18,000	5-21	6,772	230	1,347	1,665	3,012	2,378	196	468,048
586	Manchester*	.....	5-21	3,669	.....	.....	.....	1,349	1,031	180	185,580
587	Newport News	12,000	5-21	2,000	300	696	795	1,491	712	216	153,792
588	Norfolk*	50,000	6-21	10,257	3,500	1,660	1,555	3,215	2,425	207	501,975
589	Petersburg*	25,000	6-21	.....	500	1,508	1,864	3,372	2,553	183	467,199
590	Portsmouth	16,000	5-21	4,318	550	908	1,048	1,956	1,545	191	295,095
591	Richmond	100,000	5-21	23,933	2,500	5,507	6,770	12,277	9,924	185	1,835,940
592	Roanoke	22,000	5-21	4,526	933	1,657	1,858	3,515	2,061	174	348,202
593	Staunton	8,000	5-21	1,956	150	520	588	1,108	884	173	152,964
	WASHINGTON.										
594	Seattle	80,000	5-21	11,625	731	4,601	4,054	8,655	6,125	191	1,122,307
595	Spokane	37,000	5-21	5,931	400	2,377	2,469	4,846	3,465	176	609,840
596	Tacoma	40,000	5-21	8,152	600	3,073	3,067	6,140	5,159	175	928,627
597	Walla Walla	10,000	5-21	2,191	420	915	955	1,870	951	200	190,004
	WEST VIRGINIA.										
598	Huntington*	15,000	6-21	3,167	75	.....	.....	2,142	1,605	159	255,195
599	Martinsburg	9,000	6-21	2,313	150	695	681	1,376	930	191	189,090
600	Parkersburg	17,000	.....	.....	200	1,271	1,494	2,765	2,010	183	367,830
601	Wheeling	38,000	6-21	10,099	1,500	2,870	2,962	5,832	4,213	196	825,748

*Statistics of 1896-97.

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TABLE 9.—*Statistics of population and school enrollment and attendance in cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Population in 1897 (estimated).	School population.		Pupils in private and parochial schools (largely estimated).	Different pupils enrolled in public day schools.			Average daily attendance in public day schools.	Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils in public day schools.
			School census age.	Children of school census age.		Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	WISCONSIN.										
602	Appleton	14,500	4–20	5,059	1,428	1,268	1,203	2,471	1,901	175	342,239
603	Ashland	12,500	4–20	3,489	800	951	964	1,915	1,562	182	283,371
604	Baraboo	8,000	4–20	1,568	.....	696	786	1,482	1,254	178	212,310
605	Beloit	9,000	4–20	2,727	0	938	1,001	1,939	1,513	183	269,890
606	Chippewa Falls	10,000	4–20	2,947	900	697	699	1,396	1,155	174	200,891
607	Eau Claire	20,000	4–20	6,453	700	2,134	2,081	4,215	3,098	.....	603,482
608	Fond du Lac	14,000	4–20	5,052	393	1,232	1,267	2,499	2,241	179	340,901
609	Green Bay	20,000	4–20	6,148	598	1,741	1,682	3,423	2,647	198	508,224
610	Janesville	12,960	4–20	4,267	234	1,228	1,260	2,488	1,931	180	348,456
611	Kenosha	9,000	4–20	3,637	*711	637	688	1,325	1,073	184	187,126
612	La Crosse	30,000	4–20	10,237	1,123	2,834	2,923	5,757	4,425	196	837,067
613	Madison	17,000	4–20	4,950	500	1,440	1,370	2,810	2,294	185	422,187
614	Manitowoc*	10,000	4–20	3,587	767	1,015	944	1,959	1,344	200	268,769
615	Marinette	17,000	4–20	5,209	585	1,649	1,626	3,275	2,619	175	457,627
616	Merrill	8,500	4–20	2,856	200	.....	.....	1,822	*1,314	180	a 236,520
617	Milwaukee	256,926	4–20	92,174	*19,618	20,616	19,594	40,210	30,482	196	5,512,875
618	Oshkosh	32,120	4–20	8,612	1,300	2,280	2,390	4,670	3,390	200	678,000
619	Racine	25,000	4–20	8,064	1,570	2,297	2,368	4,665	3,990	200	798,063
620	Sheboygan	22,000	4–20	8,493	1,200	2,028	2,141	4,169	2,972	191	566,486
621	Stevens Point	10,000	4–20	3,743	710	917	842	1,759	1,357	189	256,567
622	Superior	28,000	4–20	6,688	400	2,949	3,275	6,224	3,645	200	729,255
623	Watertown	10,000	4–20	3,604	928	536	539	1,075	834	196	162,484
624	Waukesha	8,000	4–20	2,034	229	783	775	1,558	1,167	188	219,396
625	Wausau	12,000	4–20	4,098	435	1,299	1,246	2,545	2,071	175	351,352
	WYOMING.										
626	Cheyenne	10,000	.....	.....	150	534	536	1,070	810	175	142,232

* Statistics of 1896–97. a Estimated.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98.*

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ALABAMA.												
1	Anniston*	3	0	3	5	23	28	0	1	....	3	.....	$100,000
2	Birmingham	1	0	1	8	60	68	0	....	....	7	3,068	150,000
3	Huntsville	3	0	3	2	13	15	0	....	....	3	650	10,000
4	Mobile (city and county).	1	0	1	27	156	183	0	....	....	91	7,000	225,000
5	Montgomery	1	0	1	4	48	52	0	0	0	7	2,100	125,000
6	Selma	2	1	3	1	22	23	0	0	0	3	1,000	40,000
	ARKANSAS.												
7	Fort Smith	1	0	1	10	42	52	0	....	....	8	3,000	*85,000
8	Hot Springs*	1	0	1	5	25	30	0	....	....	6	1,820	50,000
9	Little Rock	2	1	3	12	70	82	0	0	1	15	4,602	320,000
10	Pine Bluff	2	0	2	10	20	30	.....	....	....	7	1,493	79,000
	CALIFORNIA.												
11	Alameda	8	2	10	6	58	64	.....	0	1	8	2,924	186,300
12	Berkeley	1	1	2	10	53	63	.....	....	....	10	3,000	98,000
13	Eureka	2	0	2	6	26	32	.....	....	....	13	1,730	100,000
14	Fresno*	3	0	3	11	33	44	7, 8, 9, and 10.	0	0	5	1,500	175,000
15	Los Angeles	13	11	24	55	413	468	6, 7, 8, and 9.	38	1	52	18,091	1,226,500
16	Oakland	17	8	25	26	207	233	8 and 9.	1	5	19	11,000	1,000,000
17	Pasadena	1	2	3	10	43	53	0	.....	....	7	2,525	110,000
18	Sacramento	3	1	4	5	103	108	.....	5	1	15	4,080	313,000
19	San Bernardino	....	....	....	....	....	....	.....	....	....	....	.....	.....
20	San Diego	5	2	7	13	73	86	6, 7, and 8.	5	0	17	*2,907	127,110
21	San Francisco	26	48	74	77	919	996	6, 7, 8, and 9.	0	15	80	39,495	5,474,739
22	San Jose	1	0	1	8	98	106	.....	7	1	16	*3,870	243,450
23	Santa Cruz*	1	0	1	4	39	43	1-9	1	0	8	1,400	100,000
24	Stockton	3	2	5	7	59	66	7, 8, and high school.	....	1	12	3,000	297,562
	COLORADO.												
25	Colorado Springs	4	4	8	8	68	76	1 to 7.	....	....	9	3,300	383,000
26	Cripplecreek	3	1	4	5	19	24	0	0	0	4	1,300	25,000
	Denver:												
27	District No. 1	12	12	24	30	260	290	Grammar and high schools.	20	....	21	10,450	1,475,102
28	District No. 2	3	0	3	14	97	111	0	5	0	14	5,951	650,000
29	District No. 7	1	0	1	0	24	24	0	3	1	4	937	120,000
30	District No. 17	6	2	8	7	69	76	12	0	0	7	3,772	400,000
31	Leadville	1	1	2	5	30	35	0	0	0	5	1,650	*90,000
	Pueblo:												
32	District No. 1	1	0	1	4	52	56	4 to 8.	....	....	8	1,990	252,000
33	District No. 20	1	1	2	3	50	53	6 to 10.	1	1	12	2,156	195,700
34	Trinidad*	1	1	2	3	24	27	0	0	0	5	1,200	100,000
	CONNECTICUT.												
35	Ansonia	1	2	3	0	49	49	0	....	1	6	2,464	175,000
36	Bridgeport	6	6	12	9	179	188	.....	....	2	20	*9,000	828,932
37	Bristol	1	1	2	*5	*44	*49	5 to 8.	3	....	13	1,791	106,000
38	Danbury	2	0	2	4	66	70	0	....	1	19	3,311	201,647
39	Greenwich	0	0	0	1	15	16	0	1	0	1	693	200,000
40	Hartford	6	1	7	28	252	280	6, 7, 8, and 9.	13	2	20	10,500	1,468,600
	Manchester:												
41	Town schools	4	0	4	1	22	23	0	....	....	8	*900	35,000
42	District No. 9 (south).	1	0	1	1	36	37	5 to 9.	1	0	1	1,200	5,000
43	Meriden	2	0	2	7	6	13	0	0	1	18	4,410	253,034
44	Middletown	1	2	3	2	28	30	.....	....	....	4	1,475	*135,000
45	New Britain	4	2	6	9	84	93	8 and 9.	7	3	10	3,442	500,000
46	New Haven	12	9	21	28	373	401	4, 5, 6, 7, and high school.	10	7	47	15,725	1,500,000

* Statistics of 1896–97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.		Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.			Number of evening schools.			
	1	2	3	4	5	6	7	8	9	10	11	12	13
	CONNECTICUT—continued.												
47	New London	2	2	4	2	57	59	0	0	0	6	2,492	$300,000
48	Norwalk	4	0	4	9	62	71	.....	4	2	15	3,310	180,000
49	Norwich (central district).	1	0	1	2	37	39	.....	4	0	5	1,260	140,000
50	Rockville* (Vernon).	*3	*0	*3	2	37	39	.....	....	....	11	1,642	126,300
51	Stamford	1	0	1	9	74	83	7,9, and high school.	2	1	20	3,200	250,000
52	Torrington	2	1	3	1	43	44	0	0	....	9	1,830	100,000
53	Wallingford	2	1	3	1	35	36	0	3	....	5	*1,375	37,459
54	Waterbury	0	4	4	9	157	166	0	0	2	16	5,984	649,237
55	Windham	0	0	0	4	35	39	.....	3	0	10	*1,463	116,000
	DELAWARE.												
56	Wilmington	2	3	5	4	227	231	High school.	0	0	28	10,888	675,505
	DISTRICT OF COLUMBIA.												
	Washington:												
57	First 8 divisions. *a*	14	25	39	89	661	750	All.	0	12	85	42,347	*3,500,000
58	9th to 11th divisions. *b*	7	18	25	40	254	294	All.	....	6	27		
	FLORIDA.												
59	Jacksonville	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
60	Key West	*3	*1	*4	6	27	33	.....	.....	.....	*12	*2,400	*26,250
61	Pensacola	1	0	1	5	33	38	0	.....	.....	11	2,200	*38,875
62	Tampa	1	1	2	6	28	34	.....	.....	.....	8	1,800	12,000
	GEORGIA.												
63	Americus	1	0	1	3	30	33	0	0	0	3	1,500	25,000
64	Athens	1	0	1	6	26	32	0	0	0	6	1,650	41,500
65	Atlanta	9	19	28	11	202	213	0	0	3	22	10,555	436,950
66	Augusta	1	2	3	10	91	101	.....	4	0	13	6,000	175,000
67	Brunswick	2	1	3	2	14	16	.....	.....	.....	3	*1,500	30,000
68	Columbus	2	2	4	9	45	54	0	2	1	11	2,360	100,000
69	Macon (Bibb County).	3	2	5	14	135	149	0	0	0	51	7,500	203,350
70	Rome	1	1	2	2	26	28	0	.....	.....	5	1,250	30,000
71	Savannah	2	0	2	18	110	128	0	0	0	10	6,000	383,830
	ILLINOIS.												
72	Alton	1	1	2	4	34	38	.....	.....	.....	7	1,724	117,000
	Aurora:												
73	District No. 4 (west).	1	1	2	2	25	27	.....	0	0	3	1,400	95,000
74	District No. 5 (east).	2	4	6	2	53	55	.....	.....	.....	8	2,700	208,000
75	Austin	5	5	10	2	48	50	.....	0	0	7	2,160	250,000
76	Belleville	2	0	2	15	47	62	0	0	0	7	3,188	155,975
77	Bloomington	3	2	5	10	84	94	0	.....	.....	13	4,200	350,000
78	Cairo	1	1	2	3	39	42	0	0	0	10	1,948	150,000
79	Canton	2	1	3	3	38	41	4, 5, 6, and 7.	.....	.....	8	1,715	103,350
80	Champaign	2	1	3	5	30	35	High school.	.....	.....	5	1,600	100,000
81	Chicago	156	135	291	260	4,730	4,990	Grammar and high schools.	63	34	318	220,575	*20,450,591
82	Danville	1	1	1	9	51	60	.....	.....	.....	8	2,707	218,000
83	Decatur	2	1	3	9	75	84	0	.....	.....	11	4,200	253,600

*Statistics of 1896-97. *a* Principally white schools. *b* Colored schools.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	ILLINOIS—cont'd.												
	East St. Louis:												
84	District No. 1	2	1	3	7	46	53	0	0	0	5	2,250	$150,000
85	Dist. No. 2, T. 2 N., R. 9 W., 3d P. M.	1	0	1	3	16	19	0	....	....	4	806	57,350
86	Dist. No. 3, T. 2 N., R. 10 W.*	1	0	1	1	4	5	0	....	....	1	220	25,000
87	Elgin	1	3	4	5	93	98	.....	0	....	14	*3,500	331,700
	Evanston:												
88	District No. 1	1	3	4	0	43	44	0	2	....	6	1,450	220,000
89	District No. 2 (S. Evanston).	1	2	3	0	22	22	0	....	....	2	960	140,000
90	District No. 3 (N. Evanston).*	0	0	0	1	7	8	0	....	....	1	300	*20,000
91	Freeport	1	0	1	2	47	49	0	....	....	7	2,040	*97,402
92	Galesburg	3	1	4	5	66	71	9, 10, and 11.	0	0	9	3,050	250,000
93	Jacksonville	1	5	6	3	54	57	.....	....	....	7	2,552	160,000
94	Joliet	1	2	3	9	110	119	.....	0	0	18	5,500	367,000
95	Kankakee	1	0	1	1	41	42	0	0	0	7	1,675	140,000
96	Kewanee	1	0	1	2	35	37	0	0	....	6	1,400	80,000
97	Lasalle	----	----	----	----	----	----	----	----	----	----	----	----
98	Lincoln	----	----	----	----	----	----	----	----	----	6	----	----
99	Mattoon	1	1	2	2	35	37	.....	....	....	8	1,757	77,500
100	Moline	1	6	7	8	66	74	7, 8, 9, and 10.	0	0	9	3,300	353,800
101	Monmouth	3	1	4	1	33	34	0	0	....	5	1,560	80,000
102	Oak Park	3	1	4	11	44	55	High school.	0	....	9	2,000	300,000
103	Ottawa	3	1	4	3	31	34	All.	0	0	8	1,775	65,000
104	Pekin*	1	0	1	5	29	34	0	....	....	6	1,500	126,600
105	Peoria	12	9	21	8	169	177	.....	....	6	17	7,946	700,000
106	Quincy	4	2	6	2	95	97	0	0	2	12	4,200	290,000
107	Rockford	1	1	2	4	125	129	11, 12, and high school.	0	1	16	5,173	356,425
108	Rock Island	3	3	6	6	71	77	.....	0	0	10	3,708	317,337
109	Springfield	1	1	2	18	99	117	7, 8, and 9	0	0	15	4,950	375,000
	Sterling:												
110	District No. — (Lincoln schools).*	0	0	0	1	3	4	0	....	0	1	202	10,185
111	District No. 3 (Sterling schools).	2	0	2	0	16	16	.....	....	....	2	707	50,000
112	District No. 8 (Wallace schools).	----	----	----	----	----	----	----	----	----	----	----	----
113	Streator	1	1	2	0	50	50	0	0	0	10	2,700	80,000
	INDIANA.												
114	Anderson	1	1	2	4	63	67	0	0	0	9	3,407	228,000
115	Bloomington	1	2	3	4	25	29	0	0	0	4	1,220	79,000
116	Brazil	1	0	1	8	19	27	0	0	0	4	1,531	98,550
117	Columbus	1	0	1	10	26	36	0	0	0	7	1,700	100,000
118	Crawfordsville	1	2	3	4	32	36	0	....	....	4	1,530	150,000
119	Elkhart	1	2	3	7	52	59	.....	....	....	9	2,800	180,000
120	Evansville	11	8	19	25	178	203	.....	....	4	21	9,700	*607,000
121	Fort Wayne	2	9	11	5	132	137	.....	....	....	17	5,751	400,596
122	Frankfort	1	1	2	7	31	38	Lower primary.	....	....	5	1,500	125,000
123	Goshen	1	0	1	5	33	38	.....	....	....	6	1,450	67,000
124	Hammond	1	1	2	3	37	40	.....	1	....	6	1,443	*116,000
125	Huntington	1	1	2	8	35	43	0	0	0	6	1,995	176,120
126	Indianapolis	8	11	19	51	405	456	4, 5, 6, 7, and 8.	1	3	56	*18,830	2,155,125
127	Jeffersonville	1	1	2	8	37	45	.....	....	....	5	2,070	63,200
128	Kokomo	1	0	1	10	36	46	0	....	....	8	2,200	150,000
129	Lafayette	7	2	9	6	62	68	.....	0	0	9	2,867	*260,000
130	Laporte	4	2	6	5	33	38	0	3	0	6	1,300	117,000
131	Logansport*	2	0	2	10	50	60	0	0	0	8	2,450	210,000

* Statistics of 1896-97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	INDIANA—cont'd.												
132	Madison												
133	Marion	1	1	2	11	62	73	0	0	0	9	3,800	$225,000
134	Michigan City												
135	Muncie*	2	2	4	9	65	74				11	3,333	150,000
136	New Albany	1	0	1	11	63	74		0	0	14	3,800	210,000
137	Peru	1	0	1	8	36	44	0	0		5	1,500	100,000
138	Richmond	2	1	3	7	72	79		2		10	3,016	350,000
139	Shelbyville	3	1	4	7	29	36	0	0	0	6	1,400	110,000
140	South Bend*	1	4	5	5	75	80			1	9	3,456	293,500
141	Terre Haute	1	4	5	27	144	171	0	16	0	20	6,910	490,480
142	Valparaiso	1	1	2	4	22	26	0	1		4	1,321	67,500
143	Vincennes	1	0	1	3	29	32				5	1,500	115,500
144	Wabash	1	1	2	2	40	42	0			5	1,818	130,000
145	Washington	2	0	2	10	21	31		0	0	4	1,600	100,000
	IOWA.												
146	Boone	1	0	1	2	45	47	0			6	1,900	125,000
147	Burlington	2	0	2	12	99	111		4		12	5,000	230,000
148	Cedar Rapids	1	2	3	2	119	121	0	11		16	4,650	314,425
149	Clinton	1	5	6	4	80	84				13	3,600	
150	Council Bluffs	2	8	10	4	101	105	0	4	0	18	4,782	300,000
151	Creston	1	0	1	5	32	37	0	1	0	9	1,700	125,000
152	Davenport	12	3	15	7	126	133	9 and high school.			13		433,300
	Des Moines:												
153	East side	2	3	5	2	81	83	0	0	0	10	3,550	294,500
154	North side	1	2	3	3	40	43		4		5	1,300	75,000
155	West side*	4	8	12	8	122	130	9 and 10.	11	1	12	4,591	550,000
156	Dubuque	3	1	4	14	112	126	0	4	0	18	5,232	360,000
157	Fort Dodge	1	0	1	2	35	37	0			7	1,600	140,125
158	Fort Madison	1	0	1	5	26	31		0	0	5	1,500	100,000
159	Iowa City*	1	2	3	4	36	40	9 to 12.	0	0	8	1,500	115,000
160	Keokuk*			3			55				9	2,500	212,200
161	Marshalltown	*1	*0	*1	4	54	58		7		7	2,400	400,000
162	Muscatine	1	0	1	4	52	56	0	0	0	9	2,600	200,000
163	Oskaloosa*	2	1	3	7	42	49	0	5	0	5	1,674	130,000
164	Ottumwa	2	2	4	0	93	93		0	0	8	3,500	200,000
165	Sioux City	4	1	5	9	125	134	0	0	0	23	6,008	725,000
	Waterloo:												
166	East side*			4			30				4		58,150
167	West side	2	1	3	1	21	22				3		
	KANSAS.												
168	Arkansas City												
169	Atchison	1	0	1	3	40	43	0			8	2,370	155,000
170	Emporia	2	0	2	8	39	47		0		9	1,900	120,000
171	Fort Scott	1	0	1	8	40	48		0	0	11	2,399	112,000
172	Hutchinson	1	1	2	6	35	41	0	0	0	7	2,200	115,000
173	Kansas City	1	0	1	27	113	140	0	0	0	19	6,600	300,000
174	Lawrence	1	1	2	10	39	49	0			8	2,400	175,000
175	Leavenworth	0	1	1	2	63	65	0			11	3,148	110,035
176	Ottawa	1	0	1	4	30	34		0	0	4	1,800	31,000
177	Parsons*	1	0	1	4	30	34				5	1,900	123,700
178	Pittsburg	1	0	1	5	34	39				5	2,000	92,000
179	Topeka	1	0	1	12	116	128		0	0	20	6,432	400,000
180	Wichita	2	1	3	6	79	85	0	0		16	5,024	235,000
	KENTUCKY.												
181	Bowling Green*	1	0	1	5	21	26	0	0	0	3	1,278	30,000
182	Covington*	11	3	14	10	110	120		5		12	4,437	237,964
	Frankfort:												
183	White schools	1	0	1	2	19	21	1, 2, 3, and high school.	1		2	975	50,000
184	Colored schools	1	0	1	1	11	12		1	1	1	600	12,000

*Statistics of 1896–97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897-98*—Continued.

	City	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	KENTUCKY—cont'd.												
185	Henderson	1	0	1	4	38	42				9	1,600	$100,000
186	Hopkinsville (white schools).	1	0	1	1	18	19	0	0	0	2	760	28,000
187	Lexington*	5	2	7	4	78	82	1, 2, and 3.	4		8	3,400	120,784
188	Louisville	22	17	39	39	488	527	High school.	0	10	57	30,181	1,236,000
189	Maysville*	0	0	0	7	16	23	0			6	1,100	45,300
190	Newport*	1	2	3	2	75	77	0			8	3,338	360,000
191	Owensboro	1	2	3	7	33	40	0			6	2,250	105,000
192	Paducah	1	0	1	12	39	51				9	2,500	122,000
	LOUISIANA.												
193	Baton Rouge												
194	New Orleans				*22	*612	*634	0	12	0	66	23,383	1,500,000
195	Shreveport*	2	0	2	8	19	27	0	0	0	11	1,350	30,000
	MAINE.												
196	Auburn	4	4	8	7	62	69	0	0	0	28	*2,750	150,000
197	Augusta	2	1	3	4	39	43	0	0	0	26	*3,104	*100,750
198	Bangor	0	1	1	6	93	99		3	0	28	4,560	275,000
199	Bath	1	1	2	3	40	43		0	0	15	1,960	100,000
200	Biddeford	2	1	3	6	38	44		0	1	22	1,675	160,000
201	Calais	1	1	2	3	20	32	0	0	0	14	1,758	33,000
202	Lewiston	3	3	6	2	72	74	6 to 9, and 10.		2	21		236,200
203	Portland	6	4	10	13	150	163	7, 8, and 9.	6	1	18	6,169	500,000
204	Rockland	1	1	2	4	33	37	0	0	0	8	1,500	80,400
205	Waterville	1	2	3	3	43	46	0		1	10	1,500	71,500
	MARYLAND.												
206	Baltimore	6	55	61	153	1,641	1,794	3 to 11 inc.		15	136	74,031	3,000,000
207	Cumberland												
208	Frederick	4	1	5	5	25	30	0	9	0	5	742	36,000
209	Hagerstown												
	MASSACHUSETTS.												
210	Adams	3	1	4	4	46	50	0	0	2	9	2,220	100,000
211	Amesbury	2	1	3	2	36	38	0	0	0	17	1,200	75,000
212	Attleboro	8	4	12	5	47	52	0	1		18	1,916	*106,600
213	Beverly	2	0	2	3	52	55		0	1	12	*2,400	*200,000
214	Boston	18	9	27	205	1,572	1,777	All grammar grades.	69	18	215	77,835	a12,000,000
215	Brockton	2	2	4	16	157	173	High school.	0	4	26		506,020
216	Brookline	2	1	3	8	112	120	High school and all grammar grades.	11	2	17	3,465	952,365
217	Cambridge	4	10	14	23	331	354	High school.	11	7	38		1,295,750
218	Chelsea	2	0	2	7	111	118			1	11	5,385	554,000
219	Chicopee	4	0	4	5	56	61			3	13	2,464	180,000
220	Clinton	2	14	16	2	47	49	0	0	1	13	2,364	189,500
221	Danvers	0	0	0	3	34	37	0	0		11	1,800	100,000
222	Everett*				9	124	133						
223	Fall River	2	5	7	21	328	349	High school.	3	51	49	14,609	1,888,950
224	Fitchburg	4	2	6	11	107	118	9, 10, 11, and 12.	0	3	23	4,870	575,680
225	Framingham	2	1	3	4	55	59			1	17	2,446	155,800
226	Gardner	3	0	3	2	44	46	0	0	3	11	1,746	105,385
227	Gloucester	1	1	2	6	109	115				21	4,800	370,000
228	Greenfield	2	3	5	3	45	48		0		15	1,580	150,000
229	Haverhill	3	4	7	9	162	171	5, 6, 7, 8, 9, and high school.	0	4	39		533,000
230	Holyoke*	8	14	22	9	143	152				16		
231	Hydepark	4	2	6	8	43	51			2	9	2,000	170,300

*Statistics of 1896-97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MASSACHUSETTS—continued.												
232	Lawrence	2	4	6	12	193	205	High school.	1	33	12	8,412	$754,000
233	Leominster*	...	...	...	5	41	46	...	...	...	...	...	...
234	Lowell	5	7	12	15	234	249	10, 11, and 12.	12	14	51	13,384	1,496,500
235	Lynn	2	3	5	17	227	244	High school.	0	3	46	11,800	1,500,000
236	Malden	3	1	4	12	144	156	High school.	2	1	19	6,150	783,615
237	Marlboro	1	2	3	2	67	69	0	0	7	12	2,829	191,665
238	Medford	2	0	2	12	79	91	...	4	1	20	...	560,000
239	Melrose*	4	1	5	4	58	62	0	0	0	13	2,140	190,000
240	Milford	1	2	3	1	40	41	...	...	...	16	1,650	75,000
241	Natick	1	2	3	4	43	47	...	0	1	11	2,284	75,000
242	New Bedford	6	5	11	5	184	189	7, 8, and 9.	3	5	28	7,693	866,356
243	Newburyport	1	0	1	4	39	43	0	0	2	12	1,868	95,000
244	Newton	*3	*0	*3	*17	*134	*151	8 and 9.	12	2	*26	*5,510	885,300
245	North Adams	3	7	10	5	76	81	8 and 9.	3	12	12	3,160	360,000
246	Northampton	1	3	4	4	72	76	2 to 9.	2	4	21	3,150	279,800
247	Peabody*	1	2	3	4	44	48	0	3	...	8	2,000	120,000
248	Pittsfield	4	1	5	7	99	106	0	0	4	25	4,523	500,000
249	Plymouth	1	0	1	5	41	46	0	...	...	27	1,690	...
250	Quincy	11	5	16	5	111	116	0	0	3	11	4,983	475,450
251	Revere	3	3	6	4	44	48	0	1	0	0	*1,800	225,000
252	Salem	3	2	5	13	121	134	Grammar grades.	8	4	22	5,361	466,000
253	Somerville	4	2	6	22	219	241	10 to 13.	5	5	25	9,850	955,000
254	Southbridge	1	1	2	2	29	31	5 to 9.	...	4	11	1,114	95,150
255	Spencer	2	1	3	3	39	42	0	0	1	15	1,386	130,700
256	Springfield	6	11	17	14	252	266	8, 9, and high school.	6	7	31	8,299	1,321,956
257	Taunton	1	0	1	12	108	120	...	0	7	32	5,241	381,000
258	Wakefield	1	1	2	*2	*39	*41	0	...	...	10	...	*150,000
259	Waltham	1	0	1	9	74	83	6 to 11.	0	2	14	2,934	340,692
260	Watertown	3	4	7	3	27	30	6 and 7.	1	...	8	1,456	133,000
261	Westfield	2	1	3	5	50	55	0	1	1	19	2,000	230,000
262	West Springfield	1	2	3	1	41	42	...	2	...	12	1,300	134,500
263	Weymouth	2	0	2	10	44	54	0	0	0	20	2,500	196,000
264	Woburn*	3	1	4	5	57	62	1, 2, 3, and 4.	...	1	14	3,179	224,050
265	Worcester	15	6	21	38	426	464	High school.	7	15	64	19,110	2,028,177
	MICHIGAN.												
266	Adrian	2	2	4	3	34	37	...	...	...	6	1,656	147,000
267	Alpena	1	1	2	3	32	35	0	0	0	8	*1,632	80,126
268	Ann Arbor	1	2	3	7	52	59	0	0	0	7	*1,927	225,000
269	Battlecreek	2	2	4	3	68	71	...	...	...	9	2,946	225,000
270	Bay City	1	5	6	7	111	118	0	0	0	12	5,190	275,000
271	Detroit	17	39	56	26	713	739	0	4	9	64	32,599	3,002,000
272	Escanaba	1	0	1	1	25	26	0	0	0	6	1,100	75,000
273	Flint	1	2	3	5	50	55	...	0	1	9	2,200	150,000
274	Grand Haven	1	1	2	2	27	29	0	1	...	6	1,342	55,000
275	Grand Rapids	5	35	40	18	334	352	0	7	0	34	15,928	2,013,028
276	Holland	1	1	2	2	32	34	0	2	0	5	1,720	*75,000
277	Iron Mountain	1	0	1	1	38	39	0	0	0	5	1,956	125,000
278	Ironwood	1	2	3	2	42	44	0	4	0	7	1,325	100,000
279	Ishpeming*	1	2	3	5	52	57	High school.	2	1	6	2,216	125,000
	Jackson:												
280	District No. 1*	1	2	3	5	44	49	...	8	...	8	...	130,000
281	District No. 17*	1	1	2	4	31	35	0	0	0	8	1,500	...
282	Kalamazoo	1	1	2	3	82	85	...	...	...	10	4,000	450,000
283	Lansing	1	1	2	4	70	74	0	0	0	13	3,095	172,500
284	Ludington	1	0	1	2	39	41	...	...	...	6	1,738	100,000
285	Manistee	2	1	3	7	73	80	...	...	...	10	2,858	120,000
286	Marquette	0	3	2	4	34	38	0	...	...	8	1,783	120,000
287	Menominee	2	0	2	4	50	54	7, 8, and high.	5	...	9	2,340	156,000
288	Muskegon	7	3	10	0	92	92	7 to 12.	8	...	23	5,500	450,000
289	Owosso	5	0	5	5	33	38	0	...	...	4	1,960	125,000
290	Port Huron	1	0	1	3	70	73	0	...	...	15	3,520	226,000

*Statistics of 1896-97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	MICHIGAN—cont'd.												
	Saginaw:												
291	East side	1	2	3	11	131	142	.....	0	0	13	5,355	$404,932
292	West side	2	2	4	5	80	85	.....	....	....	12	4,000	232,811
293	Sault Ste. Marie	2	1	3	5	31	36	.....	....	....	9	.....	75,000
294	Traverse City	1	1	2	3	39	42	0	....	....	5	1,735	115,000
295	West Bay City	1	0	1	5	55	60	0	....	....	8	2,589	150,000
	MINNESOTA.												
296	Brainerd	1	0	1	3	31	34	.....	....	....	6	1,800	123,200
297	Duluth*	15	3	18	14	197	211	High school.	14	5	30	10,500	1,750,000
298	Faribault	2	1	3	3	26	29	0	0	0	9	1,400	75,000
299	Mankato	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
300	Minneapolis	8	49	57	14	711	725	6 to 12.	....	0	56	32,000	2,400,000
301	Red Wing	1	2	3	2	42	44	0	0	0	5	1,800	80,000
302	St. Cloud	1	2	3	2	27	29	1 to 8.	0	0	6	1,100	85,000
303	St. Paul	13	25	38	21	485	505	High school.	28	0	45	22,356	2,573,959
304	Stillwater	1	2	3	2	46	48	High school.	....	.....	.....	2,300	129,000
305	Winona	1	2	3	4	86	90	0	7	3	9	4,000	27,000
	MISSISSIPPI.												
306	Columbus	1	0	1	3	17	20	0	0	0	2	1,400	27,000
307	Jackson*	2	1	3	3	24	27	0	0	0	4	1,250	45,000
308	Meridian	3	3	6	7	34	41	.....	0	0	5	1,500	57,500
309	Natchez	....	....	....	2	27	29	.....	1	....	....	.....	41,500
310	Vicksburg*	....	....	....	2	46	48	.....	....	....	5	.....	125,600
	MISSOURI.												
311	Carthage	3	0	3	10	33	43	.....	....	....	8	2,180	110,000
312	Chillicothe	6	1	7	7	20	27	.....	....	....	6	1,440	56,000
313	Clinton*	4	1	5	5	27	32	.....	....	....	5	1,560	69,000
314	Hannibal	4	5	9	5	52	57	0	....	....	10	2,557	107,250
315	Independence	1	0	1	2	26	28	0	0	....	4	1,350	90,000
316	Jefferson City	1	1	2	5	17	22	0	0	0	5	.....	25,000
317	Joplin	1	0	1	9	51	60	.....	....	....	10	3,800	123,000
318	Kansas City	2	0	2	70	405	475	Manual-training high sch'l.	5	....	38	22,585	1,800,000
319	Moberly*	1	1	2	10	26	36	0	0	0	5	1,936	85,000
320	Nevada	1	0	1	5	31	36	0	0	0	8	1,706	65,000
321	St. Charles*	1	1	2	2	12	14	.....	....	....	2	900	33,000
322	St. Joseph	1	0	1	13	159	172	0	0	0	26	8,250	625,000
323	St. Louis	65	50	115	28	1,442	1,470	One school.	102	8	129	66,722	4,916,940
324	Sedalia	2	1	3	5	63	68	.....	....	....	11	3,430	160,000
325	Springfield	2	1	3	6	57	63	0	0	0	11	4,400	200,000
326	Trenton	1	0	1	4	23	27	0	0	1	4	*1,348	65,000
327	Webb City	1	0	1	2	21	23	.....	....	....	3	1,200	50,000
	MONTANA.												
328	Butte*	2	0	2	12	86	98	0	0	0	22	5,000	380,000
329	Greatfalls	1	2	3	9	30	39	0	....	....	10	1,530	210,000
330	Helena	2	2	4	2	43	45	.....	....	....	10	1,924	450,000
	NEBRASKA.												
331	Beatrice	1	1	2	8	32	40	.....	....	....	8	1,900	*150,000
332	Fremont	1	0	1	1	39	40	.....	....	....	7	1,879	*129,500
333	Grand Island	1	2	3	4	34	38	.....	0	0	5	.....	130,000
334	Hastings	1	2	3	2	29	31	0	....	....	5	1,300	100,900
335	Kearney	1	0	1	4	23	27	0	0	0	7	1,200	200,000
336	Lincoln	2	0	2	16	127	143	0	15	0	18	7,000	430,016
337	Nebraska City	2	0	2	4	27	31	.....	....	....	7	.....	.....
338	Omaha	2	15	17	12	326	338	9 to 12.	26	....	38	15,894	1,650,000
339	Plattsmouth	1	0	1	0	24	24	0	0	0	9	.....	.....
340	South Omaha	1	2	3	3	56	59	.....	....	....	9	2,700	212,000

*Statistics of 1896–97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW HAMPSHIRE.												
341	Concord (Union district).	1	0	1	1	54	55	7 to 9, and high school.	....	....	16	2,550	$325,000
342	Dover	2	1	3	4	36	40	0	0	1	13	1,597	150,000
343	Keene (Union district).	1	2	3	4	34	38	0	0	1	13	*1,200	100,000
344	Laconia	1	0	1	2	34	36	0	0	....	13	1,428	75,000
345	Manchester*	10	2	12	12	103	115	Higher grammar.	0	5	24	5,184	225,000
346	Nashua	3	5	8	3	87	90		2	....	19	.....	300,933
347	Portsmouth*	3	2	5	4	38	42		2	....	9	1,604	200,000
	NEW JERSEY.												
348	Atlantic City	2	2	4	3	64	67	9 to 12.	....	....	6	3,000	200,000
349	Bayonne	6	2	8	0	103	103	0	0	1	9	3,659	255,000
350	Bridgeton*	1	0	1	1	45	46		....	....	6	2,200	90,000
351	Camden	4	0	4	6	235	241	High school.	0	0	21	9,791	.....
352	Elizabeth*	6	5	11	8	106	114		....	....	10	5,000	312,000
353	Harrison	0	0	0	2	15	17	0	....	2	2	800	40,000
354	Hoboken*	1	0	1	11	151	162	2 to 5.	0	1	8	6,424	.....
355	Jersey City	18	23	41	2	474	476	0	0	7	24	20,978	*1,174,767
356	Longbranch*	1	3	4	5	43	48		....	....	9	2,500	200,000
357	Millville	1	0	1	3	43	46	0	0	3	13	2,592	90,000
358	Morristown	1	1	2	0	28	28		0	0	3	1,292	110,000
359	Newark*	30	9	39	14	554	568		14	12	57	29,480	1,807,875
360	New Brunswick*	....	....	....	3	57	60		....	....	7	2,895	163,000
361	Orange	4	1	5	3	60	63	All.	0	0	6	2,482	217,000
362	Passaic	2	3	5	2	70	72	3 to 8, and high school.	5	1	8	3,600	200,000
363	Paterson	20	3	23	20	288	308	7,8, and high school.	17	4	20	13,144	692,500
364	Perth Amboy	1	0	1	2	34	36		....	....	6	1,781	117,000
365	Phillipsburg	1	0	1	4	34	38	2 to 6.	0	0	6	1,722	100,000
366	Plainfield	2	1	3	2	59	61	0	5	....	8	2,500	233,000
367	Rahway	4	0	4	5	23	28		....	....	4	1,250	100,000
368	Town of Union (P. O., Weehawken).	4	1	5	6	40	46	3 to 9.	2	2	3	2,244	140,000
369	Trenton*	....	....	....	7	173	180		....	....	23	7,851	463,787
	NEW MEXICO.												
370	Albuquerque	*2	*0	*2	3	27	30		....	....	15	.....	150,000
	NEW YORK.												
371	Albany	16	9	25	10	265	275	High school.	19	4	21	12,967	1,157,000
372	Amsterdam	2	0	2	8	54	62	0	0	0	10	2,988	125,000
373	Auburn	4	7	11	7	108	115	0	0	0	15	4,115	*300,000
374	Batavia	1	0	1	0	31	31	Primary.	0	0	7	1,430	203,732
375	Binghamton	3	2	5	15	186	201	9 to 12.	13	0	17	7,659	425,000
376	Buffalo	56	19	75	15	1,097	1,112	8 and 9.	a9	13	85	53,071	*3,175,382
377	Cohoes*	1	0	1	2	67	69	0	2	3	12	2,560	175,000
378	Corning	1	2	3	0	33	33		0	0	3	*1,688	*135,000
379	Cortland	1	1	2	0	23	23	0	0	0	4	1,050	53,000
380	Dunkirk	1	0	1	2	50	52	0	0	0	9	1,945	180,000
381	Elmira	9	2	11	1	128	129	0	0	0	13	.....	581,000
382	Geneva	1	1	2	2	47	49	0	4	0	5	1,477	132,116
383	Glens Falls	1	3	4	0	36	36	Grammar grade.	2	0	4	1,384	100,000
384	Gloversville	1	0	1	1	62	63	0	4	0	9	3,300	151,843
385	Hornellsville*	1	1	2	1	47	48	0	0	0	5	2,500	100,000
386	Hudson	1	1	2	0	31	31		....	....	3	1,528	80,000
387	Ithaca	3	3	6	5	45	50	6 to 8.	0	1	7	2,130	170,000
388	Jamestown	1	2	3	4	102	106	All below high school.	9	....	12	4,010	320,903
389	Johnstown	1	2	3	1	35	36	0	0	0	4	2,135	131,126

* Statistics of 1896–97.

a Fifteen kindergartens are managed by the Buffalo Free Kindergarten Association. Nine teachers' salaries ($4,925) are paid by the school department.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	NEW YORK—cont'd.												
	Kingston:												
390	"Kingston school district."	1	2	3	7	36	43	0	0	0	6	2,183	$207,500
391	District No. 2*	1	0	1	2	18	20	All.	0	0	1	1,000	50,000
392	District No. 3..	1	3	4	2	13	15	0	0	0	1	480	30,000
393	District No. 4..	1	0	1	1	8	9	0	0	0	1	350	22,000
394	Lansingburg	1	0	1	1	62	63	0	5	0	5	1,925	138,400
395	Littlefalls	1	0	1	4	27	31	.....	.....	.....	4	1,300	*82,350
396	Lockport*	.....	.....	.....	5	68	73	.....	.....	.....	9	.....	303,150
397	Malone	0	1	1	2	31	33	0	0	.....	11	1,625	73,750
398	Middletown	1	2	3	4	46	50	0	0	0	6	2,189	175,000
399	Mount Vernon	4	0	4	*2	*70	*72	0	2	0	8	3,718	450,000
400	Newburg	5	2	7	8	82	90	8 to 12, inclusive.	0	0	6	3,357	323,125
401	New Rochelle	1	9	10	1	54	55	0	5	0	5	1,800	255,550
402	New York	236	503	739	404	7,517	7,921	Secondary, elementary, and truant schools.	61	50	405	385,091	43,377,283
403	Niagara Falls	4	6	10	3	66	69	0	4	1	8	2,773	116,400
404	North Tonawanda	3	1	4	2	39	41	.....	4	3	5	1,790	150,000
405	Ogdensburg*	.....	.....	.....	4	49	53	.....	.....	.....	10	.....	97,000
406	Olean	2	1	3	1	45	46	0	6	.....	6	2,400	185,000
407	Oswego	1	0	1	3	84	87	0	0	0	15	4,000	205,800
	Peekskill:												
408	District No. 7 (Drum Hill).	1	2	3	1	18	19	0	0	0	2	700	12,294
409	District No. 8 (Oakside).	1	1	2	0	12	12	0	.....	.....	1	644	60,000
410	Plattsburg	1	0	1	2	38	40	0	0	0	7	1,650	66,309
411	Port Chester	1	2	3	0	31	31	0	3	.....	6	1,400	100,000
412	Port Jervis	1	3	4	2	41	43	0	0	1	6	1,856	85,000
413	Poughkeepsie*	2	2	4	3	82	85	0	0	0	12	3,000	153,488
414	Rensselaer	2	0	2	1	28	29	0	1	.....	2	1,356	65,000
415	Rochester	1	3	4	20	694	714	0	17	2	46	21,000	1,414,000
416	Rome	3	3	6	1	43	44	.....	.....	.....	7	2,500	250,000
417	Saratoga Springs	2	0	2	6	53	59	.....	5	1	6	3,000	185,000
418	Schenectady	1	0	1	1	65	66	.....	2	0	7	2,900	175,000
419	Sing Sing	1	0	1	0	25	25	.....	3	.....	2	947	74,124
420	Syracuse	20	6	26	20	391	411	High school.	9	3	32	17,179	1,322,500
421	Tonawanda	1	2	3	1	35	36	.....	.....	.....	5	1,400	130,000
422	Troy	2	2	4	18	181	199	.....	2	.....	20	8,304	563,671
423	Utica	3	4	7	12	200	212	5 to 8.	11	3	23	7,726	525,000
424	Watertown	2	1	3	4	97	101	.....	.....	2	10	4,000	200,000
425	Watervliet	1	2	3	0	32	32	0	0	0	9	1,500	37,000
426	Yonkers	2	5	7	6	133	139	High school and grammar.	7	3	14	6,000	727,939
	NORTH CAROLINA.												
427	Asheville	1	0	1	5	25	30	0	0	0	4	1,400	50,000
428	Charlotte	.....	.....	.....	.....	.....	40	.....	.....	.....	*3	*1,824	.....
429	Durham	2	1	3	3	21	24	6 to 10.	0	.....	2	.....	50,000
430	Goldsboro	1	0	1	2	20	22	0	0	.....	2	1,500	25,000
431	Newbern	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
432	Raleigh*	1	0	1	3	38	41	1, 2, and 3.	0	0	5	.....	50,000
433	Wilmington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
434	Winston	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
	NORTH DAKOTA.												
435	Fargo	1	2	3	1	31	32	0	0	.....	5	1,465	125,000
	OHIO.												
436	Akron*	5	5	10	4	120	124	All.	0	0	11	6,370	716,000
437	Alliance*	3	0	3	7	26	33	0	.....	.....	6	1,650	135,000
438	Ashtabula	3	1	4	3	34	37	.....	.....	.....	7	1,650	110,000

*Statistics of 1896-97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	OHIO—continued.												
439	Bellaire	1	2	3	3	35	38	0	0	0	7	1,925	*$75,000
440	Cambridge	2	0	2	1	31	32	0	0	....	4	1,543	120,000
441	Canton	3	3	6	13	111	124	0	1	0	13	5,800	544,000
442	Chillicothe*	....	....	....	4	50	54	....	....	....	5	.....	100,000
443	Cincinnati	53	2	55	91	792	883	0	0	8	62	44,700	3,000,000
444	Circleville	2	1	3	2	34	36	....	....	....	4	1,575	*140,000
445	Cleveland	11	37	48	58	1,041	1,099	All grades.	12	32	63	.....	4,449,464
446	Columbus	11	18	29	25	394	419	....	....	4	37	17,600	2,347,277
447	Dayton*	3	4	7	36	266	302	7, 8 and high school.	6	5	29	12,000	1,223,525
448	Defiance	1	0	1	0	29	29	....	0	0	4	1,375	*130,000
449	Delaware	1	1	2	3	35	38	....	0	0	8	1,990	125,000
450	East Liverpool*	1	0	1	0	45	45	0	0	0	8	2,500	150,000
451	Elyria	3	2	5	3	36	39	1 to 6 inc.	1	....	6	1,475	85,000
452	Findlay*	1	0	1	8	66	74	....	....	....	13	.....	236,000
453	Fostoria	1	2	3	6	31	37	0	2	....	6	.....	90,000
454	Fremont	1	0	1	5	31	36	5 to 9 inc.	3	....	6	1,400	80,000
455	Hamilton*	1	0	1	13	66	79	0	....	....	9	3,500	275,000
456	Ironton	1	0	1	5	46	51	....	0	0	6	2,431	120,000
457	Lancaster*	1	2	3	4	31	35	All.	0	0	4	.....	100,000
458	Lima*	....	....	....	2	73	75	....	....	....	9	....	200,000
459	Lorain	3	0	3	2	41	43	....	....	....	6	*1,990	89,000
460	Mansfield	2	2	4	3	64	67	....	2	....	9	3,200	300,000
461	Marietta	1	0	1	7	42	49	0	0	0	8	2,300	95,000
462	Marion*	....	....	....	1	45	46	....	....	....	8	.....	144,490
463	Martins Ferry	1	0	1	5	28	33	....	....	....	3	1,550	95,000
464	Massillon*	....	....	....	6	33	39	....	....	....	7	.....	165,000
465	Middletown*	1	0	1	4	37	41	0	0	0	4	1,500	150,000
466	Mount Vernon	1	0	1	3	26	29	....	....	....	6	1,300	125,000
467	Nelsonville	1	0	1	1	23	24	All.	....	1	3	1,040	75,000
468	Newark	1	3	4	3	66	69	0	1	0	11	3,206	151,040
469	Norwalk	2	1	3	3	27	30	0	0	0	5	1,400	130,000
470	Piqua	1	0	1	3	43	46	0	1	0	7	2,412	200,000
471	Portsmouth*	1	0	1	2	54	56	....	....	....	9	2,495	205,000
472	Salem	1	1	2	2	29	31	....	....	....	4	1,500	115,000
473	Sandusky*	3	5	8	5	65	70	....	....	2	7	3,400	260,000
474	Springfield	3	2	5	23	118	141	....	....	....	16	6,849	425,000
475	Steubenville	1	0	1	4	49	53	0	0	....	6	2,259	151,000
476	Tiffin*	1	0	1	5	35	40	....	....	....	6	1,671	250,000
477	Toledo	4	3	7	34	382	416	5 to 8 and high.	0	1	41	19,750	1,368,000
478	Van Wert	1	0	1	6	29	35	0	....	....	4	1,500	92,000
479	Warren	2	2	4	4	36	40	....	....	....	9	1,754	168,000
480	Wellston	2	0	2	8	24	32	0	....	....	7	1,235	50,000
481	Xenia	1	0	1	3	41	44	0	0	1	6	1,805	127,000
482	Youngstown	1	1	2	16	129	145	High school.	....	3	22	7,000	600,000
483	Zanesville	3	1	4	3	83	86	....	....	....	17	.....	250,000
	OKLAHOMA.												
484	Oklahoma City	1	0	1	4	21	25	....	0	0	4	1,300	58,000
	OREGON.												
485	Astoria*	....	....	....	5	25	30	0	2	2	8	1,100	102,409
486	Portland	14	4	18	33	235	268	9	0	3	26	12,126	1,015,658
487	Salem*	1	0	1	6	29	35	0	0	0	7	1,687	128,000
	PENNSYLVANIA.												
488	Allegheny	20	2	22	13	329	342	Above 2d.	....	....	27	17,000	1,969,669
489	Allentown	*1	*1	*2	18	88	106	0	....	2	14	5,600	651,533
490	Altoona	1	1	2	17	130	147	0	0	0	12	7,300	495,080
491	Beaverfalls	1	0	1	2	47	49	....	....	....	5	2,000	135,000
492	Braddock	0	2	2	2	40	42	0	....	....	6	1,902	170,000
493	Bradford	1	0	1	7	49	56	0	0	0	8	2,800	*175,000
494	Butler	2	2	4	4	40	44	....	0	0	4	2,500	200,000
495	Carbondale	1	0	1	5	46	51	0	....	1	10	2,650	178,000

*Statistics of 1896–97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	PENNSYLVANIA—continued.												
496	Carlisle	1	0	1	11	21	32	.....	....	....	10	1,700	$92,500
497	Chambersburg	1	0	1	6	28	34	0	1	0	7	1,800	75,000
498	Chester	1	0	1	8	117	125	.....	....	....	23	5,267	500,000
499	Columbia	2	2	4	4	41	45	0	0	0	6	2,280	75,800
500	Connellsville	1	0	1	2	23	25	0	0	....	3	1,250	45,000
501	Dubois	1	0	1	2	29	31	.....	....	....	5	1,550	80,000
502	Dunmore*	1	0	1	4	34	38	0	....	6	11	2,100	80,000
503	Easton	1	0	1	16	54	70	0	0	0	10	3,202	443,309
504	Erie	1	0	1	7	175	182	0	0	1	17	7,578	869,300
505	Harrisburg	4	1	5	20	156	185	0	0	0	25	9,689	*731,284
506	Hazleton	1	0	1	10	42	52	.....	....	....	8	2,600	200,000
507	Homestead*	.....	.....	.....	3	38	41	.....	....	....	4	1,800	.....
508	Johnstown	1	2	3	16	91	107	0	0	0	18	5,300	325,000
509	Lancaster	2	0	2	10	104	114	.....	....	4	18	6,000	450,700
510	Lebanon	1	0	1	5	56	61	.....	....	....	11	3,000	250,000
511	Lockhaven*	1	0	1	7	23	30	.....	0	0	4	1,800	.....
512	McKeesport	9	0	9	7	81	88	.....	....	5	8	4,750	332,000
513	Mahanoy City	1	0	1	4	35	39	.....	....	5	5	2,150	88,000
514	Meadville	1	3	4	3	47	50	5 to 7, inc.	....	....	4	2,300	175,000
515	Mount Carmel	1	1	2	9	29	38	0	....	4	6	1,860	85,000
516	Nanticoke	1	0	1	8	34	42	.....	....	7	6	1,800	94,836
517	New Brighton	1	0	1	0	29	29	0	0	....	4	1,600	130,000
518	Newcastle*	.....	.....	.....	8	56	64	.....	....	....	8	3,300	.....
519	Norristown	1	0	1	6	64	70	7,8, and high school.	....	....	8	3,600	235,000
520	Oil City*	.....	.....	.....	1	47	48	.....	....	....	9	2,115	.....
521	Philadelphia	.....	.....	140	190	3,147	3,337	3 to 8 grades and special schools.	148	....	*307	146,475*	*11,587,576
522	Phœnixville	2	0	2	0	27	27	0	0	0	4	1,500	75,000
523	Pittsburg*	.....	.....	.....	48	837	885	.....	....	....	77	39,905	.....
524	Pittston*	.....	.....	.....	2	36	38	.....	....	....	....	.....	.....
525	Plymouth	1	0	1	6	25	31	.....	....	10	6	2,000	*65,000
526	Pottstown	1	0	1	13	46	59	0	0	0	21	3,210	178,584
527	Pottsville*	.....	.....	.....	6	51	57	.....	....	....	10	2,850	.....
528	Reading	1	4	5	8	256	264	0	0	5	40	12,100	781,000
529	Scranton	*1	*1	*2	19	278	297	0	0	60	36	13,706	90,000
530	Shamokin	1	0	1	12	58	70	All.	....	6	8	3,500	300,000
531	Shenandoah	1	0	1	9	57	66	0	0	13	10	3,000	130,000
532	South Bethlehem	7	0	7	11	38	49	.....	....	....	6	2,200	198,458
533	Steelton*	1	0	1	16	22	38	.....	....	....	6	2,004	148,000
534	Sunbury*	1	0	1	7	31	38	.....	....	....	8	2,400	87,000
535	Titusville	1	2	3	2	41	43	0	....	....	5	1,800	100,000
536	Uniontown	1	1	2	1	27	28	.....	....	....	3	1,400	110,000
537	Westchester	2	1	3	5	31	36	High school.	0	0	3	1,450	150,000
538	Wilkesbarre	2	1	3	31	140	171	.....	....	16	20	9,000	600,000
539	Williamsport	1	0	1	19	91	110	0	0	0	15	5,846	350,000
540	York	1	0	1	19	79	98	.....	....	....	14	4,500	346,550
	RHODE ISLAND.												
541	Central Falls*	1	4	5	3	44	47	.....	0	2	9	2,072	.....
542	Cranston	1	2	3	*7	*38	*45	0	1	....	13	2,005	150,000
543	Cumberland	1	1	2	5	32	37	.....	0	4	15	.....	62,100
544	East Providence*	.....	.....	.....	5	57	62	.....	....	3	18	2,124	140,850
545	Johnston	2	3	5	4	61	65	.....	....	3	19	2,477	150,000
546	Newport	1	0	1	9	70	79	Intermediate, grammar, and high school.	4	2	13	3,124	*362,843
547	Pawtucket	2	3	5	10	122	132	0	4	6	27	5,150	540,000
548	Providence	3	10	13	55	589	644	Manual training high.	15	28	88	24,345	2,282,820
549	Woonsocket	2	2	4	3	86	89	7, 8, and 9.	1	5	25	3,500	265,000

* Statistics of 1896-97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897–98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	SOUTH CAROLINA.												
550	Charleston	7	6	13	7	87	94	0	0	0	6	6,000	$150,000
551	Columbia	1	0	1	6	29	35	0	0	0	4	1,750	42,500
552	Greenville	1	0	1	4	23	27	.....	....	....	4	*1,600	35,000
553	Spartanburg	1	0	1	3	21	24	0	....	....	4	1,200	40,000
	SOUTH DAKOTA.												
554	Sioux Falls	1	1	2	4	41	45	.....	1	....	10	1,845	240,000
	TENNESSEE.												
555	Chattanooga	5	2	7	10	78	88	.....	....	....	6	.....	500,000
556	Clarksville	1	1	2	3	24	27	.....	....	....	3	1,204	39,960
557	Jackson	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
558	Knoxville	7	0	7	8	65	73	0	0	0	11	3,700	180,000
559	Memphis	1	0	1	13	123	136	0	0	1	13	5,581	350,000
560	Nashville	20	1	21	23	177	200	0	0	0	18	12,000	413,796
	TEXAS.												
561	Austin	2	1	3	13	64	77	9, 10, and 11.	0	0	12	3,359	121,870
562	Corsicana	1	0	1	7	24	31	0	0	0	5	1,200	80,000
563	Dallas*	3	0	3	12	101	113	0	0	0	15	5,800	431,000
564	Denison	1	2	3	2	39	41	.....	....	....	9	2,163	292,500
565	El Paso	3	3	6	3	27	30	.....	1	....	6	950	74,440
566	Fort Worth*	2	1	3	26	53	79	0	0	0	13	3,931	253,000
567	Gainesville*	1	0	1	4	28	32	0	0	0	5	1,505	125,930
568	Galveston	6	0	6	23	89	112	.....	0	0	10	5,028	461,283
569	Houston*	1	1	2	.....	.....	.....	0	0	0	17	4,989	365,650
570	Laredo	1	0	1	4	25	29	.....	....	....	11	1,225	5,000
571	Marshall	2	0	2	5	11	16	0	....	....	6	*900	12,659
572	Paris	1	0	1	4	43	47	0	....	....	6	1,200	70,050
573	San Antonio	1	0	1	36	83	119	.....	....	....	17	6,377	318,672
574	Sherman	1	0	1	3	32	35	.....	0	....	4	.....	85,000
575	Temple	1	0	1	5	20	25	0	0	0	5	1,350	72,650
576	Tyler*	1	0	1	7	22	29	0	0	0	5	1,400	75,000
577	Waco	3	0	3	10	60	70	.....	0	0	11	3,281	283,000
	UTAH.												
578	Ogden	4	1	5	19	64	83	0	0	0	20	4,000	300,000
579	Provo City	2	0	2	9	15	24	0	0	....	7	1,460	61,013
580	Salt Lake City	15	5	20	16	209	225	0	0	0	29	10,345	1,047,966
	VERMONT.												
581	Burlington	1	0	1	5	63	68	.....	....	....	14	.....	.....
582	Rutland	1	2	3	2	45	47	0	....	....	9	2,185	179,000
	VIRGINIA.												
583	Alexandria	3	2	5	9	24	33	.....	....	....	5	1,200	35,000
584	Danville	2	0	2	7	45	52	0	....	....	5	2,500	47,000
585	Lynchburg*	4	1	5	13	53	66	.....	....	....	8	3,100	95,000
586	Manchester*	1	0	1	5	17	22	.....	....	....	3	1,050	30,000
587	Newport News	1	0	1	3	24	27	0	0	....	5	945	35,000
588	Norfolk*	1	1	2	7	54	61	0	0	0	11	3,250	135,000
589	Petersburg*	1	0	1	2	50	52	0	0	0	9	2,500	75,000
590	Portsmouth	1	0	1	3	28	31	0	....	....	4	1,508	33,300
591	Richmond	19	0	19	9	228	237	0	....	2	19	11,513	442,500
592	Roanoke	1	0	1	9	35	44	0	0	0	7	3,300	125,000
593	Staunton	1	0	1	6	22	28	6 to 12 inc.	0	....	3	1,500	60,000

* Statistics of 1896-97.

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TABLE 10.—*Statistics of supervising officers, teachers, property, etc., in public schools of cities of over 8,000 inhabitants, 1897-98*—Continued.

	City.	Supervising officers.			Regular teachers.			Grades in which manual training is given.	Number of kindergartens.	Number of evening schools.	Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.
		Male.	Female.	Total.	Male.	Female.	Total.						
	1	2	3	4	5	6	7	8	9	10	11	12	13
	WASHINGTON.												
594	Seattle	6	2	8	18	162	180	High school.	1	....	20	7,213	$672,525
595	Spokane	1	0	1	13	87	100	.....	2	0	16	4,518	577,132
596	Tacoma	3	1	4	17	130	147	0	0	0	16	5,900	795,065
597	Walla Walla	2	2	4	3	18	21	0	0	0	4	1,460	111,000
	WEST VIRGINIA.												
598	Huntington*	2	0	2	1	43	44	.....	0	0	7	2,100	78,170
599	Martinsburg	1	0	1	10	17	27	0	0	....	7	1,400	40,940
600	Parkersburg	1	0	1	13	47	60	.....	0	0	16	2,850	.....
601	Wheeling	6	4	10	7	129	136	0	0	0	12	6,300	430,000
	WISCONSIN.												
602	Appleton	6	3	9	5	53	58	High school.	1	0	9	3,500	280,510
603	Ashland	1	1	2	3	36	39	3	0	0	10	1,718	125,000
604	Baraboo	1	0	1	2	33	35	.....	4	....	6	1,450	65,000
605	Beloit	1	1	2	2	41	43	.....	3	....	7	1,800	120,000
606	Chippewa Falls	1	1	2	4	31	35	0	0	0	8	1,328	96,000
607	Eau Claire	1	1	2	11	80	91	7, 8, and high school.	0	0	15	4,000	160,780
608	Fond du Lac	1	3	4	5	50	55	High school.	5	....	10	2,300	103,700
609	Greenbay	1	1	2	4	70	74	0	0	0	12	3,500	183,863
610	Janesville	1	0	1	5	49	54	High school.	0	0	8	2,246	200,000
611	Kenosha	1	0	1	4	25	29	0	0	....	4	1,300	90,000
612	La Crosse	2	2	4	9	111	120	High school.	0	0	18	5,302	193,644
613	Madison	1	2	3	2	57	59	0	2	0	9	2,645	211,825
614	Manitowoc*	5	0	5	7	31	38	0	1	0	5	1,961	119,625
615	Marinette	1	1	2	6	46	52	.....	....	....	6	2,530	120,000
616	Merrill*	1	0	1	4	30	34	.....	0	0	6	1,804	50,000
617	Milwaukee	42	11	53	47	737	784	High school.	42	0	50	38,424	2,500,000
618	Oshkosh	7	2	9	14	99	113	All.	8	2	10	3,300	248,500
619	Racine	1	0	1	14	92	106	0	6	....	13	4,471	325,000
620	Sheboygan	2	1	3	16	84	100	0	6	0	13	4,000	190,000
621	Stevens Point	1	3	4	8	40	43	0	4	0	12	1,896	108,000
622	Superior	2	8	10	10	121	131	0	9	0	16	5,500	350,000
623	Watertown	1	0	1	2	25	27	0	0	0	5	1,200	60,000
624	Waukesha	1	1	2	4	26	30	0	0	....	6	1,450	84,114
625	Wausau	2	2	4	4	47	51	0	3	0	10	2,300	125,500
	WYOMING.												
626	Cheyenne	1	1	2	1	27	28	.....	....	....	5	1,100	150,000

* Statistics of 1896-97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants.*

	City.	Receipts for the school year 1897–98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	ALABAMA.						
1	Anniston*	.....	.....	.....	.....	.....	.....
2	Birmingham	$6,771	$7,500	$4,638	$17,117	$36,026	$36,026
3	Huntsville	2,081	4,145	.....	.....	.....	6,426
4	Mobile	.....	.....	.....	.....	.....	76,644
5	Montgomery	5,435	22,942	.....	420	28,797	28,797
6	Selma	2,900	10,000	.....	4,000	16,900	.....
	ARKANSAS.						
7	Fort Smith	.....	.....	.....	.....	.....	96,825
8	Hot Springs*	2,500	19,000	500	.....	22,000	22,000
9	Little Rock	10,469	51,104	.....	.....	61,573	75,503
10	Pine Bluff	.....	.....	.....	.....	24,563	24,563
	CALIFORNIA.						
11	Alameda	33,874	29,354	23,488	136	86,854	96,648
12	Berkeley	26,668	26,687	20,071	149	73,575	85,884
13	Eureka	13,823	.....	14,141	285	.....	41,206
14	Fresno*	12,780	.....	29,496	1,467	54,027	54,027
15	Los Angeles	201,579	93,621	137,161	1,417	433,779	484,519
16	Oakland	134,518	84,226	94,199	1,660	319,603	319,603
17	Pasadena	23,631	8,610	15,636	652	48,529	65,834
18	Sacramento	42,807	47,587	27,050	.....	117,445	132,242
19	San Bernardino	.....	.....	.....	.....	.....	.....
20	San Diego	26,281	29,248	16,165	687	72,381	82,903
21	San Francisco	681,792	520,588	.....	53,408	1,255,788	1,273,389
22	San Jose	42,692	27,913	32,625	2,614	105,844	115,885
23	Santa Cruz	.....	.....	.....	.....	.....	.....
24	Stockton	27,252	80,201	19,768	1,182	78,403	107,404
	COLORADO.						
25	Colorado Springs	15,351	.....	85,721	22,948	124,020	270,896
26	Cripple Creek	4,000	.....	.....	40,000	44,000	.....
	Denver:						
27	District No. 1	.....	*a* 268,829	117,407	4,000	390,236	398,549
28	District No. 2	5,000	*a* 84,517	60,648	1,266	151,431	347,849
29	District No. 7	9,600	.....	15,000	150	24,750	24,750
30	District No. 17	44,256	68,639	.....	1,514	114,409	310,534
31	Leadville	1,766	0	37,374	3,432	42,572	57,535
	Pueblo:						
32	District No. 1	19,207	.....	38,082	.....	57,289	69,664
33	District No. 20	15,281	36,115	.....	427	51,823	75,543
34	Trinidad*	.....	.....	.....	542	33,507	33,457
	CONNECTICUT.						
35	Ansonia	6,302	23,026	.....	.....	29,329	29,329
36	Bridgeport	32,348	119,973	.....	244	152,565	.....
37	Bristol	4,448	27,946	9,844	2,040	44,278	46,102
38	Danbury	10,628	42,759	2,933	2,281	58,601	67,101
39	Greenwich	.....	.....	.....	.....	15,371	16,973
40	Hartford	111,911	32,479	*a* 126,039	12,964	283,393	325,896
	Manchester:						
41	Town schools	2,340	11,260	*a* 4,620	234	.....	.....
42	Ninth district	.....	.....	.....	.....	.....	19,906
43	Meriden	14,407	78,099	.....	.....	.....	93,406
44	Middletown	.....	.....	.....	.....	.....	.....
45	New Britain	370	67,147	.....	5,433	72,950	72,950
46	New Haven	48,708	168,604	.....	343,961	561,273	871,196
47	New London	6,928	33,500	.....	1,069	.....	41,497
48	Norwalk	10,577	*b* 34,956	15,384	970	61,887	109,619
49	Norwich (Central district)	6,576	24,108	.....	5,093	35,777	46,609

* Statistics of 1896–97. *a* District taxes. *b* Town taxes.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	CONNECTICUT—continued.						
50	Rockville (Vernon)*	$4,046	*b* $17,219	*a* $60	$1,097	$22,422	$22,422
51	Stamford	9,835	55,947	.....	1,370	67,152	.....
52	Torrington	.....	.....	.....	.....	.....	.....
53	Wallingford	.....	.....	.....	.....	.....	.....
54	Waterbury	21,829	114,789	.....	946	137,564	.....
55	Windham	4,491	*b* 25,060	.....	5,362	34,914	34,914
	DELAWARE.						
56	Wilmington	24,457	160,626	723	7,363	193,169	193,556
	DISTRICT OF COLUMBIA.						
	Washington:						
57	First 8 divisions	.....	.....	.....	.....	.....	.....
58	Ninth to eleventh divisions	.....	.....	.....	.....	.....	.....
	FLORIDA.						
59	Jacksonville	.....	.....	.....	.....	.....	.....
60	Key West	2,647	.....	8,734	344	11,725	11,763
61	Pensacola	.....	.....	.....	.....	.....	.....
62	Tampa	.....	.....	.....	.....	.....	.....
	GEORGIA.						
63	Americus	3,579	12,080	.....	65	15,724	17,188
64	Athens	4,038	15,497	.....	156	19,692	19,692
65	Atlanta	31,417	110,582	0	0	141,999	141,999
66	Augusta	45,000	.....	45,000	10,000	100,000	100,000
67	Brunswick	5,900	.....	.....	3,000	8,900	8,900
68	Columbus	9,133	22,728	0	16,000	47,861	47,861
69	Macon	26,658	.....	50,000	2,376	79,034	.....
70	Rome	5,600	8,000	600	0	14,200	14,200
71	Savannah	41,900	.....	85,000	100	127,000	127,000
	ILLINOIS.						
72	Alton	3,101	25,796	3,006	353	32,256	43,170
	Aurora:						
73	District No. 4 (west)	1,071	25,280	.....	554	26,905	26,905
74	District No. 5 (east)	3,653	53,000	.....	568	57,221	57,221
75	Austin	1,558	82,695	.....	4,043	88,296	96,633
76	Belleville	3,711	48,893	.....	315	52,919	56,487
77	Bloomington	5,838	71,465	.....	2,327	79,630	141,396
78	Cairo	2,293	.....	19,977	34	22,304	55,581
79	Canton	1,548	21,905	5,128	514	29,095	47,560
80	Champaign	1,672	.....	22,889	141	24,702	41,400
81	Chicago	266,846	6,640,693	.....	490,673	7,398,212	7,902,102
82	Danville	2,515	(50,	116)	2,069	54,700	78,129
83	Decatur	5,101	75,018	0	1,698	81,817	111,120
	East St. Louis:						
84	District No. 1	3,265	.....	59,900	1,873	65,038	73,043
85	District No. 2, T. 2 N., R. 10 W.	.....	.....	.....	.....	.....	.....
86	District No. 2, T. 2 N., R. 9 W.	5,242	.....	4,449	53	9,744	10,247
7	Elgin	3,373	75,186	1,917	299	80,775	111,325
	Evanston:						
88	District No. 1	.....	66,379	1,236	12	67,627	70,501
89	No. 2 (South Evanston)	563	36,040	.....	124	36,727	36,727
90	No. 3 (North Evanston)*	.....	.....	.....	.....	10,070	10,070

* Statistics of 1896-97. *a* District taxes. *b* Town taxes.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897–1898.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	ILLINOIS—continued.						
91	Freeport					$68,312	$83,636
92	Galesburg	$3,337	$57,750		$768	61,855	79,126
93	Jacksonville	2,654	41,680		1,562	45,897	48,510
94	Joliet	7,325	100,575			108,905	162,084
95	Kankakee	2,207	32,450	$333	570	35,560	36,606
96	Kewanee						
97	Lasalle						
98	Lincoln						
99	Mattoon	2,316		22,843	663	25,822	31,797
100	Moline	1,771	0	75,711	2,039	79,521	102,231
101	Monmouth						
102	Oakpark						
103	Ottawa	2,183	(36,975)		286	39,444	98,475
104	Pekin						
105	Peoria	15,466	292,102		247	307,816	418,103
106	Quincy	7,993	68,700		200	76,893	82,940
107	Rockford	5,200	77,106		1,428	83,734	185,098
108	Rock Island	3,400	49,029	28,079	539	81,047	156,807
109	Springfield	6,480	119,433	1,671	7,237	134,821	157,048
	Sterling:						
110	The Lincoln schools*	172			1,047	1,219	1,625
111	The Sterling schools	871		10,635	669	12,175	15,320
112	The Wallace schools						
113	Streator		50,990			50,990	74,700
	INDIANA.						
114	Anderson	15,708	47,830		1,159	64,697	123,258
115	Bloomington*	7,680	5,840	0	0	13,520	13,520
116	Brazil				248	10,729	
117	Columbus	6,078		21,328	1,317	28,723	32,799
118	Crawfordsville	4,000	22,000			26,000	26,200
119	Elkhart	11,307	24,328			35,635	38,564
120	Evansville					179,203	182,303
121	Fort Wayne					115,722	175,728
122	Frankfort	6,589		18,833	382	25,804	29,649
123	Goshen						
124	Hammond	7,944	14,673	9,858		32,475	
125	Huntington					49,794	72,103
126	Indianapolis	115,207	392,320		16,548	524,085	784,085
127	Jeffersonville						20,776
128	Kokomo	8,374	30,715	1,244		40,333	61,537
129	Lafayette	47,617	22,260		1,701	71,578	106,747
130	Laporte	6,394	(16,789)		347	23,530	23,530
131	Logansport*	30,732	3,444			34,176	54,056
132	Madison						
133	Marion					54,311	69,953
134	Michigan City						
135	Muncie*	14,164	51,561	419	430	66,574	102,249
136	New Albany	22,789	2,321	25,142	0	50,252	79,115
137	Peru						
138	Richmond					75,335	115,589
139	Shelbyville	6,574	11,241	17	289	18,120	22,066
140	South Bend*					72,709	80,728
141	Terre Haute	36,443	6,097	86,477	138	129,155	146,425
142	Valparaiso						
143	Vincennes	8,830	15,178		1,763	25,771	49,694
144	Wabash						
145	Washington						

*Statistics of 1896–97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98. From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	IOWA.						
146	Boone	$3,000	$36,000	.....	.....	.....	$39,000
147	Burlington	0	86,833	$8,504	$1,245	$96,582	103,267
148	Cedar Rapids	8,200	0	85,200	6,200	99,600	105,365
149	Clinton	5,958	.....	53,483	537	59,978	66,210
150	Council Bluffs	9,222	0	83,964	2,127	95,313	138,301
151	Creston	2,525	0	27,800	1,110	31,435	36,132
152	Davenport	11,919	.....	117,174	6,132	135,225	151,851
	Des Moines:						
153	North Side	2,782	34,767	.....	1,661	39,210	39,417
154	East Side	8,121	58,356	.....	779	67,256	171,996
155	West Side*	10,456	.....	113,432	2,527	126,415	164,310
156	Dubuque	12,663	.....	87,600	101	100,364	100,425
157	Fort Dodge	2,275	26,395	.....	371	29,041	44,092
158	Fort Madison	3,633	.....	17,042	.....	.....	.....
159	Iowa City*	4,524	30,559	.....	*532	35,615	35,615
160	Keokuk	.....	.....	.....	.....	.....	.....
161	Marshalltown	3,726	41,578	0	1,628	46,932	77,605
162	Muscatine	5,896	.....	47,500	1,646	55,032	68,840
163	Oskaloosa*	6,400	23,500	.....	.....	29,900	.....
164	Ottumwa	.....	.....	.....	.....	.....	.....
165	Sioux City	10,687	114,656	.....	2,160	127,503	171,506
	Waterloo:						
166	East Side	.....	.....	.....	.....	.....	.....
167	West Side	1,510	17,796	.....	105	19,411	19,411
	KANSAS.						
168	Arkansas City	.....	.....	.....	.....	.....	.....
169	Atchison	3,964	0	37,847	1,182	42,993	47,440
170	Emporia	2,600	.....	.....	.....	37,400	37,400
171	Fort Scott	3,773	21,177	.....	1,465	26,415	30,870
172	Hutchison	2,694	21,923	.....	1,373	25,990	37,714
173	Kansas City	12,068	107,158	.....	17	119,243	119,243
174	Lawrence	3,161	18,275	.....	1,365	22,801	.....
175	Leavenworth	6,469	51,224	.....	1,826	59,519	69,091
176	Ottawa	2,261	17,885	.....	71	20,217	29,067
177	Parsons*	1,969	a16,281	9,228	252	27,730	34,917
178	Pittsburg	3,184	22,231	.....	141	25,556	26,561
179	Topeka	10,077	105,088	.....	4,118	119,283	134,126
180	Wichita	6,010	62,750	.....	565	69,325	71,354
	KENTUCKY.						
181	Bowling Green*	6,149	10,569	.....	226	16,944	17,583
182	Covington*	43,022	51,010	2,336	21,089	117,457	117,457
	Frankfort:						
183	White schools	3,800	4,107	0	5,583	13,490	16,249
184	Colored schools	2,190	2,000	.....	633	4,823	4,823
185	Henderson	7,000	9,000	.....	200	16,200	22,200
186	Hopkinsville	.....	.....	.....	.....	.....	.....
187	Lexington*	24,630	42,541	.....	779	68,000	70,650
188	Louisville	157,769	343,551	.....	7,014	508,334	614,778
189	Maysville*	3,988	8,186	4,470	712	17,358	17,508
190	Newport*	22,806	29,172	.....	201	52,269	73,728
191	Owensboro	6,959	23,519	0	741	31,219	37,119
192	Paducah	10,549	30,819	.....	240	41,608	44,008
	LOUISIANA.						
193	Baton Rouge	.....	.....	.....	.....	.....	.....
194	New Orleans	43,000	110,000	12,000	233,000	398,000	409,024
195	Shreveport	.....	.....	.....	.....	.....	.....

* Statistics of 1896-97. a District taxes.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98. From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	MAINE.						
196	Auburn	$10,236	$36,500	0	$279	$47,115	$47,115
197	Augusta*	7,600	8,422	.....	10,544	26,565	33,109
198	Bangor	14,504	39,903	.....	401	.....	55,078
199	Bath	6,302	16,698	.....	81	.....	27,081
200	Biddeford	12,763	18,300	.....	394	31,457	31,457
201	Calais	6,253	7,500	$546	750	15,049	15,049
202	Lewiston	19,865	27,500	246	.....	47,611	47,611
203	Portland	27,427	127,772	0	0	155,199	155,199
204	Rockland	6,168	15,300	0	21	21,488	22,017
205	Waterville	7,072	10,000	.....	143	17,215	20,682
	MARYLAND.						
206	Baltimore	59,423	1,356,700	.....	4,300	.....	1,420,424
207	Cumberland	.....	.....	.....	.....	.....	.....
208	Frederick	.....	.....	.....	.....	.....	.....
209	Hagerstown	.....	.....	.....	.....	.....	.....
	MASSACHUSETTS.						
210	Adams	0	36,455	0	0	36,455	36,455
211	Amesbury	0	21,500	0	32	21,532	21,532
212	Attleboro	.....	33,528	.....	.....	.....	.....
213	Beverly	0	46,000	.....	410	46,410	46,410
214	Boston	0	3,048,047	0	42,287	3,090,334	3,090,334
215	Brockton	.....	116,000	.....	1,609	117,609	117,610
216	Brookline	.....	127,129	.....	3,385	130,514	130,514
217	Cambridge	.....	468,887	.....	2,442	471,329	471,329
218	Chelsea	.....	90,025	9,880	5,752	105,657	140,657
219	Chicopee	.....	.....	.....	.....	41,168	98,379
220	Clinton	0	38,500	0	0	.....	38,562
221	Danvers	.....	.....	.....	.....	.....	.....
222	Everett*	.....	.....	.....	.....	.....	.....
223	Fall River	.....	209,998	.....	.....	.....	359,316
224	Fitchburg	0	114,174	0	258	.....	114,432
225	Framingham	.....	57,675	1,061	187	58,923	58,923
226	Gardner	0	36,650	0	1,477	38,127	78,954
227	Gloucester	.....	83,060	.....	.....	.....	83,060
228	Greenfield	.....	.....	.....	.....	.....	.....
229	Haverhill	231	116,000	0	1,597	117,828	117,828
230	Holyoke*	.....	137,146	.....	.....	.....	137,146
231	Hyde Park	.....	44,500	.....	.....	.....	46,940
232	Lawrence	.....	159,779	.....	353	160,133	160,133
233	Leominster	.....	.....	.....	.....	.....	.....
234	Lowell	0	224,000	0	6,832	230,832	487,413
235	Lynn	.....	211,911	.....	.....	211,911	231,911
236	Malden	.....	185,307	.....	9,343	194,650	263,650
237	Marlboro	0	52,500	0	218	52,718	117,718
238	Medford	.....	90,450	.....	.....	90,450	90,450
239	Melrose*	.....	.....	.....	.....	56,348	56,400
240	Milford	.....	29,100	.....	30	29,130	29,130
241	Natick	.....	33,300	.....	208	33,508	33,508
242	New Bedford	.....	246,131	.....	2,823	248,954	251,873
243	Newburyport	0	39,100	0	1,820	40,920	40,920
244	Newton	.....	159,129	.....	2,199	161,328	161,328
245	North Adams	.....	161,060	699	.....	.....	161,759
246	Northampton	0	75,476	1,107	860	77,443	77,443
247	Peabody*	0	33,650	.....	600	34,250	34,250
248	Pittsfield	0	77,996	0	0	77,996	163,287
249	Plymouth	0	32,540	0	0	.....	34,486
250	Quincy	.....	93,500	.....	.....	93,500	.....
251	Revere	.....	.....	.....	.....	44,463	.....

* Statistics of 1896-97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	MASSACHUSETTS—continued.						
252	Salem	.....	$118 968	$1,959	$286	$121,208	$121,208
253	Somerville	0	290,400	0	0	290,400	290,400
254	Southbridge	0	* 17,975	.....	331	.....	* 19,291
255	Spencer	.....	26,935	.....	491	27,426	27,426
256	Springfield	.....	494,641	.....	1,426	496,067	496,067
257	Taunton	0	118,000	0	768	118,768	118,768
258	Wakefield	.....	82,250	.....	1,213	83,463	83,463
259	Waltham	0	71,327	0	0	71,327	71,327
260	Watertown	.....	.....	.....	.....	.....	.....
261	Westfield	0	52,497	0	6,254	58,751	74,005
262	West Springfield	.....	.....	.....	.....	.....	.....
263	Weymouth	.....	41,375	.....	826	42,201	101,876
264	Woburn *	.....	51,515	.....	.....	51,515	51,515
265	Worcester	0	503,278	0	1,692	504,971	504,971
	MICHIGAN.						
266	Adrian	$3,359	22,281	638	1,169	27,467	30,890
267	Alpena	6,463	15,563	87	.....	22,113	26,055
268	Ann Arbor	3,697	39,107	1,299	6,473	50,576	55,936
269	Battle Creek	.....	55,185	5,781	1,072	62,038	71,289
270	Bay City	14,019	72,306	.....	576	86,901	93,504
271	Detroit	108,299	820,686	38,297	11,430	978,712	978,712
272	Escanaba	3,564	7,000	14,151	.....	24,715	27,015
273	Flint	3,689	34,577	.....	1,919	40,185	45,259
274	Grand Haven	2,507	14,821	.....	4,649	21,977	34,607
275	Grand Rapids	35,202	357,140	.....	35,541	327,943	384,344
276	Holland	3,435	18,630	.....	72	22,137	30,914
277	Iron Mountain	3,645	27,780	7,297	168	38,890	46,587
278	Ironwood	3,347	37,789	.....	2,313	43,449	43,494
279	Ishpeming *	4,787	42,000	780	1,845	49,412	49,412
	Jackson:						
280	District No. 1 *	4,084	29,077	5,000	323	38,484	44,801
281	District No. 17 *	3,784	20,436	697	98	25,015	27,128
282	Kalamazoo	15,397	54,567	1,224	11,840	84,028	112,249
283	Lansing	5,846	47,457	296	923	54,522	86,116
284	Ludington	.....	33,682	.....	7,014	40,696	40,794
285	Manistee	6,949	41,555	156	815	49,475	77,118
286	Marquette	4,145	25,934	.....	.....	30,079	32,991
287	Menominee	7,959	34,054	.....	.....	41,013	51,949
288	Muskegon	9,070	56,383	4,013	16,687	86,153	103,653
289	Owosso	1,170	27,965	760	.....	29,895	31,304
290	Port Huron	8 678	36,032	.....	405	45,115	45,115
	Saginaw:						
291	East side	12,067	78,324	.....	2,704	93,095	93,095
292	West side	8,670	46,458	271	1,986	57,385	68,631
293	Sault Ste. Marie	6,000	22,900	.....	.....	29,000	30,801
294	Traverse City	2,773	23,063	.....	1,064	26,900	27,456
295	West Bay City	6,208	37,330	.....	.....	.....	47,378
	MINNESOTA.						
296	Brainerd	5,224	17,458	1,209	.....	23,891	23,891
297	Duluth *	31,551	269,115	863	7,871	309,400	483,581
298	Faribault	3,948	.....	17,291	311	21,550	25,375
299	Mankato	.....	.....	.....	.....	.....	.....
300	Minneapolis	103,211	442,946	.....	15,932	562,089	723,370
301	Red Wing	1,994	.....	.....	979	26,998	42,877
302	St. Cloud	3,215	(22,015)		.....	25,230	25,280
303	St. Paul	.....	.....	.....	9,614	429,614	430,332
304	Stillwater	6,148	.....	35,220	2,061	43,429	81,745
305	Winona	13,064	51,183	6,577	606	71,430	93,844

* Statistics of 1896-97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	MISSISSIPPI.						
306	Columbus	$3,840	$2,200	.....	$2,625	$8,665	$8,665
307	Jackson *	4,500	9,200	$1,500	.....	15,200	16,701
308	Meridian	5,400	13,500	.....	1,000	19,900	19,900
309	Natchez *	6,027	7,401	1,352	445	15,225	15,253
310	Vicksburg *	4,679	10,862	2,361	.....	.....	41,237
	MISSOURI.						
311	Carthage	16,034	.....	12,155	4,100	32,289	34,548
312	Chillicothe	1,640	12,100	2,000	390	16,130	17,930
313	Clinton *	3,449	.....	14,199	302	17,950	36,418
314	Hannibal	a 42,533	.....	.....	977	43,510	.....
315	Independence	.....	.....	.....	.....	.....	.....
316	Jefferson City	a 3,936	.....	.....	.....	15,890	19,365
317	Joplin	7,249	.....	30,597	1,976	39,822	44,753
318	Kansas City	58,573	.....	388,316	43,555	490,444	607,906
319	Moberly *	4,695	.....	15,832	6,453	26,980	26,981
320	Nevada	2,160	15,120	.....	340	17,620	17,620
321	St. Charles *	.....	.....	.....	.....	.....	26,181
322	St. Joseph	20,949	.....	143,406	5,168	169,523	207,045
323	St. Louis	142,652	1,330,999	149,727	178,846	1,802,224	1,802,224
324	Sedalia	5,510	.....	43,068	29,715	78,293	100,987
325	Springfield	a 7,540	b 2,602	48,290	1,390	59,902	79,598
326	Trenton	.....	.....	.....	.....	.....	.....
327	Webb City	.....	.....	.....	1,450	19,008	25,545
	MONTANA.						
328	Butte *	8,357	130,572	.....	181	139,110	158,917
329	Great Falls	1,227	31,176	19,968	125	52,516	67,564
330	Helena	2,940	.....	57,847	115	60,902	76,568
	NEBRASKA.						
331	Beatrice	4,566	13,163	8,961	585	27,275	27,275
332	Fremont	4,439	11,142	4,687	6,215	26,483	26,483
333	Grand Island	4,360	27,516	.....	.....	31,876	32,347
334	Hastings	4,194	13,122	10,128	2,533	29,977	32,211
335	Kearney	4,279	4,000	16,452	2,272	27,003	28,026
336	Lincoln	19,276	40,2[illegible]	53,441	184	113,129	138,129
337	Nebraska City	.....	.....	.....	.....	.....	.....
338	Omaha	51,136	108,425	.....	279,368	438,929	438,929
339	Plattsmouth	.....	.....	.....	.....	.....	.....
340	South Omaha	6,840	(30,240)		39,467	76,547	92,001
	NEW HAMPSHIRE.						
341	Concord (Union Dist.)	30,368	9,232	.....	10,413	50,013	50,013
342	Dover	997	32,164	.....	1,485	34,646	.....
343	Keene (Union Dist.)	15,761	8,814	.....	822	25,397	29,170
344	Laconia	.....	.....	.....	.....	.....	.....
345	Manchester *	3,870	101,540	550	.....	105,960	105,960
346	Nashua	30,310	24,000	0	5,566	59,876	62,670
347	Portsmouth *	1,003	34,207	.....	1,903	37,203	.....
	NEW JERSEY.						
348	Atlantic City	21,847	33,000	.....	16,546	71,393	71,393
349	Bayonne	37,798	54,000	9,225	.....	101,023	113,170
350	Bridgeton *	a 12,800	12,157	.....	.....	24,957	25,398
351	Camden *	.....	112,805	.....	23,705	136,510	214,455
352	Elizabeth *	.....	.....	.....	.....	.....	123,000

* Statistics of 1896-97. a State and county taxes. b Railroad taxes.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98. From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	NEW JERSEY—continued.						
353	Harrison	$11,000	$5,000	.....	.....	.....	$16,000
354	Hoboken*	80,292	63,176	$2,110	.....	$145,578	.....
355	Jersey City	255,839	473,564	.....	.....	729,403	948,993
356	Long Branch*	20,459	a 33,000	.....	.....	53,459	60,371
357	Millville	11,646	12,354	.....	$3,156	28,156	28,156
358	Morristown	12,317	26,434	.....	799	39,550	41,579
359	Newark*	348,206	246,000	.....	278	594,484	901,200
360	New Brunswick*	b 26,751	21,386	.....	709	48,846	48,846
361	Orange	36,696	18,098	.....	403	55,197	55,818
362	Passaic	b 26,331	42,552	.....	1,300	70,183	165,183
363	Paterson	121,893	117,045	.....	912	239,850	244,308
364	Perth Amboy	13,977	16,949	.....	.....	30,926	48,926
365	Phillipsburg	13,665	18,680	.....	232	32,575	34,671
366	Plainfield	20,606	44,465	.....	16,420	81,491	83,504
367	Rahway	10,594	10,000	.....	1,900	22,494	57,494
368	Town of Union	18,733	22,600	.....	.....	41,333	46,572
369	Trenton*	b 85,513	32,613	.....	78,470	196,596	.....
	NEW MEXICO.						
370	Albuquerque	.....	.....	.....	.....	.....	.....
	NEW YORK.						
371	Albany	46,261	228,535	.....	3,060	277,856	374,075
372	Amsterdam	8,925	40,280	.....	1,534	50,739	53,454
373	Auburn	15,734	70,079	.....	954	86,767	99,148
374	Batavia	27,146	0	0	1,577	28,723	35,225
375	Binghamton	25,878	123,264	.....	1,269	150,411	150,997
376	Buffalo	161,414	1,071,171	.....	397	1,232,982	1,764,543
377	Cohoes*	10,583	34,801	.....	219	45,603	47,319
378	Corning	5,348	23,570	0	349	29,267	30,504
379	Cortland	4,055	12,900	.....	839	17,794	19,600
380	Dunkirk	7,105	33,782	.....	645	41,532	59,373
381	Elmira	20,355	86,500	.....	2,106	108,961	129,374
382	Geneva	7,976	27,370	0	501	35,847	47,964
383	Glens Falls	5,115	25,499	.....	7,756	38,370	54,892
384	Gloversville*	8,831	35,025	.....	352	44,208	49,712
385	Hornellsville*	8,015	30,372	.....	301	38,688	38,688
386	Hudson	4,856	12,000	.....	1,935	18,791	30,147
387	Ithaca	9,159	30,800	.....	4,351	44,310	46,561
388	Jamestown	13,980	64,897	.....	7,005	85,882	85,882
389	Johnston	5,874	27,957	0	205	34,036	36,926
	Kingston:						
390	Kingston school district	7,484	34,855	0	1,025	43,364	46,370
391	Dist. No. 2*	3,342	14,484	.....	593	18,419	19,685
392	Dist. No. 3	1,625	13,105	.....	.....	14,730	20,257
393	Dist. No. 4	1,101	.....	6,311	30	7,442	7,805
394	Lansingburg	8,143	37,683	.....	72	45,898	86,236
395	Little Falls*	5,049	20,466	0	356	25,871	25,871
396	Lockport*	10,783	43,436	.....	15,504	69,723	77,158
397	Malone	.....	.....	.....	.....	.....	.....
398	Middleton	7,654	31,875	0	1,185	40,714	84,270
399	Mount Vernon	1,021	104,249	.....	3,407	108,677	233,909
400	Newburgh	12,844	72,987	0	3,113	88,044	88,484
401	New Rochelle	8,267	67,809	1,179	.....	77,255	188,173
402	New York	.....	.....	.....	.....	.....	16,028,802
403	Niagara Falls	8,324	53,433	1,233	.....	62,990	99,360
404	North Tonawanda	6,809	29,177	.....	112	36,098	36,098
405	Ogdensburg*	7,666	19,258	.....	1,077	28,001	25,532
406	Olean	6,991	39,250	.....	1,844	48,085	59,982
407	Oswego	11,962	55,000	0	1,108	68,070	68,070

* Statistics of 1896-97. a District taxes. b State and county taxes.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897–98. From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	Amount available for use during the year.
	1	2	3	4	5	6	7
	NEW YORK—continued.						
	Peekskill:						
408	District No. 7	$2,316	$13,179	$141	$368	$16,007	$27,089
409	District No. 8	1,746	11,116	.....	350	13,212	13,253
410	Plattsburg*	6,276	18,809	5,135	.....	30,220	34,002
411	Port Chester	.....	.....	.....	.....	.....	.....
412	Port Jervis	7,560	24,119	.....	1,188	32,867	36,358
413	Poughkeepsie*	11,777	52,000	.....	12,253	76,030	98,625
414	Rensselaer	.....	.....	.....	.....	.....	.....
415	Rochester	85,828	485,750	0	952	572,540	788,035
416	Rome	6,836	24,766	.....	2,295	33,898	33,898
417	Saratoga Springs	8,062	44,792	0	1,298	54,152	55,054
418	Schenectady	10,000	32,000	.....	1,670	43,670	43,760
419	Sing Sing	4,385	18,690	.....	4,075	27,159	29,089
420	Syracuse	53,010	380,124	.....	7,304	440,438	761,307
421	Tonawanda	5,551	20,990	0	1,139	36,680	92,686
422	Troy	30,622	124,680	.....	1,659	157,938	158,914
423	Utica	26,554	113,000	.....	44,648	184,202	251,527
424	Watertown	12,638	68,173	.....	2,274	83,085	109,085
425	Watervliet	6,148	17,379	1,406	74	25,007	79,076
426	Yonkers	16,969	186,688	.....	2,301	205,958	311,502
	NORTH CAROLINA.						
427	Asheville	10,500	6,000	0	.....	.....	16,500
428	Charlotte	.....	.....	.....	.....	.....	.....
429	Durham	.....	.....	.....	.....	.....	.....
430	Goldsboro	.....	.....	.....	.....	.....	.....
431	Newbern	.....	.....	.....	.....	.....	.....
432	Raleigh*	7,900	.....	11,500	.....	19,400	19,400
433	Wilmington	.....	.....	.....	.....	.....	.....
434	Winston	.....	.....	.....	.....	.....	.....
	NORTH DAKOTA.						
435	Fargo	.....	.....	.....	.....	.....	.....
	OHIO.						
436	Akron*	14,152	120,924	.....	15,799	150,875	240,325
437	Alliance*	3,282	.....	24,294	620	28,196	35,671
438	Ashtabula	3,187	.....	25,067	317	28,571	36,478
439	Bellaire	4,319	18,247	.....	1,593	24,159	27,169
440	Cambridge	.....	.....	.....	.....	.....	.....
441	Canton	13,429	95,034	492	1,070	110,025	194,145
442	Chillicothe*	.....	.....	.....	.....	.....	62,202
443	Cincinnati	146,465	822,343	.....	24,501	993,309	1,182,576
444	Circleville*	3,212	22,225	.....	11,468	45,965	50,265
445	Cleveland	154,770	1,097,706	.....	22,865	1,275,341	2,172,594
446	Columbus	49,010	(421,905)		3,474	474,389	710,710
447	Dayton*	18,191	174,767	.....	2,908	195,866	361,978
448	Defiance	3,465	18,102	525	.....	22,092	44,462
449	Delaware	3,351	(18,571)		708	22,630	38,715
450	East Liverpool*	6,000	25,000	0	0	31,000	37,000
451	Elyria	3,288	28,374	.....	831	32,493	44,951
452	Findlay*	.....	.....	.....	.....	.....	99,415
453	Fostoria	4,103	.....	23,247	.....	27,350	41,519
454	Fremont	3,429	22,538	.....	604	26,571	28,392
455	Hamilton	.....	.....	.....	.....	.....	.....
456	Ironton	.....	.....	.....	.....	.....	.....
457	Lancaster*	1,915	10,130	0	85	12,130	24,991
458	Lima*	.....	.....	.....	.....	.....	89,173
459	Lorain	4,082	31,328	4,408	.....	39,818	65,115
460	Mansfield	6,438	58,178	.....	646	65,262	106,223

* Statistics of 1896–97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	OHIO—continued.						
461	Marietta	$5,023	$34,285	.....	$374	$39,682	$39,682
462	Marion*	.....	.....	.....	.....	.....	55,296
463	Martins Ferry	3,360	.....	$20,937	926	25,223	31,576
464	Massillon*	.....	.....	.....	.....	.....	50,634
465	Middletown*	.....	.....	.....	.....	.....	.....
466	Mt. Vernon	2,891	16,711	.....	1,336	20,938	27,963
467	Nelsonville	2,538	13,771	.....	819	17,118	28,573
468	Newark	6,890	43,027	.....	529	50,446	80,939
469	Norwalk	3,126	22,927	.....	691	26,744	43,834
470	Piqua	6,523	33,667	.....	.....	40,190	49,501
471	Portsmouth*	6,864	32,396	.....	910	40,170	73,229
472	Salem	2,929	25,330	.....	1,580	29,839	54,832
473	Sandusky*	4,402	24,012	.....	527	28,941	55,261
474	Springfield	14,163	95,964	312	722	111,161	141,909
475	Steubenville	6,790	30,476	.....	807	38,073	60,365
476	Tiffin*	4,932	.....	28,859	.....	33,791	49,103
477	Toledo	26,009	244,313	.....	2,495	272,817	1,001,125
478	Van Wert	.....	.....	.....	.....	.....	.....
479	Warren	4,089	25,454	.....	.....	30,387	52,422
480	Wellston	19,405	.....	.....	46	19,451	35,844
481	Xenia	.....	.....	.....	.....	.....	.....
482	Youngstown	18,057	109,023	.....	1,190	128,270	209,792
483	Zanesville	.....	.....	.....	.....	.....	.....
	OKLAHOMA.						
484	Oklahoma City	1,108	701	10,606	.....	12,415	12,415
	OREGON.						
485	Astoria*	1,982	10,090	10,270	138	22,340	36,892
486	Portland	20,316	0	242,099	1,503	263,918	411,522
487	Salem*	3,003	11,511	11,547	38	26,099	41,790
	PENNSYLVANIA.						
488	Allegheny	97,619	357,532	.....	28,133	483,284	871,842
489	Allentown	33,459	87,246	727	322	121,754	136,747
490	Altoona	31,035	92,793	0	929	124,757	148,495
491	Beaver Falls	8,879	18,961	.....	970	28,810	37,256
492	Braddock	10,175	52,170	277	197	62,819	62,820
493	Bradford	11,785	43,253	.....	703	55,741	101,170
494	Butler	9,904	28,115	22	666	38,707	56,842
495	Carbondale	12,504	28,475	.....	240	41,219	53,952
496	Carlisle	10,768	13,125	.....	196	24,089	46,404
497	Chambersburg	8,472	12,531	.....	395	21,398	21,398
498	Chester	22,088	54,877	.....	.....	76,965	143,786
499	Columbia	11,027	19,474	0	305	30,806	30,806
500	Connellsville	.....	.....	.....	.....	.....	.....
501	Du Bois	7,731	11,361	.....	29	19,121	20,193
502	Dunmore*	9,619	19,574	179	23	29,395	82,379
503	Easton	15,957	62,639	1,291	80	79,967	84,984
504	Erie	39,642	149,647	188	1,450	190,927	296,945
505	Harrisburg	37,163	142,990	.....	495	180,649	201,912
506	Hazelton	10,814	36,759	.....	957	48,530	52,099
507	Homestead*	5,653	.....	.....	.....	.....	34,311
508	Johnstown	21,575	(57,022)		1,481	79,984	184,723
509	Lancaster	34,745	64,858	2,288	374	102,265	112,832
510	Lebanon	14,307	29,417	.....	237	43,961	55,427
511	Lock Haven*	.....	.....	.....	.....	.....	.....
512	McKeesport	19,985	68,694	.....	3,121	91,800	120,182
513	Mahanoy City	15,271	14,089	.....	167	29,527	88,096
514	Meadville	11,392	27,483	.....	2,078	40,953	46,028

*Statistics of 1896-97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	PENNSYLVANIA—continued.						
515	Mount Carmel	$9,036	$15,451	.....	$470	$24,957	$29,625
516	Nanticoke	9,781	21,444	.....	45	31,270	33,378
517	New Brighton	5,500	20,000	.....	.....	25,500	25,500
518	Newcastle*	16,295	35,700	.....	.....	.....	88,509
519	Norristown	17,827	34,753	.....	1,281	53,841	106,747
520	Oil City*	9,351	34,064	.....	.....	.....	52,252
521	Philadelphia	.....	.....	.....	.....	.....	4,804,191
522	Phœnixville	8,892	11,355	.....	416	20,663	24,157
523	Pittsburg*	239,098	924,136	.....	.....	.....	1,576,401
524	Pittston*	9,911	.....	.....	.....	.....	31,434
525	Plymouth	11,400	9,457	.....	45	20,902	23,077
526	Pottstown	12,598	30,298	.....	707	43,603	59,467
527	Pottsville*	17,973	30,662	.....	.....	.....	65,710
528	Reading	30,000	151,743	.....	239	181,982	237,397
529	Scranton	75,351	(287,353)		0	362,704	425,423
530	Shamokin	17,006	25,351	.....	675	43,062	59,293
531	Shenandoah	20,769	.....	$33,011	394	54,174	67,591
532	South Bethlehem	10,539	26,108	.....	1,704	38,351	70,064
533	Steelton*	10,107	18,468	.....	432	29,007	42,725
534	Sunbury*	10,147	16,581	160	.....	48,246	88,246
535	Titusville	10,040	27,427	.....	587	38,054	43,580
536	Uniontown	6,461	12,305	0	844	19,610	27,581
537	West Chester	8,856	24,361	.....	591	33,808	.....
538	Wilkesbarre	34,207	111,905	.....	16,512	162,624	176,378
539	Williamsport	25,204	69,584	.....	1,202	95,990	134,288
540	York	26,584	50,527	.....	575	77,686	185,356
	RHODE ISLAND.						
541	Central Falls*	5,348	32,378	.....	1,439	39,165	42,452
542	Cranston	3,280	35,000	5,501	100	43,881	43,881
543	Cumberland	3,736	20,500	733	478	25,447	25,507
544	East Providence*	3,966	37,127	.....	1,005	42,098	42,629
545	Johnston	4,354	35,800	972	.....	41,985	42,143
546	Newport	5,931	82,212	60	6,859	95,062	123,664
547	Pawtucket	8,925	119,119	0	488	128,532	155,840
548	Providence	26,744	611,160	0	81,066	718,970	977,124
549	Woonsocket	7,002	48,000	1,232	1,667	57,901	59,901
	SOUTH CAROLINA.						
550	Charleston	0	18,951	35,806	0	54,757	76,647
551	Columbia	7,025	10,130	1,110	614	17,769	17,782
552	Greenville	3,324	4,852	679	643	9,498	10,751
553	Spartanburg	195	6,809	4,674	1,580	13,249	23,844
	SOUTH DAKOTA.						
554	Sioux Falls	8,191	24,497	.....	359	33,047	33,339
	TENNESSEE.						
555	Chattanooga	.....	.....	.....	40,000	.....	40,000
556	Clarksville	.....	5,658	9,958	1,448	17,064	20,592
557	Jackson	.....	.....	.....	.....	.....	.....
558	Knoxville	.....	5,000	.....	48,481	53,486	73,663
559	Memphis	a 42,147	83,808	.....	3,859	129,814	161,081
560	Nashville	.....	.....	.....	.....	179,242	179,242
	TEXAS.						
561	Austin	19,969	46,820	.....	1,171	67,960	69,017
562	Corsicana	8,718	16,349	766	764	26,597	31,854

* Statistics of 1896-97. a State and county taxes.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total	
	1	2	3	4	5	6	7
	TEXAS—continued.						
563	Dallas*	$34,500	$50,000	$850	0	$85,350	$85,350
564	Denison	13,616	15,730	.....	$784	30,130	30,979
565	El Paso	7,726	19,344	.....	327	27,397	27,397
566	Fort Worth*	27,788	20,463	1,800	346	50,397	51,080
567	Gainesville*	5,700	17,785	713	1,035	25,233	32,628
568	Galveston	33,155	48,000	1,862	150	83,167	116,667
569	Houston	39,331	45,574	0	0	84,905	84,905
570	Laredo	.....	.....	.....	.....	16,991	17,364
571	Marshall	7,126	0	296	283	7,705	9,085
572	Paris	12,000	13,000	.....	.....	25,000	27,700
573	San Antonio	50,228	56,384	.....	.....	106,612	83,612
574	Sherman	.....	.....	.....	.....	.....	.....
575	Temple	6,608	14,968	911	686	23,173	23,181
576	Tyler*	.....	.....	.....	.....	.....	.....
677	Waco	21,013	28,086	308	.....	49,407	58,477
	UTAH.						
578	Ogden	17,792	51,419	0	8,616	77,827	79,235
579	Provo City	.....	.....	.....	.....	.....	.....
580	Salt Lake City	46,516	312,839	0	3,450	362,805	374,739
	VERMONT.						
581	Burlington	1,802	38,600	.....	7,318	47,720	47,720
582	Rutland	1,655	30,000	.....	1,717	33,372	33,372
	VIRGINIA.						
583	Alexandria	6,876	13,500	.....	.....	20,376	20,376
584	Danville	7,481	12,927	.....	1,681	22,089	25,848
585	Lynchburg*	9,438	26,419	.....	1,644	37,501	37,767
586	Manchester*	5,113	6,891	.....	.....	12,004	13,166
587	Newport News	.....	.....	.....	.....	.....	.....
588	Norfolk*	14,294	38,740	.....	.....	53,034	61,656
589	Petersburg*	10,685	11,577	0	790	23,052	23,052
590	Portsmouth	6,185	10,943	.....	.....	17,128	19,203
591	Richmond	34,282	111,720	.....	3,440	149,442	149,442
592	Roanoke	6,483	15,031	0	5,191	26,705	73,480
593	Staunton	2,802	10,500	.....	650	13,952	13,952
	WASHINGTON.						
594	Seattle	83,414	208,268	1,365	7,614	300,661	342,115
595	Spokane	43,715	113,025	.....	3,192	159,932	219,640
596	Tacoma	68,897	.....	81,422	26,269	176,588	186,187
597	Walla Walla	26,227	11,024	.....	12	37,263	41,555
	WEST VIRGINIA.						
598	Huntington*	3,662	17,136	827	182	21,807	21,807
599	Martinsburg	.....	.....	.....	.....	.....	.....
600	Parkersburg	.....	.....	.....	.....	.....	.....
601	Wheeling	11,881	69,829	8,144	.....	146,233	161,883
	WISCONSIN.						
602	Appleton	5,565	40,240	7,700	7,357	60,862	106,034
603	Ashland	4,188	27,772	3,934	865	36,769	49,089
604	Baraboo	.....	.....	.....	.....	.....	.....
605	Beloit	2,508	22,911	3,055	1,824	30,298	38,868
606	Chippewa Falls	3,884	10,300	3,700	293	18,177	30,091
607	Eau Claire	9,052	52,500	7,683	396	69,631	85,287
608	Fond du Lac	27,000	7,104	5,587	2,917	42,608	42,608

* Statistics of 1896-97.

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TABLE 11.—*Statistics of receipts of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Receipts for the school year 1897-98.					Amount available for use during the year.
		From State apportionment or taxes.	From city appropriations or taxes.	From county and other taxes.	From all other sources.	Total.	
	1	2	3	4	5	6	7
	WISCONSIN—continued.						
609	Green Bay	$7,594	$33,165	$7,419	0	$48,178	$63,178
610	Janesville	5,183	23,000	5,064	$3,193	36,449	37,800
611	Kenosha						
612	La Crosse	12,998	83,000	11,788	832	88,618	123,751
613	Madison	4,526	32,258	5,780	3,694	46,258	47,610
614	Manitowoc*	3,478		33,474	5,693	42,645	45,648
615	Marinette	7,234	20,000	5,930	148	33,312	34,749
616	Merrill	2,611	10,000	4,500	469	17,580	17,580
617	Milwaukee	84,272	500,000	105,911	10,587	700,770	961,588
618	Oshkosh	12,041	61,774		298	74,113	74,369
619	Racine	9,780	36,426	20,000	1,288	67,504	109,191
620	Sheboygan	9,613	48,698	9,153	1,698	69,162	93,124
621	Stevens Point	4,519	22,548	4,216	390	31,773	37,043
622	Superior	7,179	87,500	6,465	1,885	103,029	184,377
623	Watertown	8,750	11,148	5,372	509	25,779	28,436
624	Waukesha						
625	Wausau	6,612	20,000	4,856	262	31,730	40,127
	WYOMING.						
626	Cheyenne					27,317	27,330

* Statistics of 1896-97.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants.*

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	ALABAMA.					
1	Anniston					$179,929
2	Birmingham	$3,953	$27,379	$4,694		36,026
3	Huntsville	0	4,885	1,541		6,426
4	Mobile	3,531	59,567	14,003		77,101
5	Montgomery	0	26,546	2,251		28,797
6	Selma		13,000	2,500		15,500
	ARKANSAS.					
7	Fort Smith	29,189	35,963	6,829	0	71,981
8	Hot Springs*	5,000	16,000	500	0	21,500
9	Little Rock	2,167	48,591	16,643	$270	67,671
10	Pine Bluff		15,231	3,428		18,659
	CALIFORNIA.					
11	Alameda	2,106	65,433	17,256	1,083	85,878
12	Berkeley	16,893	57,413	11,714		86,020
13	Eureka		24,550	2,005		26,555
14	Fresno*	10,586	32,822	9,238	0	52,646
15	Los Angeles	3,341	345,966	94,297		443,604
16	Oakland	25,031	233,848	54,805	(a)	313,684
17	Pasadena	821	39,390	8,920		49,131
18	Sacramento	4,463	95,147	21,927		121,537
19	San Bernardino					
20	San Diego	2,646	61,995	14,429		79,070
21	San Francisco	116,944	987,412	215,473	(a)	1,319,829
22	San Jose	1,153	85,839	28,892		115,884
23	Santa Cruz					
24	Stockton	11,051	55,230	17,193	526	84,000
	COLORADO.					
25	Colorado Springs	8,170	97,957	43,365		149,492
26	Cripple Creek		20,000	1,200		
	Denver:					
27	District No. 1	25,050	227,705	112,332		365,087
28	District No. 2	6,733	102,614	43,506		152,853
29	District No. 7		14,000	5,550	300	19,850
30	District No. 17	5,613	74,084	33,680		113,377
31	Leadville	3,571	24,345	8,259		36,175
	Pueblo:					
32	District No. 1	283	37,509	31,097		68,889
33	District No. 20	6,700	37,207	26,813		70,720
34	Trinidad*	383	21,665	8,575	0	30,623
	CONNECTICUT.					
35	Ansonia		22,325	6,871	133	29,329
36	Bridgeport	3,251	113,328	35,594	392	152,565
37	Bristol	2,224	27,769	7,291		37,284
38	Danbury	10,995	30,431	8,574	500	56,500
39	Greenwich		10,050	5,971	0	16,021
40	Hartford		192,112		4,240	329,066
	Manchester:					
41	Town schools*		10,710	3,075		13,785
42	Ninth district, incorporated		15,358	4,549		19,906
43	Meriden	3,211	61,150	13,004		77,365
44	Middletown					
45	New Britain	2,951	49,507	20,492		72,950
46	New Haven	100,099	270,889	132,504	5,793	509,285
47	New London	931	28,537	10,639		40,107
48	Norwalk	42,908	40,469	16,871	1,095	101,343
49	Norwich (central district)	9,514	21,836	8,498		39,848
50	Rockville (Vernon)*	0	16,481	6,468		22,949
51	Stamford		55,590	11,097	217	66,904
52	Torrington		16,000			24,000
53	Wallingford		20,144			37,459
54	Waterbury		106,662		(a)	261,584
55	Windham		22,032	12,863		34,913

*Statistics of 1896-97.

a The accounts of evening schools are not kept separate.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897–98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	DELAWARE.					
56	Wilmington	$8,793	$115,754	$47,415	.....	$171,962
	DISTRICT OF COLUMBIA.					
	Washington:					
57	First 8 divisions *a*	.....	555,118	354,882	$4,267	914,267
58	9th to 11th divisions *b*	.....	269,153	.....	2,231	271,152
	FLORIDA.					
59	Jacksonville	.....	.....	.....	.....	.....
60	Key West	1,284	10,724	2,805	.....	14,813
61	Pensacola	957	12,778	1,748	.....	15,483
62	Tampa	1,109	15,928	1,704	.....	18,741
	GEORGIA.					
63	Americus	.....	14,524	1,339	.....	15,863
64	Athens	57	15,555	3,077	.....	18,689
65	Atlanta	0	122,662	19,336	(*c*)	141,998
66	Augusta	.....	85,000	10,000	.....	95,000
67	Brunswick	.....	7,400	1,500	.....	8,900
68	Columbus	16,000	29,214	2,647	.....	47,861
69	Macon	5,896	68,509	9,662	.....	84,067
70	Rome	0	13,200	1,000	.....	14,200
71	Savannah*	13,704	100,103	3,642	870	118,319
	ILLINOIS.					
72	Alton	10,151	19,626	6,560	.....	36,341
	Aurora:					
73	District No. 4 (west)	1,281	16,010	5,760	.....	23,051
74	District No. 5 (east)	3,993	36,230	12,998	.....	53,221
75	Austin	42,000	28,815	24,570	.....	95,385
76	Belleville	72	35,818	12,451	.....	48,341
77	Bloomington	8,811	51,941	23,781	.....	84,533
78	Cairo	25,059	19,997	5,531	.....	50,587
79	Canton	1,895	18,405	7,089	.....	27,479
80	Champaign	.....	15,346	6,193	.....	21,539
81	Chicago	854,661	4,459,222	1,278,543	81,675	6,674,101
82	Danville	865	30,210	13,290	0	44,365
83	Decatur	10,886	46,456	15,519	.....	72,861
	East St. Louis:					
84	District No. 1	7,410	32,513	19,389	.....	59,312
85	District No. 2, T. 2 N., R. 9 W.	887	5,241	3,221	.....	9,349
86	District No. 2, T. 2 N., R. 10 W.	.....	.....	.....	.....	.....
87	Elgin	927	48,764	25,061	0	74,752
	Evanston:					
88	District No. 1	4,153	35,186	14,597	.....	53,936
89	No. 2, South Evanston	1,938	17,108	16,108	.....	35,154
90	No. 3, North Evanston*	969	4,956	1,673	.....	7,598
91	Freeport	37,543	26,813	13,185	.....	77,541
92	Galesburg	4,097	38,894	10,614	.....	53,605
93	Jacksonville	7,831	28,559	6,839	.....	43,209
94	Joliet	24,385	61,006	18,960	.....	104,351
95	Kankakee	5,006	18,104	8,183	.....	31,293
96	Kewanee	.....	17,000	.....	.....	21,000
97	La Salle	.....	.....	.....	.....	.....
98	Lincoln	.....	.....	.....	.....	.....
99	Mattoon	.....	16,244	7,181	.....	23,425
100	Moline	2,786	44,697	20,545	.....	68,028
101	Monmouth	.....	16,037	.....	.....	19,418
102	Oak Park	.....	52,360	.....	.....	76,891
103	Ottawa	41,321	21,032	8,238	.....	70,591
104	Pekin*	.....	.....	.....	.....	.....
105	Peoria	47,244	129,349	43,184	.....	219,777
106	Quincy	12,200	52,500	15,000	300	80,000
107	Rockford	2,506	64,936	20,994	247	88,683
108	Rock Island	4,458	39,180	11,898	.....	55,536

* Statistics of 1896–97.
a Principally white schools.
b Colored schools.
c The accounts of evening schools are not kept separate.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	ILLINOIS—continued.					
109	Springfield	$99,866	$60,843	$15,395	0	$176,104
	Sterling:					
110	Lincoln schools*	11	1,722	327	0	2,060
111	Sterling schools	683	9,348	2,312		12,343
112	Wallace schools					
113	Streator	22,000	16,936	11,665		50,601
	INDIANA.					
114	Anderson	26,646	36,985	8,721	0	72,352
115	Bloomington	1,600	12,240	1,300	0	15,140
116	Brazil	309	10,967	4,812		16,168
117	Columbus		18,243	7,787		26,030
118	Crawfordsville		20,000	7,000		27,000
119	Elkhart	7,000	25,213	3,961		36,174
120	Evansville	25,275	120,990	35,446	$604	182,315
121	Fort Wayne	6,858	75,743	15,728		98,329
122	Frankfort		19,278	5,534		24,812
123	Goshen					
124	Hammond	3,000	21,218	8,257		32,475
125	Huntington		23,690		0	58,368
126	Indianapolis	39,008	374,357	109,362	1,132	563,859
127	Jeffersonville		20,601	6,904		27,505
128	Kokomo	14,083	23,305	4,720		42,167
129	Lafayette	10,919	44,905	12,011		66,925
130	Laporte	0	19,223	11,316		30,539
131	Logansport*	1,100	31,572	14,160	0	46,832
132	Madison					
133	Marion	1,066	35,005	11,582		47,743
134	Michigan City					
135	Muncie*	4,240	40,044	10,233	0	54,517
136	New Albany	0	36,263	11,504	0	47,767
137	Peru		16,777			26,273
138	Richmond	12,000	46,319	27,774		86,093
139	Shelbyville		18,259	4,328		22,587
140	South Bend*	25,671	43,842	10,827	130	79,870
141	Terre Haute	7,062	97,223	31,275	0	135,560
142	Valparaiso		14,640			20,570
143	Vincennes	24,000	15,164	7,218	0	46,382
144	Wabash					
145	Washington	50,000				
	IOWA.					
146	Boone		22,000			39,089
147	Burlington	16,486	64,050	18,316		98,852
148	Cedar Rapids	9,200	53,300	27,400	0	89,900
149	Clinton	2,192	38,976	19,341		60,509
150	Council Bluffs	0	60,695	31,856		91,951
151	Creston		18,120	8,054		26,174
152	Davenport	40,815	82,919	29,008		152,742
	Des Moines:					
153	North side		19,712	10,450		30,162
154	East side	4,900	46,620	25,490	0	76,412
155	West side*		82,396	30,997	350	114,343
156	Dubuque	5,527	64,021	26,544	0	96,092
157	Fort Dodge	40,000	16,000	5,800		61,800
158	Fort Madison		13,829	7,428		21,257
159	Iowa City*		20,302	11,281	0	31,583
160	Keokuk*	4,403	28,000			45,510
161	Marshalltown	0	29,768	15,986	0	45,754
162	Muscatine	2,900	30,912	17,329	0	51,141
163	Oskaloosa*		21,000			35,475
164	Ottumwa*		40,000			59,870
165	Sioux City		77,213	43,090		120,303
	Waterloo:					
166	East side*		13,000			20,330
167	West side		10,482	4,822		15,304

*Statistics of 1896-97.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897–98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	KANSAS.					
168	Arkansas City					
169	Atchison	0	$20,145	$10,214	0	$30,359
170	Emporia	$2,800	22,008	9,822		34,630
171	Fort Scott	0	19,439	6,877		26,316
172	Hutchinson		17,755	4,966	0	28,839
173	Kansas City		80,042	36,243		129,489
174	Lawrence		22,700	3,000		25,700
175	Leavenworth	10,200	37,830	11,742		59,772
176	Ottawa	630	15,389	4,214	0	20,233
177	Parsons*	65	18,256	2,222	0	20,543
178	Pittsburg		15,615	4,459	0	20,074
179	Topeka		71,719	39,501	0	111,220
180	Wichita	0	43,853	24,219	0	68,072
	KENTUCKY.					
181	Bowling Green*		12,704	2,692	0	15,396
182	Covington*	10,605	75,290	7,642	0	93,537
183	Frankfort (white schools)	2,500	10,157	2,054	0	14,711
184	Frankfort (colored schools)	125	3,789	859	$50	4,823
185	Henderson		14,600	2,500		17,100
186	Hopkinsville					
187	Lexington*	450	49,815	11,809	0	62,074
188	Louisville	61,043	403,878	89,148	8,841	562,916
189	Maysville*		12,700	2,008		14,708
190	Newport*	4,041	41,143	7,813	0	52,997
191	Owensboro	6,250	21,541	2,528	0	30,319
192	Paducah	10,646	25,008	6,027		41,681
	LOUISIANA.					
193	Baton Rouge					
194	New Orleans	12,000	321,108	64,892		398,000
195	Shreveport	0	16,950			18,000
	MAINE.					
196	Auburn	10,000	27,802	9,265		47,067
197	Augusta	12,169	19,089	10,574		41,832
198	Bangor		38,950	16,128		55,078
199	Bath		20,795	6,266		27,061
200	Biddeford		25,006	5,723	680	31,409
201	Calais	0	12,476	2,573		15,049
202	Lewiston		31,711	12,970	1,576	47,537
203	Portland	31,190	87,755	34,781	1,473	155,199
204	Rockland	2,723	14,747	3,247		20,717
205	Waterville		13,371	7,311		20,682
	MARYLAND.					
206	Baltimore	85,000	993,762	303,795	9,749	1,392,306
207	Cumberland					
208	Frederick					
209	Hagerstown					
	MASSACHUSETTS.					
210	Adams	1,375	24,000	11,080		36,455
211	Amesburg	1,219	16,601	6,900	0	24,720
212	Attleboro		21,798	9,922		31,720
213	Beverly	6,160	27,332	12,708	166	46,366
214	Boston	605,887	1,761,665	658,913	63,839	3,090,334
215	Brockton	12,500	93,667	37,193		143,360
216	Brookline	5,250	89,499	34,787	978	130,514
217	Cambridge	137,188	255,398	74,322	4,421	471,329
218	Chelsea	35,000	79,800	24,559	1,283	140,642
219	Chicopee	19,960	28,125	11,262	1,781	61,128
220	Clinton	0	25,268	12,657	573	38,498

* Statistics of 1896–97.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MASSACHUSETTS—continued.					
221	Danvers	.....	$20,513	.....	.....	$29,762
222	Everett*	$39,506	.....	.....	.....	119,541
223	Fall River	96,822	181,250	$71,432	.....	349,504
224	Fitchburg	1,516	82,317	27,551	$3,048	114,432
225	Framingham	12,000	30,278	15,407	1,196	58,881
226	Gardner	38,321	22,230	11,794	443	72,788
227	Gloucester	7,000	54,953	21,107	.....	83,060
228	Greenfield	.....	21,338	.....	.....	32,268
229	Haverhill	.....	85,774	22,983	2,389	116,936
230	Holyoke*	4,039	99,662	30,033	3,412	137,146
231	Hyde Park	800	32,247	12,303	690	46,040
232	Lawrence	36,529	120,450	43,646	6,151	206,776
233	Leominster*	608	.....	.....	.....	35,218
234	Lowell	126,870	195,440	107,107	23,369	452,786
235	Lynn	.....	167,893	62,566	1,452	231,911
236	Malden	27,270	104,628	51,692	3,805	187,395
237	Marlboro	24,448	37,590	15,380	487	77,905
238	Medford	.....	60,947	28,208	931	90,086
239	Melrose	.....	36,252	19,166	0	55,418
240	Milford	1,000	20,144	7,986	.....	29,130
241	Natick	.....	23,410	9,842	253	33,505
242	New Bedford	64,804	113,069	53,808	4,952	236,633
243	Newburyport	10,400	24,409	5,838	273	40,920
244	Newton	9,320	129,514	37,364	874	177,072
245	North Adams	101,229	43,755	15,112	1,663	161,759
246	Northampton	22,800	38,079	15,647	917	77,443
247	Peabody*	0	25,782	9,281	0	35,063
248	Pittsfield	66,212	52,044	33,837	1,194	153,287
249	Plymouth	974	24,833	8,632	0	34,439
250	Quincy	.....	69,331	22,654	1,515	93,500
251	Revere	48,000	31,000	11,643	0	90,643
252	Salem	8,020	83,291	27,119	2,778	121,208
253	Somerville	46,621	176,575	63,403	3,801	290,400
254	Southbridge	27,248	14,345	4,321	634	46,548
255	Spencer	.....	18,133	8,957	378	27,468
256	Springfield	244,312	175,179	68,826	5,654	493,971
257	Taunton	16,300	73,084	26,373	1,557	117,314
258	Wakefield	.....	28,634	.....	.....	*32,051
259	Waltham	17,379	55,312	20,732	.....	93,423
260	Watertown	.....	23,669	.....	.....	35,003
261	Westfield	12,448	40,583	8,981	190	62,202
262	West Springfield	.....	21,263	.....	.....	30,413
263	Weymouth	50,000	31,744	9,686	.....	91,430
264	Woburn*	9,326	38,982	10,189	554	59,051
265	Worcester	173,752	331,289	146,537	14,048	665,626
	MICHIGAN.					
266	Adrian	2,539	17,648	8,756	.....	28,943
267	Alpena	.....	15,917	5,499	.....	21,416
268	Ann Arbor	2,072	35,557	16,307	0	53,936
269	Battle Creek	.....	35,250	15,624	0	50,874
270	Bay City	2,500	52,296	24,620	0	79,416
271	Detroit	129,539	538,129	149,660	12,371	829,699
272	Escanaba	.....	13,572	11,982	.....	25,554
273	Flint	.....	25,871	14,214	202	40,287
274	Grand Haven	4,596	11,560	5,341	.....	21,497
275	Grand Rapids	21,904	194,655	77,275	0	293,834
276	Holland	3,382	12,956	9,131	.....	25,469
277	Iron Mountain	961	19,590	15,546	0	36,097
278	Ironwood	.....	21,661	11,570	0	33,231
279	Ishpeming*	6,829	28,817	13,267	(a)	48,912
	Jackson:					
280	District No. 1*	5,000	28,592	11,209	.....	44,801
281	District No. 17*	.....	14,790	10,033	0	24,823
282	Kalamazoo	48,952	41,354	17,102	.....	107,409
283	Lansing	1,164	33,889	17,326	0	52,379
284	Ludington	723	16,368	21,417	.....	38,508
285	Manistee	8,231	33,171	12,527	0	54,029
286	Marquette	425	21,460	8,188	0	30,073

* Statistics of 1896-97. a The accounts of evening schools are not kept separate.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	MICHIGAN—continued.					
287	Menominee	$8,241	$27,364	$11,373	.....	$46,978
288	Muskegon	10,125	42,836	21,780	0	74,741
289	Owosso	0	17,470	12,426	0	29,896
290	Port Huron	.....	32,505	13,790	.....	46,295
	Saginaw:					
291	East side	277	67,837	23,301	0	91,415
292	West side	8,321	37,755	14,476	0	60,552
293	Sault Sainte Marie	0	17,800	9,100	.....	26,900
294	Traverse City	2,438	18,700	6,296	.....	27,434
295	West Bay City	.....	*31,780	.....	.....	*45,332
	MINNESOTA.					
296	Brainerd	212	15,710	7,909	.....	23,891
297	Duluth*	31,995	161,750	71,909	(a)	265,654
298	Faribault	.....	15,394	7,128	.....	22,522
299	Mankato	.....	.....	.....	.....	.....
300	Minneapolis	44,036	476,794	142,744	.....	663,574
301	Red Wing	14,532	21,445	5,187	0	41,164
302	St. Cloud	0	18,000	5,280	0	23,280
303	St. Paul	7,514	329,062	93,756	.....	430,332
304	Stillwater	14,613	28,517	26,629	.....	69,759
305	Winona	3,739	47,060	16,482	.....	67,281
	MISSISSIPPI.					
306	Columbus	400	8,310	350	.....	9,060
307	Jackson*	500	10,000	3,000	0	13,500
308	Meridian	.....	16,359	940	0	17,299
309	Natchez*	.....	11,929	857	.....	12,786
310	Vicksburg*	.....	12,942	.....	.....	23,325
	MISSOURI.					
311	Carthage	1,867	19,385	7,977	.....	29,229
312	Chillicothe	.....	11,857	1,800	0	13,657
313	Clinton*	2,097	13,315	4,882	0	20,894
314	Hannibal	.....	26,614	8,501	.....	35,115
315	Independence	.....	14,523	.....	.....	25,649
316	Jefferson City	.....	9,520	3,743	0	13,263
317	Joplin	.....	*25,399	*12,048	.....	38,760
318	Kansas City	88,246	316,629	193,844	.....	598,719
319	Moberly*	1,810	15,138	5,915	0	22,863
320	Nevada	.....	14,400	2,460	.....	16,860
321	St. Charles*	24,381	7,760	1,968	0	34,109
322	St. Joseph	4,662	98,522	23,568	0	126,752
323	St. Louis	147,992	991,476	323,874	$8,882	1,472,224
324	Sedalia	14,758	34,119	52,110	.....	100,987
325	Springfield	2,065	26,945	14,824	.....	43,834
326	Trenton	.....	11,030	.....	.....	17,858
327	Webb City	.....	9,885	6,816	.....	16,701
	MONTANA.					
328	Butte*	.....	69,813	.....	0	158,917
329	Great Falls	2,500	30,000	23,900	.....	56,400
330	Helena	439	36,400	29,326	.....	66,165
	NEBRASKA.					
331	Beatrice	.....	18,599	7,261	.....	25,860
332	Tremont	.....	17,798	.....	.....	25,502
333	Grand Island	.....	19,427	10,199	0	29,626
334	Hastings	.....	17,907	4,308	0	22,215
335	Kearney	.....	11,305	16,167	0	27,472
336	Lincoln	34,453	73,225	36,856	.....	144,534
337	Nebraska City	.....	17,228	.....	.....	23,187
338	Omaha	33,800	248,936	141,942	.....	424,678
339	Plattsmouth	.....	9,820	.....	.....	13,972
340	South Omaha	17,830	32,990	13,679	0	64,499

*Statistics of 1896-97.

a The accounts of evening schools are not kept separate.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW HAMPSHIRE.					
341	Concord (Union district)	.....	$33,216	$16,797	.....	$50,013
342	Dover	$2,663	23,649	7,682	$245	34,239
343	Keene (Union district)	4,641	14,048	6,212	179	25,080
344	Laconia	.....	22,000	.....	.....	22,000
345	Manchester*	7,603	72,839	.....	.....	105,980
346	Nashua	0	43,317	19,331	0	62,648
347	Portsmouth*	4,060	25,766	7,443	0	37,268
	NEW JERSEY.					
348	Atlantic City	.....	35,086	37,181	0	62,267
349	Bayonne	9,939	64,205	30,171	2,450	106,765
350	Bridgeton*	.....	18,807	6,496	0	25,303
351	Camden	52,250	130,000	60,379	0	242,729
352	Elizabeth*	.....	65,096	.....	.....	142,782
353	Harrison	.....	11,000	4,400	600	16,000
354	Hoboken*	.....	104,532	.....	1,240	136,167
355	Jersey City	213,386	327,291	91,957	7,476	640,110
356	Long Branch*	5,430	31,928	18,113	.....	55,471
357	Millville	1,921	19,589	3,919	185	25,214
358	Morristown	4,527	19,754	6,800	.....	31,081
359	Newark*	152,806	428,581	142,057	28,342	751,786
360	New Brunswick*	.....	31,828	.....	3,565	42,962
361	Orange	4,874	34,492	15,509	.....	54,875
362	Passaic	0	40,558	24,484	1,528	66,570
363	Paterson	10	174,869	50,620	5,292	230,791
364	Perth Amboy	20,739	18,758	4,119	0	43,616
365	Phillipsburg	1,093	19,324	13,860	.....	34,277
366	Plainfield	10,588	42,257	25,697	.....	78,542
367	Rahway	35,000	16,000	4,509	.....	55,509
368	Town of Union	.....	25,088	12,583	392	38,063
369	Trenton*	.....	97,768	.....	374	164,604
	NEW MEXICO.					
370	Albuquerque	.....	20,000	.....	.....	.....
	NEW YORK.					
371	Albany	11,243	193,521	63,887	1,279	269,931
372	Amsterdam	4,515	31,715	10,335	0	46,565
373	Auburn	13,155	59,191	13,961	.....	86,307
374	Batavia	544	15,450	19,816	0	35,810
375	Binghamton	28,142	88,485	33,013	.....	149,640
376	Buffalo	374,214	757,670	221,955	10,882	1,364,721
377	Cohoes*	.....	35,516	11,581	(a)	47,097
378	Corning	0	18,963	9,000	0	27,963
379	Cortland	2,840	11,708	3,099	.....	17,647
380	Dunkirk	8,395	24,830	10,856	0	44,081
381	Elmira	25,964	71,141	23,355	0	120,460
382	Geneva	1,635	24,719	6,223	0	32,577
383	Glens Falls	17,768	18,725	9,176	0	45,669
384	Gloversville*	1,909	30,697	9,458	0	42,064
385	Hornellsville*	617	23,004	7,371	0	30,992
386	Hudson	725	13,954	5,708	.....	20,387
387	Ithaca	386	30,870	12,148	.....	43,404
388	Jamestown	2,939	51,245	27,547	0	81,731
389	Johnstown	1,152	18,221	8,639	0	28,012
	Kingston:					
390	Kingston school district	2,826	27,295	8,409	0	38,530
391	District No. 2*	171	12,950	4,482	0	17,603
392	District No. 3	2,240	7,700	3,867	0	13,807
393	District No. 4	1,676	4,850	1,047	.....	7,573
394	Lansingburg	37,965	28,113	13,351	0	79,429
395	Little Falls	*882	*16,875	*5,597	0	23,436
396	Lockport*	.....	36,435	.....	.....	67,393
397	Malone	.....	16,295	.....	.....	26,420
398	Middletown	22,584	26,197	7,900	.....	56,681
399	Mount Vernon	62,364	60,999	*33,910	0	157,273

* Statistics of 1896-97. a The accounts of evening schools are not kept separate.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	NEW YORK—continued.					
400	Newburgh	$5,781	$54,067	$23,803		$83,651
401	New Rochelle	58,787	39,450	20,098	0	118,335
402	New York	5,546,859	7 146,033	3,092,462	$211,836	15,997,190
403	Niagara Falls	33,346	34,048	21,153	406	88,953
404	North Tonawanda	1,573	22,039	10,253		34,456
405	Ogdensburg*		21,442			31,881
406	Olean	1,509	27,880	15,020	0	44,410
407	Oswego	14,908	36,134	16,819	0	67,861
	Peekskill:					
408	District No. 7	12,423	9,809	3,366	0	25,598
409	District No. 8	698	6,961	3,516	0	11,175
410	Plattsburg*	6,853	18,194	6,956	0	32,003
411	Port Chester		21,384			32,273
412	Port Jervis	1,316	23,012	7,567		31,895
413	Poughkeepsie*	10,056	40,049	20,489	0	70,594
414	Rensselaer		16,370			23,836
415	Rochester	47,284	373,201	79,090	925	500,500
416	Rome		22,304	9,586		31,890
417	Saratoga Springs	467	33,803	9,217	458	43,945
418	Schenectady	2,508	32,213	8,948		43,670
419	Sing Sing	2,286	15,782	5,755		23,823
420	Syracuse	140,812	243,194	99,225	187	483,418
421	Tonawanda	58,315	19,238	8,827		86,380
422	Troy	4,446	123,724	26,505		154,675
423	Utica	45,322	106,569	25,239	1,615	178,745
424	Watertown		41,519	17,253	500	59,272
425	Watervliet	5,550	13,751	4,114	0	23,415
426	Yonkers	93,038	109,591	68,871	3,654	275,154
	NORTH CAROLINA.					
427	Asheville	3,000	12,456	1,044	0	16,500
428	Charlotte					15,340
429	Durham		13,000			14,840
430	Goldsboro		10,000			12,000
431	Newbern					
432	Raleigh*		13,441	4,769	0	18,250
433	Wilmington					
434	Winston					
	NORTH DAKOTA.					
435	Fargo		21,169			37,188
	OHIO.					
436	Akron*	27,394	78,570	41,311	0	147,275
437	Alliance*		18,650	6,076		24,727
438	Ashtabula	712	18,644	6,495		25,851
439	Bellaire	0	16,118	6,605	0	22,723
440	Cambridge		15,040			19,290
441	Canton	35,154	64,543	26,817	0	126,514
442	Chillicothe*		28,550			37,799
443	Cincinnati	126,435	779,848	182,977	9,054	1,098,314
444	Circleville*	8,237	20,080	16,320	0	44,837
445	Cleveland	161,637	839,197	239,600		1,240,434
446	Columbus		285,936	108,114		
447	Dayton*		195,569	79,660	841	359,027
448	Defiance	503	12,184	12,660		25,344
449	Delaware	8,000	18,906	5,002		31,908
450	East Liverpool*	0	17,910	10,000	0	27,910
451	Elyria	1,900	17,319	11,333	0	30,552
452	Findlay*		30,242			65,945
453	Fostoria		16,361	8,301	0	24,662
454	Fremont		17,712	6,546	0	24,258
455	Hamilton*		46,236			74,405
456	Ironton*		21,502			28,064
457	Lancaster*	932	19,677	4,032	0	24,641
458	Lima*		36,329			51,428

*Statistics of 1896-97.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	OHIO—continued.					
450	Lorain	$371	$18,117	$4,211	0	$22,699
460	Mansfield	5,938	35,257	16,817	0	58,012
461	Marietta	4,633	23,868	6,976	0	35,477
462	Marion*	.....	20,003	.....	.....	37,120
463	Martins Ferry	0	14,300	9,056	0	23,356
464	Massillon*	.....	21,596	.....	.....	40,879
465	Middletown*	.....	21,195	.....	.....	38,751
466	Mount Vernon	0	14,050	8,423	.....	22,473
467	Nelsonville	.....	6,988	8,574	.....	15,562
468	Newark	7,827	32,386	11,938	0	52,151
469	Norwalk	.....	16,598	5,008	0	21,606
470	Piqua	6,110	22,233	13,980	0	42,323
471	Portsmouth*	9,990	27,855	7,992	0	45,846
472	Salem	5,704	16,324	14,341	0	36,369
473	Sandusky*	6,329	35,504	13,435	(a)	55,268
474	Springfield	16,783	80,073	31,593	0	128,449
475	Steubenville	1,810	27,907	8,782	.....	38,499
476	Tiffin*	.....	20,033	7,607	.....	28,430
477	Toledo	189,876	241,062	68,490	$54	499,482
478	Van Wert	.....	14,040	.....	.....	24,640
479	Warren	.....	18,311	26,060	0	44,371
480	Wellston	.....	21,671	8,570	0	30,241
481	Xenia*	.....	23,595	5,690	0	29,285
482	Youngstown	14,700	82,903	.....	.....	150,371
483	Zanesville*	.....	46,451	.....	.....	68,958
	OKLAHOMA.					
484	Oklahoma City	.....	9,600	2,600	0	12,200
	OREGON.					
485	Astoria*	3,295	18,100	9,338	(a)	30,733
486	Portland	18,718	189,000	57,402	1,850	267,030
487	Salem*	616	16,875	11,257	0	28,748
	PENNSYLVANIA.					
488	Allegheny	316,923	237,279	97,097	3,634	654,933
489	Allentown	26,562	54,976	41,481	175	123,194
490	Altoona	9,879	65,020	32,731	0	107,630
491	Beaver Falls	2,146	16,308	17,211	.....	36,365
492	Braddock	1,384	21,800	12,996	0	36,180
493	Bradford	11,550	28,693	12,352	0	52,595
494	Butler	17,106	22,020	17,458	.....	56,584
495	Carbondale	8,140	27,316	14,110	.....	49,566
496	Carlisle	17,648	16,118	6,653	0	40,419
497	Chambersburg	.....	14,438	6,818	.....	21,256
498	Chester	20,015	53,084	19,457	0	92,556
499	Columbia	0	17,542	10,764	0	28,306
500	Connellsville	.....	13,600	.....	.....	17,003
501	Du Bois	.....	11,441	1,858	.....	13,299
502	Dunmore*	2,290	16,923	8,318	.....	27,531
503	Easton	.....	42,119	20,959	0	63,078
504	Erie	113,250	83,367	46,901	463	243,981
505	Harrisburg	7,282	90,608	35,070	0	132,960
506	Hazelton	4,304	26,127	10,386	0	40,817
507	Homestead*	5,858	19,202	.....	.....	45,892
508	Johnstown	32,332	48,773	14,944	.....	96,049
509	Lancaster	18,660	62,042	29,745	.....	110,447
510	Lebanon	11,176	22,238	13,866	0	47,280
511	Lock Haven	.....	10,426	.....	.....	28,839
512	McKeesport	1,684	51,178	25,319	236	78,417
513	Mahanoy City	3,626	19,817	12,703	384	36,530
514	Meadville	10,100	26,260	8,538	.....	44,899
515	Mount Carmel	5,265	14,259	9,129	466	29,119
516	Nanticoke	2,770	19,850	9,816	650	33,086
517	New Brighton	.....	15,000	3,000	.....	18,000
518	Newcastle*	68,650	27,085	16,136	.....	111,871
519	Norristown	25,116	37,005	12,962	0	75,083

* Statistics of 1896-97. a The accounts of evening schools are not kept separate.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	PENNSYLVANIA—continued.					
520	Oil City*	$1,428	$25,191	.....	.....	$49,649
521	Philadelphia	.....	2,358,613	.....	$59,933	3,614,731
522	Phœnixville	1,462	13,194	$6,150	0	20 806
523	Pittsburg*	359,538	574,748	332,817	.....	1,267,103
524	Pittston*	914	14,929	10,405	.....	26,248
525	Plymouth	.....	14,936	5,140	1,200	21,276
526	Pottstown	1,381	24,166	28,914	0	54,461
527	Pottsville*	8,830	28,209	.....	.....	64,894
528	Reading	52,056	112,139	43,657	601	208,453
529	Scranton	129,622	159,466	.....	7,608	367,798
530	Shamokin	212	31,352	18,517	553	50,634
531	Shenandoah	3,522	34,858	13,949	1,716	54,045
532	South Bethlehem	10,993	28,544	10,628	0	40,165
533	Steelton*	1,197	21,414	6,373	0	28,985
534	Sunbury*	.....	18,949	.....	0	72,650
535	Titusville	9,286	23,334	6,572	0	39,192
536	Uniontown	763	14,032	4,870	.....	19,665
537	West Chester	228	20,103	10,391	.....	30,722
538	Wilkesbarre	5,984	94,380	57,585	.....	157,949
539	Williamsport	84,541	52,343	46,634	.....	133,518
540	York	38,580	35,791	18,811	0	93,182
	RHODE ISLAND.					
541	Central Falls*	244	27,992	10,028	673	38,937
542	Cranston	8,187	28,695	11,999	.....	43,881
543	Cumberland	.....	18,126	6,187	898	25,211
544	East Providence*	8,065	22,937	.....	826	42,489
545	Johnston	.....	27,678	10,690	998	39,366
546	Newport	.....	62,220	29,886	1,482	93,568
547	Pawtucket	19,399	80,457	39,383	3,161	142,320
548	Providence	258,154	432,097	247,041	39,832	977,124
549	Woonsocket	2,297	41,915	9,206	2,301	55,719
	SOUTH CAROLINA.					
550	Charleston	2,615	52,695	3,524	.....	58,834
551	Columbia	475	14,627	1,769	.....	16,871
552	Greenville	1,477	8,185	899	.....	10,561
553	Spartanburg	10,595	8,400	613	.....	19,608
	SOUTH DAKOTA.					
554	Sioux Falls	.....	20,142	11,444	.....	31,586
	TENNESSEE.					
555	Chattanooga	215	39,858	1,611	.....	41,684
556	Clarksville	1,842	12,189	2,833	.....	16,864
557	Jackson	.....	.....	.....	.....	.....
558	Knoxville	25,000	42,056	6,210	.....	73,266
559	Memphis	35,182	72,054	29,532	1,572	138,340
560	Nashville	22,700	135,949	20,593	.....	179,242
	TEXAS.					
561	Austin	600	43,549	7,707	0	51,856
562	Corsicana	263	16,337	2,565	0	19,165
563	Dallas*	1,685	63,250	13,000	0	77,935
564	Denison	2,520	19,219	6,574	.....	28,313
565	El Paso	.....	24,306	4,854	.....	29,160
566	Fort Worth*	.....	43,841	5,015	0	48,856
567	Gainesville*	320	20,265	3,050	0	23,635
568	Galveston	25,000	72,733	11,965	.....	109,698
569	Houston*	576	67,680	16,649	0	84,905
570	Laredo	.....	13,802	2,249	.....	16,051
571	Marshall	.....	4,620	948	.....	5,568
572	Paris	.....	17,500	1,400	.....	18,900
573	San Antonio	1,100	68,495	12,042	.....	81,637
574	Sherman	.....	21,505	.....	.....	24,060
575	Temple	4,500	14,505	4,000	.....	23,005

* Statistics of 1896-97.

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TABLE 12.—*Statistics of expenditures of public schools of cities of over 8,000 inhabitants*—Continued.

	City.	Expenditures for the school year 1897-98.				
		Permanent investments and lasting improvements.	Teaching and supervision.	Current and incidental expenses.	Evening schools.	Total.
	1	2	3	4	5	6
	TEXAS—continued.					
576	Tyler *	$1,250	$14,850	$900	0	$17,000
577	Waco	.....	46,382	12,095	.....	58,477
	UTAH.					
578	Ogden	6,883	43,135	26,217	0	76,235
579	Provo City	.....	10,946	.....	.....	19,863
580	Salt Lake City	58,625	151,548	108,477	0	318,650
	VERMONT.					
581	Burlington	1,247	30,581	13,238	.....	45,166
582	Rutland	156	27,042	9,683	.....	36,881
	VIRGINIA.					
583	Alexandria	.....	16,750	3,186	.....	19,936
584	Danville	.....	21,005	3,639	.....	24,644
585	Lynchburg *	4,391	27,524	5,910	0	37,826
586	Manchester	.....	8,631	2,111	.....	10,742
587	Newport News	.....	10,250	.....	.....	14,994
588	Norfolk *	14,552	40,000	5,318	0	59,870
589	Petersburg *	0	17,780	5,272	0	23,052
590	Portsmouth	.....	14,000	3,643	.....	17,643
591	Richmond	161	125,067	23,889	$325	149,442
592	Roanoke	18,820	19,242	3,202	.....	41,264
593	Staunton	902	11,459	1,920	.....	14,281
	WASHINGTON.					
594	Seattle	8,056	129,098	84,757	.....	221,913
595	Spokane	43,221	56,442	27,272	0	127,935
596	Tacoma	27,900	84,253	57,402	.....	169,555
597	Walla Walla	1,142	14,073	.....	.....	20,393
	WEST VIRGINIA.					
598	Huntington *	.....	16,402	.....	0	21,897
599	Martinsburg	.....	9,817	.....	.....	12,000
600	Parkersburg	.....	.....	.....	.....	.....
601	Wheeling	35,812	67,331	50,014	.....	153,157
	WISCONSIN.					
602	Appleton	24,723	33,215	17,805	0	75,743
603	Ashland	4,537	23,021	12,032	.....	39,590
604	Baraboo	.....	16,325	.....	.....	21,444
605	Beloit	7,000	18,683	7,990	0	33,673
606	Chippewa Falls	0	17,148	5,036	.....	22,184
607	Eau Claire	24,012	45,299	14,464	0	83,775
608	Fond du Lac	2,832	27,829	11,671	.....	42,332
609	Green Bay	2,513	35,506	7,062	0	45,081
610	Janesville	2,779	23,644	11,169	.....	37,592
611	Kenosha	.....	14,454	.....	.....	20,641
612	La Crosse	2,759	66,296	19,959	.....	89,014
613	Madison	.....	33,050	11,195	.....	44,245
614	Manitowoc *	7,513	19,970	5,063	0	32,546
615	Marinette	.....	25,230	8,219	.....	33,449
616	Merrill	894	14,261	4,994	.....	20,149
617	Milwaukee	(a)	554,904	89,563	.....	644,467
618	Oshkosh	2,272	57,950	12,521	280	73,023
619	Racine	25,403	52,737	13,779	.....	91,919
620	Sheboygan	3,923	49,007	14,938	.....	67,868
621	Stevens Point	4,200	21,468	6,383	.....	32,051
622	Superior	9,011	67,794	55,303	.....	132,108
623	Watertown	793	12,872	3,219	.....	16,884
624	Waukesha	.....	16,490	.....	.....	17,463
625	Wausau	1,017	24,094	8,347	0	33,458
	WYOMING.					
626	Cheyenne	.....	20,452	7,007	.....	27,459

* Statistics of 1896-97.

a Permanent improvements are paid for by the common council out of other than school funds.

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TABLE 13.—*Statistics of evening schools in cities of 8,000 inhabitants and over.*

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	ARKANSAS.										
1	Little Rock	1	1	0	1	72	0	72	40	67	112
	CALIFORNIA.										
2	Alameda	1	1	1	2	80	21	101	14	.....	193
3	Los Angeles	1	2	0	2	144	0	144	51	.....	183
4	Oakland	5	6	4	10	644	141	785	188	644	198
5	Sacramento	1	3	1	4	95	22	117	87	.....	196
6	San Francisco	15	45	103	148	5,618	1,446	7,064	2,993	2,993	198
7	San Jose	1	2	0	2	104	13	117	44	.....	116
8	Stockton	1	1	2	3	122	23	145	37	.....	150
	COLORADO.										
9	Denver (District No. 7)	1	0	1	1	26	15	41	20	41	140
10	Pueblo (District No. 20)	1	3	2	5	90	0	90	.....	80	50
	CONNECTICUT.										
11	Ansonia	1	1	0	1	46	6	52	6	46	75
12	Bridgeport	2	3	1	4	200	0	200	41	200	76
13	Danbury	1	1	1	2	40	21	61	9	61	75
14	Hartford	2	6	9	15	.....	.....	870	180	.....	75
15	Meriden	1	.....	.....	4	.....	.....	350	58	.....	.....
16	New Britain	3	2	7	9	180	40	220	176	209	75
17	New Haven	7	40	6	46	.....	.....	1,794	593	593	75
18	Norwalk	2	3	3	6	.....	.....	252	68	.....	75
19	Stamford	1	1	0	1	.....	.....	37	15	37	75
20	Waterbury	2	3	7	10	118	79	197	118	0	110
	DISTRICT OF COLUMBIA.										
	Washington:										
21	Divisions 1 to 8	12	21	12	33	1,297	150	1,447	525	.....	58
22	Divisions 9 to 11	6	4	21	25	.....	.....	1,395	808	.....	.....
	GEORGIA.										
23	Atlanta	3	1	5	6	232	113	345	140	232	190
24	Columbus	1	1	1	2	107	40	147	26	147	177
	ILLINOIS.										
25	Chicago	34	226	54	280	7,627	2,307	9,934	4,376	.....	96
26	Peoria	6	4	8	12	153	42	195	189	195	89
27	Quincy	2	4	0	4	137	13	150	125	145	140
28	Rockford	1	3	0	3	70	15	85	19	73	71
	INDIANA.										
29	Evansville	4	6	1	7	204	95	299	142	51	51
30	Indianapolis	3	8	3	11	541	62	603	276	.....	224
	KENTUCKY.										
31	Frankfort[a]	1	1	0	1	22	27	49	45	40	60
32	Louisville	10	8	35	43	1,451	377	1,828	935	1,767	107
	MAINE.										
33	Biddeford	1	3	4	7	137	111	248	152	248	63
34	Lewiston	2	6	10	16	202	136	338	191	310	84
35	Portland	1	4	4	8	.....	.....	369	175	.....	80
36	Waterville	1	2	0	2	149	0	149	48	147	.....
	MARYLAND.										
37	Baltimore	15	51	21	72	4,157	902	5,059	1,065	5,059	71

[a] Colored school.

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TABLE 13.—*Statistics of evening schools in cities of 8,000 inhabitants and over*—Cont'd.

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	MASSACHUSETTS.										
38	Adams	2	3	8	11	.....	.....	246	137	246	39
39	Beverly	1	1	2	3	.....	.....	111	37	.....	.....
40	Boston	18	.....	.....	200	.....	.....	11,263	4,002	.....	98
41	Brockton	4	4	10	14	273	143	416	225	.....	42
42	Brookline	2	.....	.....	.....	77	65	142	62	3	80
43	Cambridge	7	29	19	48	.....	.....	1,434	562	1,434	50
44	Chelsea	1	8	7	15	.....	.....	421	130	400	50
45	Chicopee	3	.....	29	29	201	264	465	365	465	40
46	Clinton	1	1	8	9	142	53	195	67	141	70
47	Fall River	51	.....	.....	138	2,528	1,204	3,732	2,118	.....	47
48	Fitchburg	3	9	19	28	328	128	456	159	375	62
49	Framingham	1	5	1	6	99	47	146	81	.....	46
50	Gardner	3	4	15	19	106	8	114	49	114	44
51	Haverhill	4	3	26	29	373	172	545	282	.....	60
52	Hydepark	2	3	1	4	103	27	130	53	.....	62
53	Lawrence	33	32	25	57	948	354	1,302	845	1,302	74
54	Lowell	14	28	130	158	2,865	1,115	3,980	1,898	1,850	67
55	Lynn	3	8	18	26	364	386	750	291	.....	25
56	Malden	1	6	5	11	146	93	239	151	179	66
57	Marlboro	7	2	5	7	117	75	192	60	150	38
58	Medford	1	5	1	6	110	75	185	80	185	50
59	Natick	1	1	1	2	11	18	29	17	26	50
60	New Bedford	5	4	62	66	1,254	595	1,849	940	1,819	39
61	Newburyport	2	1	6	7	43	49	92	42	90	30
62	Newton	2	6	3	9	209	88	297	85	.....	32
63	North Adams	12	7	12	19	286	111	397	305	397	42
64	Northampton	4	0	6	6	61	33	94	61	87	60
65	Pittsfield	4	3	4	7	261	82	343	98	343	78
66	Quincy	3	6	3	9	200	48	248	94	248	50
67	Salem	4	4	14	18	366	106	472	130	.....	67
68	Somerville	5	14	11	25	511	199	710	263	700	55
69	Southbridge	4	2	5	7	113	83	196	136	185	42
70	Spencer	1	3	6	9	69	46	115	52	115	44
71	Springfield	7	14	28	42	898	513	1,411	573	.....	133
72	Taunton	7	10	11	21	282	103	385	256	.....	36
73	Waltham	2	7	5	12	186	114	300	175	25	54
74	Westfield	1	1	2	3	62	24	86	19	54	33
75	Woburn	1	2	5	7	131	32	163	69	163	43
76	Worcester	15	36	29	65	978	287	1,265	692	1,265	121
	MICHIGAN.										
77	Detroit	9	44	12	56	1,757	540	2,297	787	1,847	100
78	Flint	1	2	4	6	40	42	82	54	70	60
79	Menominee	1	2	1	3	70	5	75	50	64	60
	MINNESOTA.										
80	Winona	3	2	1	3	61	8	69	.....	.....	100
	MISSOURI.										
81	St. Louis	8	21	35	56	1,780	376	2,156	1,109	2,156	60
	NEW HAMPSHIRE.										
82	Dover	1	1	1	2	52	3	55	15	55	61
83	Keene	1	0	1	1	52	6	38	20	32	60
	NEW JERSEY.										
84	Bayonne	1	2	8	10	272	75	347	127	347	86
85	Harrison	2	3	4	7	200	150	350	200	350	70
86	Jersey City	7	10	44	54	1,900	479	2,379	866	2,379	68
87	Millville	3	2	4	6	159	0	159	76	150	60
88	New Brunswick	.....	.....	.....	20	.....	.....	589	352	.....	77
89	Passaic	1	5	0	5	.....	.....	427	161	.....	135
90	Paterson	4	.....	.....	49	.....	.....	2,253	495	2,253	74
91	Town of Union	2	1	1	2	70	17	87	42	87	48
92	Trenton	.....	.....	.....	5	.....	.....	120	95	.....	36

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TABLE 13.—*Statistics of evening schools in cities of 8,000 inhabitants and over*—Cont'd.

	City.	Number of schools.	Teachers.			Pupils enrolled.			Average daily attendance.	Pupils who did not attend day school.	Number of evenings the schools were actually in session.
			Male.	Female.	Total.	Male.	Female.	Total.			
	1	2	3	4	5	6	7	8	9	10	11
	NEW YORK.										
93	Albany	4	3	12	15	365	37	402	185	402	55
94	Buffalo	13	61	28	89	2,492	785	3,477	1,290	3,477	48
95	Ithaca	1	3	0	3	27	0	27	.....	.....	20
96	New York	50	424	411	835	25,069	14,172	39,241	16,385	.....	90
97	Niagara Falls	1	3	1	4	51	10	61	26	61	60
98	North Tonawanda	3	3	0	3	79	10	89	53	89	45
99	Port Jervis	1	1	0	1	29	4	33	11	29	57
100	Rochester	2	14	0	14	236	161	397	105	397	27
101	Saratoga Springs	1	4	0	4	36	0	36	22	36	48
102	Syracuse	3	4	11	15	225	61	286	219	286	60
103	Utica	3	2	8	10	299	57	356	120	299	144
104	Watertown	2	.....	.....	.....	100	40	140	35	75	160
105	Yonkers	3	10	5	15	443	224	667	228	667	94
	OHIO.										
106	Cincinnati	8	31	22	53	1,342	633	1,975	1,220	0	85
107	Cleveland	32	30	3	33	1,316	134	1,450	500	1,450	95
108	Columbus	4	0	14	14	408	94	502	281	.....	100
109	Nelsonville	1	0	1	1	23	17	40	24	35	150
110	Toledo	1	1	0	1	71	0	71	43	71	40
111	Xenia	1	.....	.....	.....	30	34	64	26	60	75
112	Youngstown	3	2	1	3	115	20	135	58	.....	43
	OREGON.										
113	Portland	3	5	3	8	216	67	283	157	.....	97
	PENNSYLVANIA.										
114	Allentown	2	2	1	3	42	58	100	65	100	.....
115	Carbondale	1	1	0	1	63	10	73	45	70	80
116	Erie	2	0	5	5	543	8	551	205	0	78
117	Lancaster	4	3	9	12	243	148	391	137	391	120
118	McKeesport	5	3	2	5	60	40	100	.....	0	80
119	Mahanoy City	5	0	5	5	312	0	312	159	250	80
120	Mount Carmel	4	3	0	3	369	.....	369	100	.....	90
121	Nanticoke	7	5	2	7	410	.....	410	194	350	80
122	Philadelphia	.....	.....	.....	.....	.....	.....	.....	10,235	.....	.....
123	Plymouth	10	5	5	10	325	41	366	214	362	80
124	Reading	5	5	0	5	285	86	371	88	371	101
125	Scranton	60	25	35	60	1,372	167	1,539	1,068	1,539	80
126	Shamokin	6	5	1	6	262	48	310	192	280	80
127	Shenandoah	13	3	10	13	606	51	657	281	446	100
128	Wilkesbarre	16	6	10	16	733	.....	733	413	733	80
	RHODE ISLAND.										
129	Cumberland	4	4	4	8	161	41	202	76	.....	40
130	East Providence	3	.....	.....	6	.....	.....	115	47	.....	82
131	Johnston	3	6	1	7	180	87	267	68	257	100
132	Newport	2	2	15	17	186	74	260	90	.....	104
133	Pawtucket	6	26	8	34	502	256	758	272	.....	60
134	Providence	28	122	135	257	3,474	1,851	5,325	2,602	415	91
135	Woonsocket	5	18	21	39	332	101	433	274	426	50
	TENNESSEE.										
136	Memphis	1	1	2	3	141	14	155	45	155	150
	VIRGINIA.										
137	Richmond	2	0	2	2	84	0	84	15	84	80
	WISCONSIN.										
138	Oshkosh	2	4	0	4	54	14	68	28	60	85

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TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants.*

	City.	Population in 1898 (estimated).	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
1	Eufaula	6,000	7-21	1,434	100	236	208	444	180	74,340	413	0	5	12	17	3	400	$10,000	$5,965	$5,965
2	Florence	7,000	7-21	1,825	175	338	372	710	116	48,256	416	1	3	8	11	3	550	18,500	3,480	4,000
3	New Decatur	4,000	7-21	1,286	50	253	233	486	146	58,400	400	1	3	7	10	3	500	16,000	2,029	2,878
4	Tuscaloosa	6,000	7-21	2,098	600	196	204	400	160	40,160	251	2	2	7	9	2	425	35,000	3,551	3,700
	ARIZONA.																			
5	Tucson	.....	6-18	1,900	570	446	404	850	129	69,360	538	.....	1	13	14	2	650	70,000	7,730	10,880
	ARKANSAS.																			
6	Helena	.....	6-21	2,187	125	440	468	908	180	13,200	660	2	3	14	17	3	1,060	55,000	.....	.....
	CALIFORNIA.																			
7	Napa	4,500	5-17	1,105	30	516	500	1,016	188	152,844	813	0	2	19	21	5	1,200	30,000	14,000	16,000
8	Pomona	7,000	6-18	1,280	100	500	700	1,200	175	198,000	1,100	4	4	32	36	8	.....	55,000	19,800	22,000
9	Riverside	7,200	5-17	1,442	.....	621	709	1,330	177	183,566	1,037	2	8	23	31	7	1,400	135,000	23,017	32,020
10	Santa Ana	5,500	5-17	1,152	98	580	595	1,175	182	156,200	857	1	2	20	22	6	1,150	54,080	13,524	22,987
11	Santa Barbara	7,500	5-17	2,316	.....	678	594	1,272	189	178,135	943	1	6	36	42	11	1,500	60,000	27,785	42,744
12	Santa Rosa	7,500	5-17	1,575	200	607	583	1,190	194	166,787	870	1	6	25	31	4	1,400	85,000	27,000	37,000
	COLORADO.																			
13	Aspen	6,000	6-14	1,450	125	640	611	1,251	176	218,463	1,012	1	2	20	22	4	1,160	40,000	14,370	20,497
	CONNECTICUT.																			
14	Branford	5,000	4-16	1,051	0	.....	.....	.....	.....	.....	.....	1	1	23	24	7	.....	.....	10,000	14,000
15	Derby	6,000	4-16	1,649	350	448	405	853	186	111,438	619	4	1	18	19	4	830	50,000	12,600	15,000
16	East Hartford	5,500	4-16	1,476	00	.....	.....	1,522	180	162,000	900	6	3	33	36	13	1,000	40,000	12,213	24,815
17	Enfield	7,000	4-16	1,586	446	200	336	536	190	94,810	499	0	4	26	30	7	1,200	100,000	15,000	20,000
18	Milford	4,000	4-16	755	20	.....	.....	687	185	78,484	424	1	1	14	15	4	561	26,000	6,240	7,500

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19	New Milford	5,000	4-16	767	30	390	387	777	180	82,534	623	.....	4	18	22	18	894	22,250	7,657	9,678
20	Torrington	.....	4-16	2,353	756	672	953	1,625	195	285,090	1,462	3	1	43	44	9	1,830	100,000	16,000	24,000
21	Wallingford	6,800	4-16	1,525	10	777	740	1,517	191	224,599	1,179	3	1	35	36	5	.....	118,785	20,144	37,459
22	Westport	4,000	4-16	800	.....	.....	.....	620	190	.....	.....	0	1	12	13	10	650	12,000	4,700	4,700
23	Winchester	7,400	4-16	1,579	447	489	479	968	185	125,556	705	9	0	26	26	10	1,110	35,940	13,564	15,390
	DELAWARE.																			
24	Newcastle	4,500	6-18	750	10	250	375	625	200	100,000	500	1	1	11	12	3	628	.....	5,550	7,143
	FLORIDA.																			
25	St. Augustine	5,000	.....	.....	.....	426	394	820	160	84,960	528	0	5	17	22	5	535	19,775	6,828	8,580
	GEORGIA.																			
26	Albany	7,000	6-18	1,255	300	383	427	810	180	91,260	507	2	5	12	17	2	825	8,500	5,600	6,000
	ILLINOIS.																			
27	Beardstown	7,000	6-21	1,488	80	581	578	1,159	183	154,621	773	2	2	21	23	6	1,000	51,900	10,211	14,066
28	Belvidere: North	.....	7-21	959	.....	273	285	558	190	80,436	423	0	1	10	11	1	.....	25,000	5,405	9,621
29	South (District No. 9)	5,000	.....	.....	.....	529	527	1,056	184	154,790	841	1	0	19	19	3	825	55,800	8,975	11,271
30	Braidwood—(north)	.....	6-21	.....	0	268	279	547	192	88,117	459	1	1	6	7	2	532	7,800	2,583	3,016
31	Charleston	5,610	6-21	1,643	0	584	703	1,287	172	168,029	948	2	3	24	27	4	1,170	50,000	12,029	18,106
32	Dixon	.....	6-21	1,400	225	398	417	815	180	119,567	664	3	3	15	18	3	1,012	80,000	11,300	15,500
33	Dixon (north)	2,300	6-21	452	18	176	220	396	189	66,150	350	2	1	8	9	2	390	30,850	4,696	6,150
34	Duquoin	4,760	6-21	1,500	150	548	652	1,200	168	146,800	980	1	2	17	19	4	1,300	50,000	7,000	8,000
35	Edwardsville	5,000	.....	.....	.....	448	448	896	188	120,175	625	1	2	17	19	3	950	40,000	8,315	10,000
36	Galena	7,000	6-21	2,600	1,500	351	373	724	176	123,376	701	1	2	20	22	4	900	25,000	8,910	9,100
37	Litchfield	7,500	6-21	1,997	200	606	597	1,203	167	153,807	917	2	0	20	20	4	1,250	40,000	10,322	15,322
38	Macomb	5,000	6-21	1,500	.....	600	640	1,240	182	182,000	1,000	1	4	22	26	4	1,170	75,000	14,000	18,000
39	Morris	5,000	6-21	950	200	300	450	750	195	134,550	690	2	2	17	19	5	725	50,000	8,600	.....
40	Paris	7,000	6-21	1,367	75	589	641	1,230	181	178,457	958	1	1	24	25	3	1,100	55,000	12,225	15,989
41	Spring Valley	7,000	6-21	1,582	.....	597	557	1,154	202	.....	.....	1	0	14	14	4	770	25,000	6,750	7,200
42	Urbana	5,370	6-21	1,533	42	579	607	1,186	190	162,615	879	3	7	20	27	6	1,100	63,000	11,788	17,389
	INDIANA.																			
43	Aurora	4,000	6-21	1,192	350	345	321	666	176	93,060	517	1	1	17	18	2	700	31,000	8,640	11,640
44	Bluffton	5,000	6-21	1,328	0	445	476	921	161	154,224	918	2	5	24	29	5	980	48,000	11,078	15,821
45	Connersville	6,500	6-21	1,506	100	557	624	1,181	177	153,282	866	1	5	17	22	3	1,200	66,000	11,115	15,500
46	Greencastle	4,000	.....	1,146	.....	.....	.....	778	160	112,644	626	3	3	18	21	4	800	53,500	10,627	14,478
47	Lawrenceburg	4,500	6-21	1,265	.....	329	305	634	178	89,000	500	2	4	14	18	3	412	15,000	10,080	12,765
48	Lebanon	6,000	6-21	1,368	0	599	593	1,192	160	154,720	967	1	4	20	24	3	1,200	70,000	11,210	10,990
49	Mount Vernon	6,500	6-21	1,729	115	568	577	1,145	180	159,480	886	1	8	15	23	5	902	65,000	11,390	13,240
50	Portland	6,123	6-21	1,384	0	585	540	1,125	173	157,160	920	1	9	13	22	5	1,100	50,000	11,000	14,000
51	Seymour	7,000	6-21	1,735	300	602	624	1,226	177	170,843	965	1	2	24	26	5	1,300	78,000	11,014	14,838
52	Warsaw	5,000	6-21	1,143	0	440	447	887	178	131,400	730	2	3	15	18	3	800	45,000	8,933	13,933

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TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1898 (estimated).	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19.	20
	IOWA.																			
53	Atlantic	5,000	5-21	1,806	40	591	668	1,259	180	176,400	980	2	3	22	25	4	1,156	$62,000	$12,190	$23 000
54	Centerville	5,800	5-21	2,051	.....	.....	.....	1,453	178	187,776	1,043	2	2	25	27	3	1,370	83,375	11,505	15,758
55	Lyons	7,000	5-21	2,008	200	496	536	1,032	200	170,000	850	2	2	20	22	5	1,000	50,000	10,160	13,673
56	Mason City	6,500	5-21	1,812	150	617	665	1,282	180	203,040	1,133	2	2	37	39	5	1,350	100,000	17,185	25,076
57	Mount Pleasant	4,000	5-21	1,186	90	421	437	858	176	119,040	680	3	0	21	21	4	900	40,000	9,900	12,432
	KANSAS.																			
58	Argentine	5,980	5-21	1,480	208	532	520	1,052	160	124,425	778	1	4	16	20	4	1,000	50,000	8,160	10,500
59	Newton	6,000	5-21	2,091	20	741	770	1,511	177	206,294	1,165	2	6	21	27	3	1,375	90,000	13,791	17,822
60	Salina	6,000	5-21	1,811	125	666	700	1,366	178	192,774	1,083	1	3	23	26	6	1,400	75,000	12,820	14,570
61	Wellington	4,000	5-21	1,423	25	597	635	1,232	167	152,304	912	4	6	16	22	4	1,200	125,000	15,000	19,000
62	Winfield	5,975	5-21	1,871	35	683	684	1,367	157	169,920	1,062	1	4	21	25	5	1,400	110,000	12,968	16,478
	KENTUCKY.																			
63	Ashland	7,500	6-20	1,816	250	569	572	1,141	140	126,000	900	2	1	22	23	7	1,200	59,000	8,400	26,262
64	Paris	7,000	6-20	1,552	50	.....	.....	824	194	124,548	642	1	2	12	14	2	800	45,000	8,800	10,500
65	Richmond	4,350	6-20	630	150	187	200	387	188	53,768	286	.....	2	6	8	1	400	21,000	4,000	5,400
66	Winchester	8,000	6-20	660	100	225	275	500	200	85,000	425	.....	.....	.....	.....	.....	.....	2,000	5,700	6,500
	MAINE.																			
67	Belfast	5,294	4-21	1,244	12	552	692	1,244	168	113,904	678	1	3	23	26	11	1,000	25,000	10,397	13,101
68	Brewer	4,500	4-21	1,424	0	441	421	862	186	123,366	791	2	1	24	25	12	925	31,800	6,961	11,031
69	Brunswick	6,000	4-21	2,021	200	506	518	1,024	180	157,140	873	1	3	31	34	20	2,000	65,000	11,123	16,290
70	Eastport	6,000	4-21	1,839	0	610	576	1,186	180	153,260	840	0	2	23	25	6	1,150	17,000	8,206	10,982
71	Ellsworth	5,000	4-21	1,451	.....	480	640	1,120	175	137,805	778	4	3	30	33	22	.....	27,000	9,814	12,966
72	Gardiner	5,451	4-21	1,515	0	423	470	893	173	140,303	811	1	3	19	22	11	1,084	50,000	7,271	19,179
73	Houlton	5,000	4-21	1,326	20	429	488	917	175	145,250	849	1	1	22	23	12	984	39,000	7,510	10,708
74	Oldtown	6,000	4-21	1,471	100	365	391	756	180	112,788	673	1	4	22	26	12	850	30,000	8,740	10,365
75	Saco	7,000	4-21	2,119	150	522	541	1,063	185	171,495	927	1	5	27	32	13	1,180	80,000	19,400	20,660
76	Sandford	5,648	4-21	1,790	.....	423	411	834	160	107,200	702	4	2	27	29	15	1,000	25,000	6,604	9,716

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	MARYLAND.																		
77	Cambridge	5,000	6-21	750	100	.....	.....	.....	155	.....	.....	2	2	13	15	4	.....	20,000	5,900	.....
	MASSACHUSETTS.																		
78	Abington	5,000	8-14	514	0	430	431	861	188	122,952	654	3	2	21	23	7	850	.....	13,140	18,004
79	Amherst	4,785	8-14	429	48	347	361	708	176	112,288	638	4	2	20	22	9	800	78,000	11,562	16,165
80	Andover	6,202	8-14	695	16	550	606	1,156	185	164,095	887	2	0	31	31	12	1,200	95,450	21,103	23,978
81	Arlington	7,734	8-14	686	167	683	749	1,437	194	178,674	921	.....	2	34	36	5	1,817	199,505	24,370	35,514
82	Athol	7,800	5-15	1,040	.....	571	591	1,162	169	148,213	877	3	1	27	28	10	1,500	175,000	14,718	20,236
83	Barnstable	.....	8-14	423	0	.....	.....	821	170	106,420	626	2	7	20	27	14	.....	57,500	12,314	19,451
84	Belmont	.....	5-15	436	14	.....	.....	.....	189	82,782	438	1	2	19	21	4	600	120,000	10,500	14,000
85	Blackstone	6,000	7-14	522	0	500	522	1,022	196	123,480	630	1	1	25	26	11	650	27,000	11,960	15,890
86	Braintree	5,500	5-15	938	60	595	566	1,161	192	183,652	953	1	2	30	32	7	1,160	105,000	14,998	22,089
87	Bridgewater	5,000	8-14	428	0	388	413	801	.....	.....	544	3	1	26	27	10	.....	.....	13,428	16,099
88	Canton	5,000	8-14	788	425	361	343	704	200	102,200	511	1	2	19	21	8	650	50,000	13,060	17,829
89	Concord	4,400	8-14	408	6	.....	.....	951	190	152,481	803	1	1	21	22	4	892	85,000	15,648	25,424
90	Dedham	7,000	8-15	816	30	655	651	1,306	189	227,928	1,181	5	4	41	45	8	1,500	175,000	27,928	38,406
91	Easthampton	4,790	8-14	497	0	506	524	1,030	184	142,863	790	4	1	23	24	10	.....	.....	12,258	18,245
92	Easton	4,500	5-15	841	0	491	561	1,052	189	158,571	839	4	1	39	40	10	1,200	200,000	17,550	27,552
93	Franklin	5,136	8-14	423	402	.....	.....	714	.....	.....	509	3	3	15	18	9	.....	50,000	9,272	13,986
94	Grafton	5,100	5-15	871	0	602	614	1,216	200	140,000	700	2	1	20	21	7	1,000	8,000	12,594	17,735
95	Hingham	4,819	8-14	397	27	.....	.....	885	196	120,285	614	3	3	18	21	6	840	100,000	13,256	18,388
96	Manchester	1,700	5-15	295	.....	159	174	333	200	59,786	303	2	2	11	13	3	350	46,500	6,288	25,753
97	Merrimac	2,200	5-15	359	30	217	244	461	184	71,177	369	3	1	14	15	5	514	25,000	7,131	9,664
98	Methuen	7,000	5-15	1,261	94	.....	.....	1,261	184	186,760	1,015	7	3	31	34	11	.....	58,000	15,155	21,035
99	Middleboro	6,700	8-14	607	.....	.....	.....	1,232	188	169,388	901	1	2	31	33	18	1,300	62,600	15,314	22,059
100	Millbury	5,200	5-15	913	0	.....	.....	907	190	128,520	714	2	4	18	22	8	960	38,000	10,319	13,988
101	Milton	6,000	5-15	1,098	150	655	646	1,301	190	184,110	969	1	4	45	49	8	1,540	235,000	33,074	51,431
102	North Attleboro	7,000	5-15	1,202	0	698	736	1,434	187	208,477	1,128	9	1	35	36	13	1,420	95,500	20,159	27,528
103	Northbridge	6,000	5-15	1,203	.....	695	667	1,362	140	146,272	1,045	3	1	31	32	9	1,424	150,000	11,000	17,877
104	Orange	5,500	8-14	640	10	570	627	1,197	181	261,623	1,001	2	1	26	27	10	1,000	87,000	12,299	19,800
105	Palmer	7,000	8-14	749	150	501	627	1,128	196	248,910	1,101	3	1	33	34	9	1,200	84,500	14,272	20,976
106	Provincetown	4,555	5-15	739	0	398	415	813	180	127,440	708	1	2	21	23	7	1,250	46,950	9,685	13,517
107	Reading	5,200	8-14	506	.....	.....	.....	1,018	189	151,578	802	1	1	23	24	9	1,100	107,400	14,090	19,511
108	Rockport	5,289	8-14	429	0	.....	.....	772	187	127,721	683	4	1	17	18	8	840	23,000	10,249	13,418
109	Saugus	5,500	5-15	897	0	582	604	1,186	185	157,250	850	3	1	24	25	8	1,000	120,000	12,299	17,367
110	South Hadley Falls	6,000	8-14	996	0	524	535	1,059	180	139,338	774	4	1	22	23	8	913	87,200	10,742	16,328
111	Stoneham	6,500	5-15	970	0	629	592	1,221	190	178,220	938	3	1	28	29	7	1,000	75,000	15,750	22,819
112	Ware	7,651	5-15	1,386	452	.....	.....	1,341	.....	.....	953	4	2	26	28	9	1,174	.....	15,838	21,775
113	Warren	4,430	8-14	412	0	439	435	874	177	110,979	627	3	3	18	21	6	873	20,800	9,960	14,841
114	Webster	8,000	8-14	600	560	400	467	867	200	120,682	603	3	4	16	20	7	650	75,000	10,984	15,777
115	Wellesley	4,229	5-15	669	140	355	363	718	195	96,982	579	4	1	20	21	7	750	113,688	20,000	30,724
116	Westboro	5,250	5-15	642	0	410	418	828	190	149,040	746	2	1	20	21	7	820	54,000	9,789	15,060
117	Winchendon	5,000	8-14	530	0	460	520	980	174	135,720	780	1	2	33	35	12	1,020	150,000	14,052	20,920
	MICHIGAN.																		
118	Albion	5,000	5-20	1,356	50	528	514	1,042	182	151,970	835	3	0	22	22	5	1,100	65,000	6,000	14,000
119	Benton Harbor	5,500	5-21	1,587	.....	750	745	1,495	180	188,800	1,044	2	3	29	32	4	1,448	4,700	12,000	38,852
120	Big Rapids	6,000	5-20	1,600	300	564	571	1,135	195	171,980	882	1	1	23	24	4	1,200	100,000	13,670	15,112

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TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1898 (estimated).	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MICHIGAN—continued.																			
121	Cadillac	6,000	5-20	1,620	.....	675	662	1,337	180	195,480	1,086	2	.....	28	28	5	1,350	$60,000	$13,912	$11,262
122	Charlotte	4,350	5-20	988	0	455	471	926	187	144,209	737	2	1	20	21	6	915	40,000	10,909	14,158
123	Coldwater	5,500	5-20	1,302	15	556	569	1,125	194	171,302	883	2	1	22	23	4	1,200	90,000	11,240	18,269
124	Hillsdale	4,120	5-20	1,031	0	479	469	948	185	132,295	736	2	1	17	18	5	800	60,000	8,698	11,363
125	Ionia	6,000	.....	.....	300	447	903	1,350	.....	.....	840	1	1	28	29	4	1,200	62,800	12,857	17,915
126	Monroe	6,000	5-20	1,990	400	450	414	864	195	107,250	550	1	2	16	18	3	850	35,000	6,600	8,800
127	Mount Clemens	6,000	4-21	1,967	200	629	543	1,172	195	173,250	888	1	1	23	24	6	1,053	65,000	11,350	17,142
128	Negaunee	6,000	5-20	1,930	.....	733	655	1,388	189	414,904	1,043	1	1	28	29	6	1,200	50,000	13,820	20,800
129	Niles	5,000	5-20	1,264	50	503	493	996	179	144,629	803	2	1	20	21	5	906	55,000	9,839	14,360
130	Pontiac	8,500	5-20	1,649	200	617	671	1,288	190	205,256	1,026	2	2	29	31	7	1,404	110,000	14,448	21,251
131	St. Joseph	5,000	5-20	1,400	102	498	507	1,005	182	140,504	772	2	1	24	25	4	1,019	58,000	10,575	16,060
	MINNESOTA.																			
132	Anoka	4,000	6-21	900	40	400	487	887	180	122,778	626	1	2	17	19	4	1,000	40,000	9,800	12,945
133	Austin	6,000	5-21	1,500	20	660	672	1,332	180	189,417	1,052	2	2	29	31	6	1,400	100,000	16,927	24,169
134	Fergus Falls	5,000	5-21	1,500	0	628	659	1,287	180	183,344	1,009	1	1	27	28	6	1,300	75,000	15,255	25,000
135	New Ulm	6,000	6-21	1,100	350	427	323	750	195	108,286	555	1	5	10	15	5	736	35,800	8,725	13,000
136	Owatonna	6,000	5-21	1,200	150	490	614	1,104	176	141,686	823	1	1	21	22	5	925	60,000	10,500	17,000
137	Rochester	7,000	5-21	1,262	125	.....	.....	1,187	180	164,809	901	3	2	25	27	6	.....	93,575	16,000	25,289
138	St. Peter	4,250	5-21	685	40	320	367	687	180	102,950	572	2	1	14	15	3	850	38,500	8,635	13,095
	MISSISSIPPI.																			
139	Greenville	.....	5-21	2,764	150	525	633	1,158	180	112,326	652	3	2	22	24	5	1,050	25,000	11,385	12,816
	MISSOURI.																			
140	Bonneterre	4,000	6-20	1,189	0	350	379	729	160	87,055	514	0	5	9	14	5	754	23,000	5,520	7,000
141	Boonville	4,500	6-20	1,300	200	396	385	781	180	108,180	601	1	2	14	16	2	750	30,000	6,609	21,000
142	Brookfield	7,000	6-20	1,456	.....	552	474	1,026	156	110,945	713	1	4	18	22	5	1,200	42,500	8,200	11,500
143	Cape Girardeau	6,000	6-20	1,754	.....	383	388	771	180	68,012	567	0	2	11	13	2	400	60,000	5,040	.....
144	Carrollton	5,000	6-20	1,284	50	475	583	1,058	178	147,206	827	2	5	21	26	3	1,100	75,000	11,751	14,206

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145	Columbia	5,500	6-20	1,820	.....	512	564	1,076	173	137,579	795	1	5	16	21	3	1,080	40,000	11,803	13,795
146	Desoto	6,000	6-20	1,799	100	658	748	1,406	177	102,639	904	1	2	16	18	5	1,132	34,500	7,443	9,816
147	Fulton	6,000	6-20	1,140	75	420	447	867	174	121,494	641	1	7	12	19	3	900	25,000	8,170	10,675
148	Kirksville	10,000	6-20	1,629	.....	500	560	1,060	160	160,000	1,000	1	6	15	21	4	.....	125,000	7,235	13,503
149	Lexington	4,500	6-20	.....	80	543	604	1,147	186	156,838	843	1	2	15	17	4	1,147	55,000	7,538	10,911
150	Louisiana	6,000	6-20	1,678	0	572	628	1,200	180	156,600	870	1	5	18	23	4	1,281	46,000	11,190	13,690
151	Marshall	6,000	6-20	1,025	200	703	722	1,425	180	164,234	1,150	5	10	20	30	4	1,235	50,000	12,345	15,842
152	Richhill	5,000	6-20	.....	100	570	658	1,228	180	159,480	888	1	4	17	21	4	1,280	25,000	10,000	11,000
153	Warrensburg	7,000	6-20	1,640	200	611	612	1,223	177	174,185	984	5	0	20	20	6	1,240	80,000	9,540	20,038
	NEVADA.																			
154	Virginia City	4,500	6-18	.....	20	486	519	1,005	200	150,000	750	1	3	16	19	3	.....	.....	15,000	24,512
	NEW HAMPSHIRE.																			
155	Exeter	4,800	5-16	816	192	479	279	758	174	128,846	638	0	2	18	20	13	800	40,000	11,128	15,351
156	Rochester	8,000	6-16	.....	200	598	614	1,212	178	171,948	966	2	2	33	35	17	.....	90,500	18,518	20,275
	NEW JERSEY.																			
157	Bordentown	4,000	5-18	892	250	255	259	514	191	65,656	344	1	2	11	13	2	650	25,000	5,785	8,000
158	Gloucester City	6,500	5-18	1,957	300	502	492	994	196	99,077	522	1	1	13	14	5	800	34,000	7,950	9,798
160	Lambertville	5,100	5-18	1,043	242	307	343	650	195	98,005	487	1	1	13	14	3	622	20,000	6,746	8,873
161	Redbank	6,000	5-18	1,298	118	470	447	917	188	118,089	612	1	3	16	19	3	800	47,500	11,850	16,497
162	South Amboy	7,500	5-20	1,100	500	520	580	1,100	185	180,005	860	3	1	22	23	3	1,200	28,000	7,700	10,900
163	Vineland	8,000	0-18	2,147	.....	750	800	1,550	172	.....	.....	2	2	36	38	18	.....	.....	18,100	.....
164	Woodbury	5,000	5-21	.....	.....	426	463	889	187	110,880	592	1	1	17	18	4	930	36,000	8,765	14,154
	NEW YORK.																			
165	Albion	5,000	5-18	1,067	74	440	501	941	190	112,259	591	1	2	23	25	7	1,090	32,200	11,777	16,059
166	Canandaigua	6,500	5-18	1,138	328	583	523	1,056	188	157,940	840	2	3	25	28	4	1,250	128,604	18,793	25,596
167	Catskill	5,750	5-18	1,183	200	488	440	878	191	130,758	686	2	4	19	23	3	924	68,080	18,025	22,250
168	Dansville	4,500	5-18	1,101	300	206	250	456	193	64,611	335	1	0	12	12	1	526	30,930	6,132	8,886
169	Fishkill-on-Hudson	.....	5-18	861	15	333	349	682	176	87,820	485	1	1	13	14	1	575	32,900	7,010	11,000
170	Green Island	4,500	5-18	1,108	12	473	455	928	195	130,111	667	1	1	13	14	2	760	38,000	7,716	10,806
171	Hempstead	3,600	5-18	883	93	323	341	664	185	93,281	491	1	1	19	20	1	650	41,925	10,900	15,385
172	Hoosick Falls	7,000	5-18	1,275	420	527	448	975	188	134,539	716	1	4	21	25	4	1,109	64,490	13,566	18,689
173	Ilion	4,600	5-18	898	0	452	495	947	188	153,946	798	1	0	25	25	3	1,042	75,000	15,000	15,000
174	Lyons	5,000	5-18	1,055	0	487	508	995	188	160,154	851	3	2	16	18	1	900	70,000	11,551	15,004
175	Matteawan	5,400	5-18	796	142	330	368	698	186	109,281	531	1	1	13	14	1	750	30,196	7,118	11,160
176	Medina	5,000	5-18	1,200	0	430	572	1,002	.....	.....	797	2	1	26	27	6	1,300	65,000	11,450	22,000
177	Newark	4,700	5-18	550	0	250	386	636	194	95,109	506	1	1	13	14	1	650	38,500	6,200	10,380
178	Norwich	6,500	5-18	1,200	0	490	554	1,044	186	180,618	976	2	1	29	30	5	1,430	100,000	18,590	21,160
179	Nyack	4,267	5-18	1,383	100	582	576	1,158	189	169,987	899	1	0	28	28	2	.....	60,049	18,406	24,001
180	Oneida, District No. 4	7,000	5-18	799	.....	427	469	896	187	124,768	667	0	1	20	21	3	857	33,615	10,115	14,887
181	Oneonta	.....	5-18	1,314	325	621	651	1,272	191	168,593	869	1	1	22	23	3	1,300	65,000	11,950	14,800
182	Owego	6,000	5-18	921	75	451	489	940	187	137,574	789	1	2	28	30	7	1,217	90,000	14,759	18,209
183	Penn Yan	5,200	5-18	980	171	382	443	825	188	89,192	523	1	1	17	18	5	808	17,000	8,568	13,201
184	Saugerties	4,500	5-18	900	203	292	313	605	191	93,789	491	1	0	14	14	4	708	24,977	7,416	12,603
185	Seneca Falls	6,000	5-18	1,235	430	418	476	889	192	140,208	711	1	0	23	23	4	1,100	75,000	10,522	15,275

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TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1898 (estimated).	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NEW YORK—continued.																			
186	Waterford	6,500	5-18	1,357	90	451	574	1,125	192	150,788	827	1	0	25	25	2	1,300	$75,000	$17,000	$17,750
187	Waverly	4,500	5-18	937	.....	452	539	991	188	139,759	743	2	1	20	21	5	1,000	4,000	10,340	15,588
188	Whitehall	5,000	4-18	1,350	.....	450	475	925	191	139,359	650	1	0	22	22	5	800	45,000	8,240	14,000
189	Whiteplains	.....	5-18	1,627	308	517	505	1,022	192	138,772	730	5	2	21	23	3	987	50,000	20,000	28,000
	NORTH CAROLINA.																			
190	Concord	7,000	6-21	1,100	100	265	315	580	175	78,765	450	1	2	14	16	4	600	15,000	6,850	6,856
191	Reidsville	6,000	6-21	1,580	70	353	489	842	157	81,217	581	1	3	8	11	2	800	5,000	4,800	5,220
192	Washington	6,000	6-21	1,471	80	375	399	774	154	72,534	471	1	1	7	8	3	525	3,500	2,695	3,500
	OHIO.																			
193	Ash'and	3,855	6-21	1,013	0	420	429	849	172	114,138	662	2	1	17	18	6	864	55,000	7,696	11,988
194	Bellefontaine	7,200	6-21	1,644	120	661	675	1,336	180	181,800	1,010	1	5	28	33	4	1,386	65,000	16,050	.....
195	Bucyrus	6,000	6-21	1,810	150	612	605	1,217	181	191,680	989	3	4	22	26	3	1,400	125,000	10,490	13,400
196	Coshocton	5,000	6-21	1,407	0	499	579	1,078	180	154,080	856	1	4	23	27	3	1,050	60,000	12,863	15,000
197	Delphos	5,000	6-21	1,637	297	493	481	974	180	149,400	896	1	6	18	24	3	1,000	50,000	8,065	11,473
198	Galion	.....	6-21	2,060	225	607	636	1,243	190	210,497	1,082	3	2	22	24	3	1,300	80,000	12,925	20,000
199	Gallipolis	5,500	6-21	2,287	20	608	615	1,223	180	163,440	908	1	4	26	30	7	1,300	25,000	11,650	14,650
200	Hillsboro	5,000	6-21	1,138	20	451	444	895	193	136,136	707	1	2	18	20	3	900	75,000	11,600	15,317
201	Jackson	5,000	6-21	1,475	.....	593	607	1,200	180	179,106	995	1	2	23	25	6	1,200	60,000	9,936	.....
202	Kent	5,000	6-21	1,128	100	442	484	926	190	144,148	759	1	4	16	20	3	1,000	64,000	10,735	12,815
203	New Philadelphia	6,000	6-21	1,634	.....	620	611	1,231	175	164,675	941	2	2	27	29	3	1,400	90,000	14,950	21,000
204	Niles	7,000	6-21	2,025	275	669	635	1,304	175	177,275	1,013	2	3	23	26	6	1,400	83,000	13,639	16,339
205	Oberlin	5,000	6-21	1,065	150	894	478	872	184	133,216	724	1	0	21	21	3	900	92,000	10,993	11,934
206	Painesville	6,000	6-21	1,272	.....	508	525	1,033	185	155,585	841	1	3	21	24	4	1,200	88,500	14,050	.....
207	Sidney	7,000	6-21	1,806	.....	577	538	1,115	176	143,792	817	3	3	21	24	4	1,127	75,000	11,596	19,637
208	Troy	6,000	6-21	1,385	75	520	498	1,018	184	156,856	855	3	3	23	26	3	1,200	190,000	14,821	20,623
209	Ulrichsville	4,300	6-21	1,471	.....	549	511	1,060	176	140,448	798	1	3	23	26	3	975	53,000	9,175	14,560
210	Urbana	7,500	6-21	1,892	200	563	507	1,070	177	158,698	897	1	7	21	28	5	1,302	90,000	17,350	32,228
211	Wapakoneta	4,500	6-21	1,239	200	380	335	715	180	107,280	596	2	8	12	20	2	1,000	53,000	8,840	10,340

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	PENNSYLVANIA.																		
212	Archbald	4,600	6-18	1,300	.....	497	551	1,048	180	100,798	631	0	5	14	19	6	1,150	29,000	8,295	18,330
213	Ashland	7,500	6-21	2,000	109	673	795	1,468	180	205,200	1,140	0	3	22	25	4	1,656	60,500	11,220	16,382
214	Bellefonte	5,000	6-21	1,150	125	391	394	785	180	180,000	600	1	5	13	18	2	800	50,000	9,500	16,000
215	Bloomsburg	7,200	6-21	1,300	51	635	614	1,249	180	175,500	975	1	5	22	27	3	1,325	93,000	11,301	24,224
216	Bristol	7,000	6-21	1,200	175	521	477	998	200	141,000	705	0	0	19	19	4	1,129	58,000	11,228	14,071
217	Conshohocken	6,000	6-21	1,300	500	332	396	728	200	115,000	676	2	2	17	19	2	550	32,000	10,186	13,079
218	Corry	6,500	6-21	1,400	113	536	554	1,090	180	157,680	876	1	1	24	25	4	1,100	60,000	10,985	16,852
219	Danville	.....	6-13	1,430	200	604	626	1,230	180	161,123	939	1	4	24	28	5	1,550	100,000	11,842	19,958
220	Etna	4,250	6-16	1,000	275	371	350	721	180	95,940	535	1	0	13	13	2	675	35,000	7,543	8,500
221	Greensburg	7,350	6-16	1,150	250	568	682	1,250	180	187,200	1,040	3	4	23	27	4	1,400	350,000	16,488	50,554
222	Greenville	4,800	6-21	1,484	0	562	552	1,114	170	157,420	926	5	3	22	25	3	1,140	50,000	16,250	17,000
223	Hanover	5,000	6-16	1,050	150	440	432	872	180	122,040	678	1	5	14	19	4	900	35,000	8,190	12,748
224	Huntingdon	6,200	6-18	1,500	0	625	625	1,250	160	172,800	1,080	1	6	20	26	3	1,400	85,000	17,000	17,900
225	Mauchchunk	4,500	.....	.....	200	384	345	729	199	105,800	529	1	2	13	15	3	800	50,000	8,000	11,450
226	Middletown	5,080	6-18	1,560	256	649	655	1,304	180	148,600	1,020	1	7	21	28	6	1,360	70,000	10,141	33,471
227	Milton	6,000	6-16	1,200	15	610	603	1,213	180	180,000	1,000	1	6	17	23	6	1,300	70,000	11,517	14,000
228	Minersville	5,000	6-21	1,200	50	522	480	1,002	200	157,600	788	1	4	13	17	3	1,000	60,000	8,687	9,870
229	Renovo	4,800	6-21	1,356	360	.....	.....	.....	180	.....	.....	2	0	17	17	4	800	45,000	.....	.....
230	Sharpsburg	7,500	6-16	1,400	600	439	465	904	180	122,400	680	2	0	17	17	2	850	50,000	9,927	12,872
231	South Easton	6,800	6-21	1,840	300	619	571	1,190	200	158,600	793	1	8	16	24	4	1,600	83,525	11,005	15,515
232	Tamaqua	7,000	6-21	2,000	0	696	736	1,432	200	217,800	1,089	.....	2	22	24	4	1,300	.....	11,320	14,000
233	Tarentum	5,000	7-16	.....	175	488	566	1,054	180	155,620	928	2	3	21	24	3	1,100	50,000	10,861	17,300
234	Towanda	5,000	6-21	1,250	220	462	438	900	180	125,460	697	1	1	21	22	4	920	.....	9,287	15,015
235	Washington	9,000	6-21	1,700	500	550	647	1,197	200	217,560	1,088	2	2	28	30	4	1,500	130,000	14,935	27,350
236	Waynesboro	5,000	6-21	1,050	.....	475	504	979	170	130,730	769	1	7	16	23	3	1,000	32,500	8,920	15,827
	RHODE ISLAND.																		
237	Bristol	7,000	5-15	1,212	92	531	497	1,028	200	154,200	771	1	2	23	25	6	1,042	85,000	11,351	15,873
238	Burrillville	6,000	5-15	1,149	1	512	513	1,025	177	136,155	764	1	1	26	27	15	1,200	27,000	10,716	24,614
239	Westerly	7,000	5-15	.....	.....	775	725	1,500	200	200,000	1,000	1	4	38	42	16	1,200	75,000	25,000	35,000
	SOUTH CAROLINA.																		
240	Sumter	5,000	6-21	1,200	250	331	380	711	177	97,350	550	2	3	12	15	2	800	20,000	5,000	6,000
	SOUTH DAKOTA.																		
241	Yankton	4,078	6-21	1,312	.....	404	447	851	177	.....	.....	1	1	19	20	4	825	70,739	10,148	84,920
	TENNESSEE.																		
242	Columbia	5,300	6-21	1,895	.....	460	500	960	190	.....	.....	2	1	14	15	2	1,000	20,500	6,000	7,100
243	Johnson City	4,500	6-21	1,500	80	408	460	868	180	74,700	415	1	3	11	14	4	900	15,000	4,500	4,700
	TEXAS.																		
244	Brenham	7,000	7-18	1,450	150	519	603	1,122	188	179,520	955	1	6	15	21	5	1,200	26,000	12,550	15,500
245	Brownsville	7,000	8-16	2,425	325	473	297	770	179	100,439	561	0	1	18	19	2	600	42,500	7,150	.....
246	Corpus Christi	5,000	8-17	1,700	.....	355	382	737	182	123,396	737	2	3	13	16	5	810	25,000	9,485	10,115
247	Greenville	9,000	8-17	.....	50	.....	.....	.....	190	.....	.....	1	6	17	23	5	1,200	20,000	.....	.....

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TABLE 14.—*School statistics of cities and villages containing between 4,000 and 8,000 inhabitants*—Continued.

	City.	Population in 1898 (estimated).	School population.		Pupils in private and parochial schools.	Different pupils enrolled in public day schools.			Number of days the public schools were actually in session.	Aggregate number of days' attendance of all pupils.	Average daily attendance.	Supervising officers.	Regular teachers.			Buildings used for school purposes.	Seats or sittings for study in all public schools.	Value of public property used for school purposes.	Salaries of teachers and supervising officers.	Total expenditure.
			School-census age.	Children of school-census age.		Male.	Female.	Total.					Male.	Female.	Total.					
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	UTAH.																			
249	Logan	6,000	6–18	2,019	.....	652	661	1,313	160	115,200	720	2	6	17	23	7	1,320	$72,018	$8,549	$14,415
	VERMONT.																			
250	Barre	.....	5–21	1,810	20	719	772	1,491	178	172,627	969	2	2	27	29	5	1,350	75,000	11,254	16,717
251	Brattleboro	7,000	5–21	1,000	160	.....	.....	.....	185	.....	.....	1	1	25	26	6	1,200	77,500	12,807	13,907
252	St. Johnsbury	6,600	5–21	1,658	330	458	473	931	178	119,082	669	3	0	26	26	13	850	40,000	11,244	19,869
	VIRGINIA.																			
253	Fredericksburg	5,043	5–21	1,325	224	375	378	753	188	118,045	635	1	3	9	12	4	761	11,882	4,098	4,927
	WASHINGTON.																			
254	New Whatcom	7,200	6–21	1,784	0	693	746	1,439	161	173,421	1,077	1	6	23	29	5	1,400	90,000	14,883	22,106
255	Olympia	6,000	6–21	.....	.....	391	448	839	177	104,754	596	1	2	15	17	4	882	77,600	11,570	23,740
	WEST VIRGINIA.																			
256	Charlestown	.....	6–21	910	70	.....	.....	601	175	85,925	491	2	3	10	13	.....	.....	17,000	5,220	.....
	WISCONSIN.																			
257	Beaverdam	5,600	4–20	1,802	336	498	478	976	195	135,720	696	2	1	19	20	5	1,050	66,600	9,550	13,742
258	Berlin	5,000	4–20	1,576	475	435	405	840	186	117,893	630	1	2	19	21	3	1,000	49,100	8,801	11,940
	Depere:																			
259	East (District No. 1)	2,200	4–20	946	.....	138	155	293	180	40,103	228	1	2	6	8	2	300	10,000	3,875	5,006
260	West	2,100	4–20	790	200	363	334	697	174	52,277	300	.....	1	14	15	2	.....	14,000	3,960	5,498
261	Kaukauna	5,500	4–20	1,992	910	433	382	815	180	109,280	608	3	3	19	22	2	800	50,000	9,330	30,760
262	Menasha	6,100	4–20	2,112	800	377	437	814	186	111,655	588	2	2	17	19	5	.....	65,800	8,600	11,560
263	Monroe	4,000	4–20	1,245	0	562	624	1,186	180	157,752	872	1	2	21	23	4	1,000	49,000	9,568	15,304
264	Neenah	6,500	4–20	2,201	.....	679	661	1,340	185	201,542	1,090	1	1	27	28	5	1,400	85,500	15,468	21,112
265	Portage	5,501	4–20	1,800	400	.....	.....	971	190	140,496	737	1	1	20	21	5	1,300	75,000	10,175	14,576
266	Whitewater	4,000	4–20	892	109	.....	.....	750	190	109,288	580	0	2	16	18	3	.....	50,000	9,490	13,200

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CHAPTER XLVIII.

MANUAL AND INDUSTRIAL TRAINING.

References to recent Reports of the United States Commissioner of Education, in which this subject has been treated or statistics published: Annual Report for 1888–89, pages 411–428, 1362–1367; 1889–90, pages 1148, 1209–1212, 1351–1356; 1891–92, page 1197; 1892–93, pages 186–188, 569–575; 1893–94, pages 877–949, 2093–2169; 1894–95, page 2170; 1895–96, pages 969–992, 1001–1152, 1321–1329, 1510–1521 (column 8); 1896–97, pages 193–197, 699–703, 2211–2222 (column 8), 2279–2294.

For the school year 1897–98 there were 114 manual or industrial training schools reporting to this office. This was an increase of 15 over the preceding year. Of the 114 schools, 24 were industrial schools for Indian children.

In Table 3 the statistics of the two classes of schools are summarized. In the 114 schools there were employed 945 teachers, 507 men and 438 women. There were 30,683 pupils receiving manual and industrial training, 19,152 boys and 11,531 girls.

The total expenditure for manual and industrial training by 86 of the 114 schools was $655,247. Of this amount $440,572 was paid teachers, $93,058 for materials, $36,508 for tools and repairs, and $85,109 for incidentals and for items not classified.

Table 4 gives the statistics in detail of the 90 manual and industrial training schools other than Indian schools. In these 90 schools there were employed 673 teachers, 384 men and 289 women. In the same schools there were 25,893 pupils, 16,449 boys and 9,446 girls.

The detailed statistics of the 24 Indian schools will be found in Table 5. There were 272 teachers employed in these schools, 123 men and 149 women. There were 4,790 pupils, 2,705 boys and 2,085 girls.

In Table 6 are shown the branches of manual training or the trades taught and the number of pupils in each branch, so far as reported by the individual schools mentioned in Tables 4 and 5.

No attempt was made to ascertain the number of pupils receiving manual or industrial training in 1897–98 in institutions which are not distinctively manual or industrial training schools. This was done in 1893–94, and the statistics were printed in the Report of this office for that year, pages 2093 to 2169.

For a number of years the returns from city systems of public schools have shown in what grades manual training has been given if taught at all. The following table shows that in 1890 there were 37 cities of 8,000 population and over in whose public schools manual training other than drawing was taught; in 1894 there were 93 cities; in 1896 there were 121 cities, and in 1898 there were 146 cities.

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TABLE 1.—*Cities of 8,000 population and over in each State, in which manual training was taught.*

Geographical location.	1890	1894	1896	1898
United States	37	95	121	146
North Atlantic Division	23	52	72	80
South Atlantic Division	3	3	6	5
South Central Division	1	2	2	5
North Central Division	10	30	31	45
Western Division	.....	8	10	11
North Atlantic Division:				
Maine	.....	2	1	4
New Hampshire	1	1	3	2
Massachusetts	6	17	22	33
Rhode Island	.....	2	7	3
Connecticut	1	3	6	7
New York	6	10	18	16
New Jersey	4	12	8	10
Pennsylvania	5	5	7	5
South Atlantic Division:				
Delaware	1	1	1	1
Maryland	1	1	1	1
District of Columbia	1	1	.....	1
Virginia	.....	.....	2	1
North Carolina	.....	.....	2	1
South Central Division:				
Kentucky	.....	2	2	3
Tennessee	1	.....	.....	.....
Mississippi	.....	.....	.....	1
Texas	.....	.....	.....	1
North Central Division:				
Ohio	2	3	7	11
Indiana	.....	1	2	2
Illinois	2	7	5	9
Michigan	2	2	4	3
Wisconsin	2	5	4	8
Minnesota	1	4	5	5
Iowa	.....	4	3	4
Missouri	.....	2	.....	2
Nebraska	1	2	1	1
Western Division:				
Colorado	.....	2	3	3
Washington	.....	2	1	1
California	.....	4	6	7

The table which follows gives the 146 cities in whose public schools manual training (other than drawing) was taught in 1897-98, and indicates the grades in each city system in which such instruction was given.

TABLE 2.—*Cities in which manual training (other than drawing) was taught in 1897-98.*

Cities.	Grades in which manual training was taught.
CALIFORNIA.	
Fresno	7, 8, 9, and 10.
Los Angeles	6, 7, 8, and 9.
Oakland	8 and 9.
San Diego	6, 7, and 8.
San Francisco	6, 7, 8, and 9.
Santa Barbara	5, 6, 7, and 8.
Santa Cruz	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Stockton	
COLORADO.	
Colorado Springs	1, 2, 3, 4, 5, 6, and 7.
Denver:	
District No. 1	Grammar and high school.
District No. 17	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12.
Pueblo:	
District No. 1	4, 5, 6, 7, and 8.
District No. 20	6, 7, 8, 9, and 10.
CONNECTICUT.	
Bristol	5, 6, 7, and 8.
Hartford	6, 7, 8, and 9.
Manchester (South), ninth district	5, 6, 7, 8, and 9.
Naugatuck	7, 8, and high school.
New Britain	8 and 9.
New Haven	4, 5, 6, 7, and high school.
Stamford	7, 9, and high school.
DELAWARE.	
Wilmington	High school.
DISTRICT OF COLUMBIA.	
Washington	7, 8, and high school.
ILLINOIS.	
Canton	4, 5, 6, and 7.
Champaign	High school.
Chicago	Grammar and high school.
Galesburg	9, 10, and 11.
Moline	7, 8, 9, and 10.
Oak Park	High school.
Ottawa	All.
Rockford	11, 12, and high school.
Springfield	7, 8, and 9.
INDIANA.	
Frankfort	Primary.
Indianapolis	4, 5, 6, 7, and 8.
IOWA.	
Davenport	9 and high school.
Des Moines (West)	9 and 10.
Iowa City	9, 10, 11, and 12.
Mason City	7, 8, 9, 10, 11, and 12.
KENTUCKY.	
Frankfort (white schools)	1, 2, and 3 of high school.
Lexington	1, 2, and 3.
Louisville	High school.
MAINE.	
Ellsworth	1, 2, 3, 4, 5, 6, 7, 8, and 9.
Lewiston	6, 7, 8, 9, and 1 of high school.
Portland	7, 8, and 9.
Saco	5, 6, 7, 8, and 9.
MARYLAND.	
Baltimore	9, 10, and 11.

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TABLE 2.—*Cities in which manual training (other than drawing) was taught in 1897–98*—Continued.

Cities.	Grades in which manual training was taught.
MASSACHUSETTS.	
Amherst	5, 6, 7, 8, and 9.
Arlington	6, 7, 8, and 9.
Belmont	7, 8, 9, 10, 11, and 12.
Boston	Grammar school.
Braintree	6, 7, 8, and 9.
Bridgewater	7, 8, and 9.
Brockton	High school.
Brookline	Grammar and high school.
Cambridge	High school.
Concord	5, 6, 7, and 8.
Dedham	5, 6, and 7.
Easton	5, 6, 7, 8, and 9.
Fall River	High school.
Fitchburg	9, 10, 11, and 12.
Haverhill	8, 9, and high school.
Lawrence	High school.
Lowell	10, 11, and 12.
Lynn	3 of high school.
Malden	High school.
Milton	7, 8, 9, 10, 11, and 12.
New Bedford	7, 8, and 9.
Newton	8 and 9.
North Adams	Do.
Northampton	2, 3, 4, 5, 6, 7, 8, and 9.
Salem	Grammar school.
Somerville	1 and 2 of high school.
Southbridge	5, 6, 7, 8, and 9.
Springfield	8, 9, and high school.
Waltham	6, 7, 8, 9, and 2 of high school.
Warren	High school.
Watertown	6 and 7.
Woburn	1, 2, 3, and 4.
Worcester	High schools.
MICHIGAN.	
Ishpeming	High school.
Menominee	7, 8, and high school.
Muskegon	7, 8, 9, 10, 11, and 12.
MINNESOTA.	
Duluth	High school.
Minneapolis	6, 7, 8, 9, 10, 11, and 12.
St. Cloud	Grammar schools.
St. Paul	High school.
Stillwater	Do.
MISSISSIPPI.	
Greenville	6 and 7.
MISSOURI.	
Kansas City	Manual training high school.
St. Louis	7 colored school.
NEBRASKA.	
Omaha	9, 10, 11, and 12.
NEW HAMPSHIRE.	
Concord	7, 8, 9, and high school.
Manchester	Grammar schools.
NEW JERSEY.	
Atlantic City	9, 10, 11, and 12.
Camden	High school.
Hoboken	Grammar schools, 2, 3, 4, and 5.
Orange	All.
Passaic	3, 4, 6, 7, 8, and high school.
Paterson	7, 8, and high school.
Phillipsburg	2, 3, 4, 5, and 6.
Redbank	5, 6, 7, 8, and 9.
NEW JERSEY—cont'd.	
Union	3, 4, 5, 6, 7, 8, and 9.
Vineland	Above fifth.
NEW YORK.	
Albany	High school.
Batavia	Primary.
Binghamton	9, 10, 11, and 12.
Buffalo	8 and 9.
Canandaigua	4, 5, 6, 7, 8, and 9.
Glens Falls	Grammar schools.
Hoosick Falls	3, 4, 5, 6, and 7.
Ithaca	6, 7, and 8.
Jamestown	Grammar schools.
Kingston (Rondout)	All.
Newburg	8, 9, 10, 11, and 12.
New York	Elementary, secondary, and truant.
North Tonawanda	Primary.
Syracuse	High school.
Utica	5, 6, 7, and 8.
Yonkers	Grammar and high school.
NORTH CAROLINA.	
Durham	6, 7, 8, 9, and 10.
OHIO.	
Akron	All.
Bellefontaine	Primary.
Cleveland	All.
Dayton	7, 8, and high school.
Elyria	1, 2, 3, 4, 5, and 6.
Fremont	5, 6, 7, 8, and 9.
Lancaster	All.
Nelsonville	All.
Toledo	5, 6, 7, 8, and high school.
Wapakoneta	All.
Youngstown	High school.
PENNSYLVANIA.	
Allegheny	Fifth Ward manual training school.
Conshohocken	All.
Norristown	7, 8, and high school.
Philadelphia	1 special school of sloyd.
West Chester	High school.
RHODE ISLAND.	
Newport	Intermediate grammar and high school.
Providence	High school.
Woonsocket	7, 8, and 9.
TEXAS.	
Austin	9, 10, and 11.
VIRGINIA.	
Staunton	6, 7, 8, and 9.
WASHINGTON.	
Seattle	High school.
WISCONSIN.	
Appleton	High school.
Eau Claire	7, 8, and high school.
Fond du Lac	High school.
Janesville	Do.
La Crosse	Do.
Milwaukee	Do.
Oshkosh	All.
Portage	High school.

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TABLE 3.—*Summary of statistics of manual and industrial training schools in the United States in 1897–98.*

State or territory.	Number of schools.	Different teachers of manual and industrial training.			Different pupils who received manual and industrial training.			Expenditure for manual and industrial training during 1897-98 for 86 schools.				
		Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
	1	2	3	4	5	6	7	8	9	10	11	12
United States	114	507	438	945	19,152	11,531	30,683	$140,572	$93,058	$36,508	$85,109	$355,247
North Atlantic Division	47	246	191	437	10,029	6,712	16,741	229,647	48,285	18,228	75,471	371,631
South Atlantic Division	13	49	36	85	1,179	552	1,731	22,276	17,866	6,379	2,250	48,771
South Central Division	4	13	6	19	484	123	607	12,636	2,399	816	472	16,323
North Central Division	26	112	119	231	4,394	2,328	6,722	85,825	11,946	6,499	4,627	108,897
Western Division	24	87	86	173	3,066	1,816	4,882	90,188	12,562	4,586	2,289	109,625
North Atlantic Division:												
Maine												
New Hampshire												
Vermont												
Massachusetts	9	35	80	115	1,977	1,328	3,305	33,133	13,353	7,080	1,482	55,048
Rhode Island	5	22	13	35	1,094	947	2,041	10,250	200	25	15	10,490
Connecticut	3	8	4	12	252	170	422	6,728	1,272	35	65	8,100
New York	19	103	68	171	3,435	3,134	6,569	95,154	14,088	6,197	36,258	151,697
New Jersey	1	0	12	12	0	97	97	10				10
Pennsylvania	10	78	14	92	3,271	1,006	4,307	84,372	19,372	4,891	37,651	146,286
South Atlantic Division:												
Delaware	1	7	1	8	35	0	35	2,000				2,000
Maryland	5	26	5	31	788	285	1,073	6,500	8,909	4,200	750	20,359
District of Columbia	2	3	13	16	46	82	128	1,096	5,916	29		7,041
Virginia	1	6	5	11	115	65	180	10,000	3,000	2,000	1,500	16,500
West Virginia												
North Carolina	4	7	12	19	195	120	315	2,680	50	150		2,880
South Carolina												
Georgia												
Florida												
South Central Division:												
Kentucky	2	8	1	9	305	68	373	7,966	1,324	275		9,565
Tennessee												
Alabama												
Mississippi												
Louisiana	1	1	0	1	120	0	120	300	75	80	20	475
Texas												
Arkansas												
Oklahoma	1	4	5	9	59	55	114	4,370	1,000	461	452	6,283
Indian Territory												
North Central Division:												
Ohio	3	16	3	19	803	109	912	7,400	902	551	0	8,853
Indiana	2	18	7	25	587	533	1,120	15,000	1,326	565	173	17,064
Illinois	4	13	4	17	1,483	350	1,833	17,950	2,538	656	2,979	24,123
Michigan	2	4	15	19	109	176	285	4,925	50		64	5,039
Wisconsin	4	7	19	26	75	282	357	2,570	2,700	200	75	5,545
Minnesota	4	7	22	29	289	332	621	10,150	1,103	478	600	12,331
Iowa	1	1	1	2	66	27	93	2,700	150	25		2,875
Missouri	1	6	0	6	208	0	208	6,700	477	113	186	7,476
North Dakota	1	8	10	18	165	100	265	9,600		3,311		12,911
South Dakota	2	7	10	17	88	78	166	8,830	2,700	600	550	12,680
Nebraska												
Kansas	2	25	28	53	521	341	862					
Western Division:												
Montana	1	4	1	5	179	16	195	3,360				3,360
Wyoming												
Colorado	4	23	19	42	1,028	332	1,360	9,650	785	180	15	10,630
New Mexico	2	11	5	16	245	190	435	9,860	125	35	70	10,090
Arizona	4	13	24	37	251	221	472	20,258	4,000	3,150	10	27,418
Utah												
Nevada	2	3	4	7	80	70	150	2,780				2,780
Idaho	1	2	2	4	44	29	73	800				800
Washington												
Oregon												
California	10	31	31	62	1,239	958	2,197	43,480	7,652	1,221	2,194	54,547

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TABLE 4.—*Statistics of manual and industrial training schools in the United States in 1897–98.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.			Expenditure for industrial training during 1897–98.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Healdsburg, Cal	Healdsburg College	R. S. Owen	Elementary; secondary; collegiate.	4	2	6	29	19	48	$1,080	$1,400	$200	.....	$2,680
Oakland, Cal	Central School (public)	P. M. Fisher	Secondary	2	1	3	223	220	443	3,400	393	101	$274	4,168
San Francisco, Cal	California School of Mechanical Arts	Geo. A. Merrill	do	5	2	7	228	82	310	9,000	3,934	400	720	14,054
Do	Mechanics' Institute	Ernst A. Denicke	Elementary	1	0	1	40	30	70	540	0	0	0	540
Do	Polytechnic High School	Walter N. Bush	Secondary	2	3	5	81	119	200	5,800	.....	.....	.....	5,800
Do	R. C. O. Asylum (branch of)	Sister Louise	do	0	6	6	0	50	50	.....	.....	.....	.....	.....
Santa Barbara, Cal	Manual Training School (public)	Miss Ednah A. Rich	Elementary	0	4	4	368	296	664	2,900	.....	.....	1,200	4,100
Waterman, Cal	Preston School of Industry (boys)	E. M. Preston	do	13	1	14	141	0	141	18,360	1,895	500	.....	20,755
Denver, Colo	Brightside School for Boys	Ralph Field	do	5	5	10	650	0	650	.....	.....	.....	.....	.....
Do	Haish Manual Training School	Edgar L. Brother	Secondary	2	0	2	11	0	11	1,600	80	120	.....	1,800
Do	Manual Training High School	Charles A. Bradley	do	4	4	8	187	192	379	8,050	705	60	15	8,830
Bridgeport, Conn	Young Men's Christian Association	I. De Ver Warner	Elementary	5	0	5	102	0	102	488	15	5	5	513
New Haven, Conn	Boardman Manual Training High School	Thos. W. Mather	Secondary	3	3	6	150	100	250	5,850	1,200	.....	.....	7,050
Ridgefield, Conn	Manual Training School	Nellie Dean	Elementary	0	1	1	0	70	70	390	57	30	60	537
Clayton, Del	St. Joseph's Industrial School for Colored Boys.	L. J. Welbers	Elementary and secondary.	7	1	8	35	0	35	2,000	.....	.....	.....	2,000
Wilmington, Del	Ferris Industrial School													
Washington, D. C	Industrial Home School	J. Ormond Wilson	Elementary	3	6	9	46	14	60	1,096	826	.....	.....	1,922
Do	St. Rose's Industrial School	Sister Clara Moloney	do	0	7	7	0	68	68	.....	5,090	29	.....	5,119
Chicago, Ill. (126–128 Jefferson street).	Chicago English High and Manual Training School.	Albert R. Robinson	Secondary	7	0	7	474	0	474	9,350	1,953	567	2,500	14,370
Chicago, Ill. (Michigan avenue and 12th street).	Chicago Manual Training School	Henry H. Belfield	do	3	0	3	259	0	259	5,200	185	39	469	5,893
Chicago, Ill	Jewish Training School	G. Bamberger	Elementary; secondary.	2	4	6	350	350	700	3,000	200	50	10	3,260
Springfield, Ill	Manual Training School	E. E. Turney	Elementary	1	0	1	400	0	400	400	200	.....	.....	600
Indianapolis, Ind	Manual Training High School	Charles E. Emmerich	Secondary	7	4	11	477	452	929	10,200	926	315	98	11,539

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TABLE 4.—*Statistics of manual and industrial training schools in the United States in 1897-98*—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.			Expenditure for industrial training during 1897-98.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Knightstown, Ind	Indiana Soldiers and Sailors' Orphans' Home.	A. H. Graham	Elementary	11	3	14	110	81	191	$4,800	$400	$250	$75	$5,525
Des Moines, Iowa	High and Industrial School (West Des Moines).	W. O. Riddell	Secondary	1	1	2	66	27	93	2,700	150	25	.....	2,875
Frankfort, Ky	State Normal School for Colored Persons.	James E. Givens	Collegiate	2	1	3	70	68	138	2,366	524	0	0	2,890
Louisville, Ky	Louisville Manual Training High School.	H. G. Brownell	Secondary	6	0	6	235	0	235	5,600	800	275	.....	6,675
New Orleans, La. (1446 Camp street).	Home Institute—Free night school for workingmen and boys	Sophie B. Wright	Elementary; secondary.	1	0	1	120	0	120	300	75	80	20	475
Arbutus, Md	Baltimore Manual Labor School													
Baltimore, Md. (311-331 Courtland street).	Baltimore Polytechnic Institute	John W. Saville	All	20	0	20	528	0	528	.....	7,000	2,000	600	9,600
Baltimore, Md	House of Refuge	Robert J. Kirkwood	Elementary; secondary.	3	0	3	90	0	90	2,200	500	200	100	3,000
Do	Samuel Ready School	Miss Helen J. Rowe	Elementary; secondary.	0	3	3	0	60	60					
McDonogh, Md	McDonogh Educational Fund and Institute.	Sidney T. Moreland	do	1	0	1	40	0	40	500	500	.....	.....	1,000
Port Deposit, Md	Jacob Tome Institute	William P. Eveland	Secondary	2	2	4	130	225	355	3,800	900	2,000	50	6,750
Boston, Mass	Friendford Industrial School	Mrs. Henry Hinckley		2	35	37	73	248	321					
Do	Hebrew Industrial School	Mrs. J. H. Hecht		0	12	12	0	300	300	1,800	800	30	400	3,030
Do	Mechanic Arts High School	Charles W. Parmenter	Secondary	7	0	7	343	0	343	12,000	1,200	200	50	13,450
Do	North Bennet Street Industrial School.	Mrs. Quincy A. Shaw	Elementary	3	8	11	1,048	150	1,198	4,499	436	287	.....	5,222
Do	Sloyd Normal Training School	Mrs. A. W. Fiske		2	2	4	34	64	98	4,445	172	5,563	902	11,082
Do	Woman's Educational and Industrial Union.	Mrs. E. F. Osborn		0	4	4	0	200	200	1,589	.....	.....	.....	1,589
Cambridge, Mass	Manual Training School for Boys	Charles H. Morse	Secondary	8	0	8	165	0	165	7,000	10,195	1,000	130	18,325
Lowell, Mass	Lowell Textile School	Wm. W. Crosby		12	0	12	244	10	254					
Roxbury, Mass	South End Industrial School	Miss Louise Howe		1	19	20	70	356	426	1,800	550	.....	.....	2,350
Lansing, Mich	Lansing Industrial Aid Society	Mrs. C. J. Davis		0	8	8	0	75	75	0	50	0	64	114
Minneapolis, Minn	Household Economic Association	Mrs. B. Y. Coffin		0	4	4	0	85	85	.....	.....	.....	.....	.....

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Minneapolis, Minn	James Industrial Training School	Mrs. Mary B. James	Secondary	0	5	5	0	115	115	1,500	150	25	600	2,275
St. Paul, Minn	Mechanic Arts High School	George Weitbrecht	do	3	2	5	232	77	309	4,900	753	403	0	6,056
St. Louis, Mo	Manual Training School of Washington University.	Calvin M. Woodward	do	6	0	6	208	0	208	6,700	477	113	186	7,476
Hoboken, N. J	Trinity Industrial School	Mrs. J. F. Dalrymple		0	12	12	0	97	97	10				10
Carson, Nev	New State Orphans' Home	A. M. Beebe	Secondary	1	1	2	20	20	40					
Binghamton, N. Y	Barlow School of Industrial Arts	Vinton S. Paessler	do	1	2	3	134	113	247	2,050	813	1,592		3,955
Brooklyn, N. Y. (217 Sterling Place.).	Brooklyn Industrial School Association.	Mrs. William H. Lyon	Elementary	2	7	9	150	100	250	2,000				2,000
Brooklyn, N. Y. (141 South Third street).	Industrial School Association	M. E. Whittelsey	do	0	6	6	80	130	210					
Brooklyn, N. Y	Manual Training High School	Charles D. Larkins	Secondary	6	5	11	300	400	700					
Do	Pratt Institute High School	Wm. McAndrew	do	4	6	10	80	115	195					
New York, N. Y	Baron de Hirsch Trade Schools	J. E. G. Yalden	Elementary	6	0	6	76	0	76	16,164				16,164
New York, N. Y. (109 West 54th street).	Ethical Culture Schools	John F. Reigart	Elementary and secondary.	2	1	3	141	125	266	2,950	251	101	24	3,326
New York, N. Y	Five Points House of Industry	Morris K. Jesup		1	1	2	8	20	28					
New York, N. Y. (18 East 16th street).	General Society of Mechanics and Tradesmen.	Robert Christie	None	8	1	9	388	86	474	3,833	354	331	280	4,798
New York, N. Y. (36 Stuyvesant street).	Hebrew Technical Institute	Edgar S. Barney	Secondary	12	0	12	210	0	210	14,356	3,948	1,104	3,065	22,473
New York, N. Y	New York Trade School	R. Fulton Cutting		30	0	30	575	0	575	10,680	5,512	1,617	19,457	37,266
New York, N. Y. (520 East 11th street).	St. George's Evening Trade School	Arthur A. Hamerschlag.	Elementary	6	0	6	303	0	303	2,500	1,500	500	500	5,000
New York, N. Y	School of Industrial Art and Technical Design.	Florence E. Cory		1	4	5	6	494	500					
New York, N. Y. (239 East Houston street).	Senior Evening School for Girls	Rufina R. Cregin	Elementary	0	3	3	0	145	145					
New York, N. Y	Teachers' College	James E. Russell	Elementary, secondary, and collegiate.	9	11	20	300	285	585	24,000	1,000	800	800	26,600
Do	Technical School for Carriage Draftsmen and Mechanics.	Franklin Murphy	None	1	0	1	25	0	25	1,500	500			2,000
New York, N. Y. (125 St. Mark's place).	Wilson Industrial School for Girls	Mrs. H. H. G. Sharpless.	Elementary	0	2	2	0	160	160	636	220			856
Rochester, N. Y	Rochester Athenæum and Mechanics' Institute.	E. C. Colby	Secondary	14	18	32	657	959	1,616	14,485	490	152	12,132	27,259
Suffern, N. Y	The Herbart Preparatory School	Wm. J. Eckoff	Elementary and secondary.	0	1	1	2	2	4					
Blowing Rock, N. C	Skyland Institute	Mrs. Ellen R. Dorsett	Secondary	0	1	1	0	25	25					
Denmark, N. C	Asheville Farm School	Samuel Jeffrey	Elementary	3	4	7	98	0	98	2,500	50	150		2,700
North Wilkesboro, N. C	Academical and Industrial Institute	S. G. Walker	Elementary and secondary.	1	1	2	6	6	12					
Cincinnati, Ohio	Ohio Mechanics' Institute	J. L. Shearer	None	10	0	10	401	19	420					
Do	Technical School of Cincinnati	J. B. Stanwood	Secondary	4	0	4	194	0	194	3,800	592	471	0	4,863
Cleveland, Ohio	Cleveland Jewish Orphan Asylum	David Adler	Elementary	2	3	5	208	90	298	3,600	310	80		3,990
Philadelphia, Pa	Central Manual Training School	Wm. L. Sayre	Secondary	5	0	5	434	0	434	8,500	2,000	2,000		12,500
Do	Drexel Institute													

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TABLE 4.—*Statistics of manual and industrial training schools in the United States in 1897–98*—Continued.

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who receive industrial training.			Expenditure for industrial training during 1897–98.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Philadelphia, Pa	Friends' Select School	J. Henry Bartlett	Secondary	1	0	1	111	200	311					
Do	Girard College	Adam H. Fetteroff	do	10	0	10	900	0	900	$12,268			$3,927	$16,195
Do	Master Builders' Mechanical Trade School.	W. A. H. Allen	Elementary	8	0	8	46	0	46	1,174		$942	3,579	5,695
Do	Northeast Manual Training School	Andrew J. Morrison	Secondary	7	0	7	369	0	369	8,000	$2,000	1,000		11,000
Do	Pennsylvania Museum and School of Industrial Art.	Leslie W. Miller	None	20	4	24	590	354	944	30,000			30,000	60,000
Do	Spring Garden Institute	Addison B. Burk	do	6	0	6	180	0	180	3,980	300	700		4,980
Pittsburg, Pa	School of Design for Women	Charles J. Clarke		1	4	5	3	84	87					
Williamson, Pa	Williamson Free School of Mechanical Trades.	John M. Shirgley	Secondary	7	0	7	186	0	186	8,750	1,972			10,722
Newport, R. I	Townsend Industrial School	Geo. H. Bryant	do	3	5	8	380	506	886	8,550				8,550
Providence, R. I	Providence Manual Training High School.	George F. Weston	do	10	1	11	266	131	397					
Do	Rhode Island School of Design	Warren S. Locke	Collegiate	8	2	10	323	100	423					
Do	St. Xavier's Academy	Sister M. Fidelis		0	3	3	10	80	90					
Do	Tyler School	Matthew Harkins	Elementary	1	2	3	115	130	245	1,700	200	25	15	1,940
Miller School, Va	Miller Manual Labor School	C. E. Vawter	Secondary	6	5	11	115	65	180	10,000	3,000	2,000	1,500	16,500
Milwaukee, Wis	Milwaukee Cooking School	Mary L. Clarke	do	0	2	2	0	80	80					
Do	St. Rose's Orphan Society	Rev. F. X. Katzer	do	0	8	8	0	122	122	350	700			1,050
Total for the above 90 schools				384	289	673	16,447	9,446	25,893	355,719	69,893	28,482	83,807	537,861

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TABLE 5.—*Industrial schools for Indian children.*

Location.	Name of institution.	President or director.	Grade of literary instruction.	Different teachers of industrial training.			Different pupils who received industrial training.			Expenditure for industrial training during 1897–98.				
				Male.	Female.	Total.	Male.	Female.	Total.	For teachers.	For materials.	For new tools and repairs.	For incidentals.	Total.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Fort Mojave, Ariz	Fort Mojave Indian Industrial School	John J. McKoin	Elementary	6	9	15	90	60	156	$12,768	$1,200	$2,100	.....	$16,068
Keams Canyon, Ariz	Keams Canyon Boarding School	Wilbert E. Meagley	....do	3	6	9	41	45	86	.....	.....	.....	.....	.....
Phœnix, Ariz	Indian Industrial School	S. M. McCowan	Secondary	2	7	9	100	100	200	5,490	2,000	1,000	.....	8,490
Yuma, Ariz	Fort Yuma Indian School	Miss Mary O'Neil	....do	2	2	4	14	16	30	2,000	800	50	$10	2,860
Greenville, Cal	Greenville Indian Industrial School	Edward N. Ament	....do	1	4	5	30	30	60	2,400	30	20	.....	2,450
Perris, Cal	Indian School	Harwood Hall	....do	3	8	11	99	112	211	.....	.....	.....	.....	.....
Grand Junction, Colo	United States Indian School									.....	.....	.....	.....	.....
Hesperus, Colo	Fort Lewis Indian Industrial School	Thos. H. Breen	Elementary	12	10	22	180	140	320	.....	.....	.....	.....	.....
Lapwai, Idaho	Fort Lapwai Indian School	S. G. Fisher	....do	2	2	4	44	29	73	800	.....	.....	.....	800
Arkansas City, Kans	Chilocco Indian Training School	Ben. F. Taylor	Secondary	10	19	29	191	121	312	.....	.....	.....	.....	.....
Lawrence, Kans	Haskell Institute	H. B. Peairs	Elementary and secondary.	15	9	24	330	220	550	.....	.....	.....	.....	.....
Mount Pleasant, Mich	Mount Pleasant Indian School	Rodney S. Graham	Elementary	4	7	11	109	101	210	4,925	.....	.....	.....	4,925
Pipestone, Minn	Pipestone Indian Training School	De Witt S. Harris	....do	4	11	15	57	55	112	3,750	200	50	.....	4,000
Sun River, Mont	Fort Shaw Indian Training School	F. C. Campbell	....do	4	1	5	179	16	195	3,360	.....	.....	.....	3,360
Carson, Nev	Carson Indian Industrial School	Eugene Mead	....do	2	3	5	60	50	110	2,780	.....	.....	.....	2,780
Albuquerque, N. Mex	United States Indian School	Edgar A. Allen	....do	7	4	11	180	130	310	6,840	.....	.....	.....	6,840
Santa Fe, N. Mex	United States Indian Industrial School	A. H. Vieta	Elementary and collegiate.	4	1	5	65	60	125	3,020	125	35	70	3,250
Cherokee, N. C	Cherokee Training School	Henry W. Spray	Elementary	3	6	9	91	89	180	.....	.....	.....	.....	.....
Fort Stevenson, N. Dak	United States Indian School									.....	.....	.....	.....	.....
Fort Totten, N. Dak	Indian Industrial School (U. S.)	Wm. F. Canfield	Elementary and secondary.	8	10	18	165	100	265	9,600	.....	3,311	.....	12,911
Colony, Okla	Seger Colony School	John H. Seger	Secondary	4	5	9	59	55	114	4,370	1,000	461	452	6,283
Carlisle, Pa	United States Indian Industrial School	R. H. Pratt, U. S. A.	Elementary	13	6	19	452	398	850	11,700	13,100	249	145	25,194
Flandreau, S. Dak	Flandreau Indian Industrial School	Leslie D. Davis	Secondary	2	5	7	.....	.....	.....	3,400	1,500	200	150	5,250
Pierre, S. Dak	Pierre Indian Industrial School	Crosby G. Davis	Elementary	5	5	10	88	78	166	5,430	1,200	400	400	7,430
Tomah, Wis	Tomah Indian Industrial School	L. M. Compton	....do	4	6	10	50	60	110	.....	.....	.....	.....	.....
Wittenberg, Wis	United States Indian Industrial School	Axel Jacobson	....do	3	3	6	25	20	45	2,220	2,000	200	75	4,495
Total for 24 industrial schools for Indian children				123	149	272	2,705	2,085	4,790	84,853	23,155	8,076	1,302	117,386

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TABLE 6.—*Statistics of manual and industrial training—Branches taught.*

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Healdsburg College, Healdsburg, Cal.....	Sewing	1	0	1	36
	Cooking	1	0	1	36
	Tent making	1	1	0	36
	Broom making	1	1	0	36
	Farm or garden work	1	1	0	36
	Printing	1	1	0	29
Central School (public), Oakland, Cal	Free-hand and mechanical drawing.	1	203	65	41
	Sewing	1	0	196	41
	Cooking		0	113	
	Carpentry	1	220	0	41
	Wood turning		88	0	
	Carving		220	0	
California School of Mechanical Arts, San Francisco, Cal.	Free-hand drawing	2	168	64	80
	Mechanical drawing	1	168	64	80
	Clay modeling	1	99	36	40
	Sewing	1	.....	64	80
	Cooking	1	.....	11	40
	Carpentry	1	99	.....	20
	Carving	1	69	28	40
	Pattern making	1	99	.....	20
	Forging	1	69	.....	30
	Molding (metal)	1	69	.....	10
	Vise work	1	44	.....	20
Mechanics' Institute, San Francisco, Cal ..	Free-hand drawing	1	20	20	40
	Mechanical drawing	1	20	.....	40
	Electricity	1	40	.....	.....
Polytechnic High School, San Francisco, Cal.	Free-hand drawing	3	81	119	120
	Mechanical drawing	1	69	1	120
	Clay modeling	2	1	64	120
	Carpentry	1	27	2	40
	Wood turning	1	27	2	20
	Carving	1	66	2	80
	Pattern making	1	27	0	.....
	Forging	1	23	0	40
	Vise work	1	0	15	20
	Machine-shop work	1	21	0	60
Roman Catholic Orphan Asylum (branch of), San Francisco, Cal.	Sewing	3	0	50	.....
Manual Training School (public), Santa Barbara, Cal.	Free-hand drawing	1	12	12	.....
	Sewing	1	0	232	160
	Cooking	1	0	48	40
	Sloyd, or knife work	2	356	4	200
Preston School of Industry (boys), Waterman, Cal.	Sewing	1	12	0	.....
	Cooking	1	13	0	.....
	Carpentry	1	3	0	.....
	Laundry	1	12	0	.....
	Baking	1	6	0	.....
	Blacksmithing	1	4	0	.....
	Machine shop work	1	8	0	.....
	Shoemaking	1	10	0	.....
	Farm or garden work	2	27	0	.....
	Bricklaying	1	11	0	.....
	Printing	1	2	0	.....
	Housework	2	25	0	.....
Brightside School for Boys, Denver, Colo..	Sewing	1	1	.....	.....
	Cooking	1	10	.....	.....
	Carpentry	1	10	.....	.....
	Farm or garden work	3	60	.....	.....
	Printing	1	3	.....	.....
	Laundry	1	18	.....	.....
	Shoemaking	1	1	.....	.....
	Engineering	1	6	.....	.....
Manual Training High School, Denver, Colo.	Free-hand drawing	1	180	180	.....
	Mechanical drawing	1	180	180	.....
	Clay modeling	1	50	50	.....
	Sewing	2	0	192	.....
	Cooking	1	0	38	.....

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Manual Training High School, Denver, Colo.—Continued.	Carpentry	2	75	75	.....
	Wood turning	1	75	0	.....
	Carving	2	75	75	.....
	Pattern making	1	50	0	.....
	Forging	1	50	0	.....
	Sheet-metal work	1	50	0	.....
	Molding (metal)	1	50	0	.....
	Vise work	1	35	0	.....
	Machine-shop work	1	35	0	.....
Young Men's Christian Association, Bridgeport, Conn.	Free-hand drawing	1	10	0	20
	Mechanical drawing	1	43	0	20
	Carpentry	1	11	0	30
	Plumbing	1	8	0	30
	Electricity	1	30	0	20
Boardman Manual Training High School, New Haven, Conn.	Free-hand drawing	1	0	1	160
	Mechanical drawing	1	1	0	160
	Clay modeling	1	0	1	50
	Sewing	1	0	1	160
	Cooking	1	0	1	160
	Carpentry	1	1	0	30
	Wood turning	1	.....	.....	10
	Carving	1	0	1	110
	Venetian iron	1	0	1	120
	Pattern making	1	1	0	30
	Forging	1	1	0	40
	Molding (metal)	1	1	0	10
	Machine-shop work	1	1	0	40
Manual Training School, Ridgefield, Conn.	Sewing	1	0	38	24
	Cooking	1	0	32	48
St. Joseph's Industrial School for Colored Boys, Clayton, Del.	Clay modeling	1	4	0	.....
	Carpentry	1	2	0	.....
	Farm or garden work	3	12	0	.....
	Printing	1	6	0	.....
	Painting	1	4	0	.....
	Tailoring	1	4	0	.....
	Shoemaking	1	3	0	.....
Industrial Home School, District of Columbia, Georgetown, D. C.	Free-hand drawing	2	.....	.....	.....
	Clay modeling	1	.....	.....	.....
	Paper cutting and folding	1	.....	.....	.....
	Sewing	4	.....	.....	.....
	Cooking	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Wood turning	1	.....	.....	.....
	Farm or garden work	2	.....	.....	52
St. Rose's Industrial School, Washington, D. C.	Sewing	5	0	65	36
	Cooking	1	0	3	52
Chicago English High and Manual Training School, Chicago, Ill.	Free-hand drawing	1	474	0	.....
	Mechanical drawing	2	474	0	.....
	Carpentry	3	249	0	.....
	Wood turning				
	Forging	1	149	0	40
	Sheet-metal work	.....			
	Molding	1			
	Vise work	1	86	0	40
	Machine-shop work				
Chicago Manual Training School, Chicago, Ill.	Free-hand drawing	1	130	0	20
	Mechanical drawing	1	262	0	100
	Carpentry	1	130	0	40
	Wood turning				
	Pattern making	1	68	.....	40
	Forging				
	Molding (metal)				
	Vise work	1	64	.....	40
	Machine-shop work				
Jewish Training School, Chicago, Ill.	Free-hand drawing	2	350	350	40
	Mechanical drawing	2	300	300	40
	Clay modeling	7	150	150	40
	Paper cutting and folding	5	200	200	40

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Jewish Training School, Chicago, Ill.—Continued.	Sewing	2	.....	250	40
	Sloyd, or knife work	1	350	.....	40
	Carpentry	1	400	200	40
	Wood turning	1	50	.....	40
	Carving	1	50	.....	40
	Pattern making	1	20	.....	40
	Forging	1	20	.....	40
	Molding (metal)	1	20	.....	40
	Vise work	1	20	.....	40
	Machine-shop work	1	30	45	40
	Painting	2	24	60	40
	Designing	1	60	60	40
Manual Training School, Springfield, Ill..	Free-hand drawing	1	58	.....	40
	Mechanical drawing	1	58	.....	40
	Sloyd, or knife work	1	58	.....	40
	Carpentry	1	58	.....	40
	Wood turning	1	58	.....	40
Manual Training High School, Indianapolis, Ind.	Free-hand drawing	3	208	49	38
	Mechanical drawing	2	269	1	124
	Sewing	4	0	296	38
	Cooking	2	0	61	38
	Carpentry	2	185	0	19
	Wood turning	1	160	0	19
	Hygiene and nursing	1	0	45	19
	Pattern making	1	39	.....	38
	Forging	2	102	.....	38
	Molding (metal)	1	39	.....	38
	Machine-shop work	2	30	.....	38
Indiana Soldiers and Sailors' Orphans' Home, Knightstown, Ind.	Paper cutting and folding	1	20	12	40
	Sewing	2	2	53	80
	Cooking	1	.....	16	30
	Carpentry	1	5	.....	120
	Baking	1	12	.....	120
	Floriculture	1	12	.....	120
	Farm or garden work	3	13	.....	120
	Printing	1	31	.....	120
	Engineering	2	10	.....	120
	Shoemaking	1	5	.....	120
High and Industrial School, West Des Moines, Iowa.	Free-hand drawing	1	6	24	36
	Mechanical drawing	1	32	4	72
	Sloyd, or knife work	1	26	24	72
	Carpentry	1	25	1	36
	Wood turning	1	12	0	24
	Carving	1	12	3	12
State Normal School for Colored Persons, Frankfort, Ky.	Free-hand drawing	1	35	22	36
	Mechanical drawing	1	7	0	36
	Clay modeling	1	15	16	.....
	Paper cutting and folding	1	15	16	.....
	Sewing	1	0	68	36
	Cooking	1	0	68	.....
	Carpentry	1	7	0	36
	Wood turning	1	7	0	36
	Carving	1	7	0	.....
	Farm or garden work	1	50	0	36
Louisville Manual Training High School, Louisville, Ky.	Free-hand drawing	1	131	0	.....
	Mechanical drawing	2	235	0	.....
	Carpentry	2	131	0	.....
	Wood turning		117	0	.....
	Carving		103	0	.....
	Pattern making	2	103	0	.....
	Forging	2	68	0	.....
	Sheet-metal work		45	0	.....
	Molding metal		46	0	.....
	Vise work		33	0	.....
	Machine-shop work		33	0	.....
Home Institute.—Free night school for workingmen and boys, New Orleans, La.	Free-hand drawing	1	120	0	.....

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Baltimore Polytechnic Institute, Baltimore, Md.	Free-hand drawing	2	360	0	40
	Mechanical drawing	1	180	0	40
	Carpentry	2	280	0	40
	Wood turning	1	60	0	40
	Carving	1	75	0	40
	Pattern making	1	15	0	40
	Forging	1	90	0	40
	Sheet-metal work	2	280	0	40
	Vise work	1	15	0	40
	Machine-shop work	1	36	0	40
House of Refuge, Baltimore, Md	Sewing	1	15	0	.....
	Cooking	1	6	0	.....
	Carpentry	1	34	0	.....
	Wood turning		6	0	.....
	Forging	1	16	0	.....
	Vise work		20	0	.....
	Machine-shop work		4	0	.....
	Farm or garden work	1	2	0	.....
	Printing	1	10	0	.....
	Painting	1	3	0	.....
Samuel Ready School, Baltimore, Md	Free-hand drawing	1	0	60	.....
	Clay modeling	1	0	18	.....
	Sewing	1	0	60	.....
	Cooking	1	0	22	.....
	Dressmaking	1	0	4	.....
	Millinery	.....	0	1	.....
	Floriculture	.....	0	1	.....
McDonogh Educational Fund and Institute, McDonogh, Md.	Free-hand drawing	2	130	0	40
	Mechanical drawing	1	20	0	40
	Carpentry	1	30	0	12
	Wood turning	1	30	0	12
	Carving	1	30	0	12
	Pattern making	1	30	0	12
	Vise work	1	10	0	24
	Machine-shop work	1	10	0	24
	Printing	1	19	0	.....
Jacob Tome Institute, Port Deposit, Md	Free hand drawing	2	130	225	494
	Mechanical drawing	1	65	27	152
	Clay modeling	1	46	39	76
	Sewing	7	130	225	494
	Cooking	1	.....	25	76
	Sloyd or knife work	1	72	40	114
	Carpentry	1	44	.....	76
	Wood turning	2	21	.....	38
	Carving	1	44	.....	76
	Pattern making	1	13	.....	24
	Sheet-metal work	1	13	.....	6
	Molding	1	13	.....	10
Friendford Industrial School, Boston, Mass.	Free-hand drawing	5	41	.....	.....
	Mechanical drawing	4	17	.....	.....
	Sewing	23	.....	194	26
	Cooking	1	.....	8	26
	Sloyd or knife work	1	15	.....	.....
	Carpentry				
	Housekeepers	1	.....	30	26
	Embroidery	1	.....	8	26
	Millinery	1	.....	8	26
Hebrew Industrial School, Boston, Mass	Sewing	8	0	300	30
	Cooking	1	0	25	30
Mechanic Arts High School, Boston, Mass.	Free-hand drawing	2	343	0	40
	Mechanical drawing	2	343	0	80
	Carpentry	2	185	0	30
	Wood turning	1	123	0	16
	Carving	2	185	0	10
	Pattern making	1	123	0	4
	Forging	1	123	0	20
	Machine-shop work	1	35	0	40

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
North Bennet Street Industrial School, Boston, Mass.	Clay modeling	4	1	3	32
	Sewing	1	0	1	50
	Cooking	1	.....	1	12
	Sloyd or knife work	2	.....	2	36
	Printing	1	1	.....	36
	Leather work	1	1	.....	36
	Dressmaking	1	.....	1	.....
Woman's Educational and Industrial Union, Boston, Mass.	Sewing	4	.....	200	36
Manual Training School for Boys, Cambridge, Mass.	Free-hand drawing	2	165	.....	.....
	Mechanical drawing	2	165	.....	160
	Carpentry	2	69	.....	20
	Wood turning	1	42	.....	20
	Pattern making	1	42	.....	20
	Forging	1	42	.....	20
	Molding	1	42	.....	.....
	Vise work	1	42	.....	20
	Machine-shop work	1	48	.....	80
Lowell Textile School, Lowell, Mass	Free-hand drawing	1	.....	.....	30
	Mechanical drawing	1	.....	.....	60
	Cotton spinning	2	.....	.....	90
	Wool and worsted	2	.....	.....	90
	Dyeing	2	.....	.....	90
	Decorative art	1	.....	.....	90
	Weaving (power)	2	.....	.....	60
	Weaving (hand looms)	1	.....	.....	90
	Textile design	2	.....	.....	210
	Elements of mechanism	1	.....	.....	30
	Applied mechanism	1	.....	.....	30
South End Industrial School, Roxbury, Mass.	Free-hand drawing	1	20	50	42
	Mechanical drawing	1	15	.....	36
	Sewing	14	.....	100	32
	Cooking	1	8	40	42
	Carpentry	1	12	.....	32
	Dressmaking	1	.....	0	46
	Printing	1	10	25	46
	Housekeeping	1	.....	50	42
Lansing Industrial Aid Society, Lansing, Mich.	Sewing	8	.....	75	.....
	Cooking	1	.....	12	.....
Household Economic Association, Minneapolis, Minn.	Sewing	2	.....	.....	.....
	Cooking	2	.....	.....	.....
James Industrial Training School, Minneapolis, Minn.	Sewing	3	0	100	48
	Cooking	2	0	115	24
	Carving	1	0	5	.....
	Laundry	1	0	10	6
	Millinery	1	.....	30	16
Mechanic Arts High School, St. Paul, Minn.	Free-hand drawing	1	150	51	160
	Mechanical drawing	1	201	15	160
	Clay modeling	1	106	37	60
	Carpentry	1	136	0	20
	Wood-turning	1	136	0	20
	Pattern making	1	15	.....	20
	Forging	1	43	.....	20
	Molding (metal)	1	20	.....	.....
	Vise work	1	27	.....	20
	Machine-shop work	2	16	.....	40
Manual Training School of Washington University, St. Louis, Mo.	Free-hand drawing Mechanical drawing	2	208	0	240
	Carpentry	2	77	0	25
	Wood turning	2	77	0	10
	Carving	2	77	0	5
	Pattern making	1	76	0	5
	Forging	1	76	0	30
	Molding (plaster or lead)	1	76	0	5
	Vise work	1	52	0	10
	Machine-shop work	1	52	0	30
New State Orphans' Home, Carson, Nev.	Sewing	1	0	20	.....
	Cooking	2	0	4	.....
	Farm or garden work	1	20	0	.....

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Trinity Industrial School, Hoboken, N. J.	Sewing	12	.....	97	20
Barlow School of Industrial Arts, Binghamton, N. Y.	Free-hand drawing	1	28	0	20
	Mechanical drawing	1	45	0	40
	Sewing	1	0	10	40
	Cooking	1	0	106	40
	Carpentry	1	73	0	20
	Wood turning	1	47	0	20
	Forging	1	33	0	40
Brooklyn Industrial School Association and Home for Destitute Children, Brooklyn, N. Y.	Clay modeling	3	150	100	40
	Paper cutting and folding	3	150	100	40
	Sewing	2	0	50	40
	Cooking	3	0	30	10
	Sloyd or knife work	1	60	0	45
	Farm or garden work	1	12	0	20
	Cobbling	1	50	0	52
Industrial School Association, Brooklyn, N. Y.	Free-hand drawing	2	58	50	.....
	Paper cutting and folding	3	56	40	41
	Sewing	4	.....	130	41
Manual Training High School, Brooklyn, N. Y.	Free-hand drawing	2	300	400	160
	Mechanical drawing	2	.....	.....	160
	Sewing	3	.....	400	160
	Carpentry	2	100	.....	20
	Wood turning	1	45	.....	20
	Carving	1	30	30	20
	Ornamental iron	1	0	60	20
	Pattern making	1	30	.....	20
	Forging	1	75	.....	40
	Sheet-metal work	1	30	35	20
	Printing	1	20	.....	40
Pratt Institute High School, Brooklyn, N. Y.	Free-hand drawing	2	80	115	144
	Mechanical drawing	2	80	115	144
	Sewing	2	.....	115	36
	Cooking	1	.....	14	36
	Carpentry	1	45	.....	72
	Wood turning	1	45	.....	12
	Pattern making	1	45	.....	12
	Forging	1	20	.....	12
	Sheet-metal work	1	20	.....	6
	Molding	1	20	.....	12
	Vise work	1	14	.....	12
	Machine-shop work	1	14	.....	24
Baron de Hirsch Trade Schools, New York, N. Y.	Carpentry	1	18	.....	24
	Plumbing	1	19	.....	24
	Machine-shop work	1	22	.....	24
	Painting	1	17	.....	24
Ethical Culture Schools, New York, N. Y.	Free-hand drawing	1	141	125	35
	Mechanical drawing	1	26	.....	35
	Clay modeling	1	141	125	35
	Paper cutting and folding	4	58	62	35
	Sewing	1	68	125	35
	Sloyd or knife work	1	33	12	35
	Carpentry	1	26	.....	35
	Wood turning	1	26	.....	35
	Carving	1	12	.....	35
	Bent iron	1	29	.....	35
Five Points House of Industry, New York, N. Y.	Cooking	1	.....	20	.....
	Carpentry	1	.....	8	.....
General Society of Mechanics and Tradesmen, New York, N. Y.	Free-hand drawing	1	126	.....	60
	Mechanical drawing	2	107	.....	90
	Clay modeling	1	35	.....	30
	Architectural drawing	2	120	.....	90
Hebrew Technical Institute, New York, N. Y.	Free-hand drawing	1	184	0	96
	Mechanical drawing	1	210	0	144
	Carpentry	3	210	0	144
	Wood turning	1	90	0	48
	Carving	1	65	0	48
	Electricity	1	30	0	48
	Physics		180	0	.....

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Hebrew Technical Institute, New York, N. Y.—Continued.	Pattern-making	1	5	0	48
	Forging	1	5	0	24
	Vise work	1	60	0	48
	Machine-shop work	1	30	0	48
New York Trade School, New York, N. Y.	Mechanical drawing	3	22	0	.....
	Carpentry	3	30	0	.....
	Electricity	3	49	0	.....
	Plumbing	6	279	0	.....
	Steam fitting	2	23	0	.....
	Forging	1	15	0	.....
	Sheet-metal work	1	21	0	.....
	Stone cutting	1	4	0	.....
	Plastering	1	8	0	.....
	Bricklaying	1	39	0	.....
	Printing	3	13	0	.....
	Painting, fresco	2	29	0	.....
	Painting, house	2	18	0	.....
	Painting, sign	1	25	0	.....
St. George's Evening Trade School, New York, N. Y.	Free-hand drawing	1	25	0	33
	Mechanical drawing	1	80	0	33
	Paper cutting and folding	1	75	0	33
	Sloyd or knife work	1	75	0	33
	Carpentry	1	80	0	33
	Wood turning	1	20	0	33
	Plumbing	1	48	0	33
	Pattern making	1	20	0	33
	Printing	1	50	0	33
School of Industrial Art and Technical Design, New York, N. Y.	Free-hand drawing	2	1	156	48
	Mechanical drawing	2	1	230	.....
	Pattern making	1	1	327	48
Senior Evening School for Girls, New York, N. Y.	Sewing	2	.....	.....	.....
	Cooking	1	.....	.....	.....
	Vise work	.....	.....	.....	18
	Machine shop	.....	.....	.....	18
Teachers' College, New York, N. Y.	Free-hand drawing	4	4	75	160
	Mechanical drawing	2	48	55	200
	Clay modeling	1	3	22	40
	Paper cutting and folding	2	13	12	33
	Sewing	5	40	156	145
	Cooking	2	.....	62	30
	Sloyd	1	3	59	38
	Carpentry	1	68	9	34
	Wood turning	1	68	.....	21
	Carving	1	3	55	80
	Pattern making	1	68	.....	13
	Forging	1	45	.....	8
	Vise work	1	45	.....	4
	Machine shop work	1	45	.....	18
Technical School for Carriage Draftsmen and Mechanics, New York, N. Y.	Free-hand drawing	1	10	.....	8
Wilson Industrial School for Girls, New York, N. Y.	Sewing	1	0	70	40
	Cooking	1	0	28	16
	Kitchen gardening	1	0	160	32
Rochester Athenæum and Mechanical Institute, Rochester, N. Y.	Free-hand drawing	6	142	154	30-90
	Mechanical drawing	7	220	10	90
	Clay modeling	1	10	10	30
	Sewing	2	.....	466	36
	Cooking	3	.....	400	36
	Sloyd, or knife work	1	240	38	24
	Carpentry	3			
	Dressmaking	4	.....	263	36
	Shirt waists	1	.....	59	36
	Millinery	2	.....	81	36
	Lettering	1	59	6	30
	Electricity	1	49	6	30
	Telegraphy	1	9	9	30
Herbart Preparatory School, Suffern, N. Y.	Free-hand drawing	1	2	2	20
Skyland Institute, Blowing Rock, N. C.	.....do	1	29	12	.....
	Sewing	1	0	25	.....
	Cooking	1	0	25	.....

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Asheville Farm School, Denmark, N. C.	Free-hand drawing	1	30	0	38
	Mechanical drawing	1	12	0	38
	Cooking	1	18	0	.....
	Carpentry	1	20	0	38
	Laundry work	1	30	0	.....
	General housework	1	98	0	.....
	Farm or garden work	2	98	0	.....
Academical and Industrial Institute, North Wilkesboro, N. C.	Free-hand drawing	1	2	.....	.....
	Sewing	1	.....	6	.....
	Cooking	1	.....	6	.....
	Carpentry	1	2	.....	.....
	Farm or garden work	1	6	2	.....
	Bricklaying	1	2	.....	.....
Ohio Mechanics' Institute, Cincinnati, Ohio.	Free-hand drawing	2	.....	.....	.....
	Mechanical drawing	4	.....	.....	.....
	Architectural drawing	3	.....	.....	.....
	Electricity	1	.....	.....	.....
Technical School of Cincinnati, Cincinnati, Ohio.	Free-hand drawing	1	194	.....	25
	Mechanical drawing	1	194	.....	15
	Sloyd	1	35	.....	40
	Carpentry	1	70	.....	30
	Wood turning	1	70	.....	10
	Forging	1	59	.....	40
	Vise work	1	30	.....	20
	Machine-shop work	1	30	.....	20
Cleveland Jewish Orphan Asylum, Cleveland, Ohio.	Free-hand drawing	4	208	90	38
	Mechanical drawing	2	66	.....	40
	Paper cutting and folding	2	74	42	0
	Sewing	2	.....	90	0
	Cooking	1	.....	36	30
	Sloyd, or knife work	1	36	.....	30
	Carpentry	1	27	.....	38
	Wood turning	1	12	.....	38
	Carving	1	12	.....	16
	Vise work	1	12	.....	16
	Machine-shop work	1	12	.....	16
	Printing	1	6	.....	24
Central Manual Training School, Philadelphia, Pa.	Free-hand drawing	1	434	.....	40
	Mechanical drawing	1	434	.....	40
	Carpentry, Wood turning, Carving	1	201	.....	40
	Pattern making	1	122	.....	40
	Forging	1	122	.....	40
	Sheet-metal work, Molding, Vise work	1	201	.....	40
	Machine-shop work	1	106	.....	40
Friends' Select School, Philadelphia, Pa.	Free-hand drawing	1	57	131	.....
	Mechanical drawing	1	7	21	36
	Sloyd, or knife work	1	54	70	108
Girard College, Philadelphia, Pa.	Mechanical drawing	1	580	.....	210
	Sloyd, or knife work	1	320	.....	164
	Carpentry, Wood turning	1	580	.....	210
	Pattern making	1	580	.....	210
	Forging	1	580	.....	210
	Molding (metal)	1	580	.....	210
	Vise work, Machine shop work	1	580	.....	210
	Electricity	1	580	.....	210
	Plumbing	1	580	.....	210
Master Builders' Mechanic Trade School, Philadelphia, Pa.	Carpentry	1	6	0	9
	Bricklaying	1	5	0	9
	Painting	1	4	0	.....
	Plumbing	1	27	0	.....
	Plastering	1	4	0	.....
Northeast Manual Training School, Philadelphia, Pa.	Free-hand drawing	1	275	0	65
	Mechanical drawing	1	369	0	117
	Clay modeling	.....	114	0	13

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Northeast Manual Training School, Philadelphia, Pa.—Continued.	Carpentry	1	161	0	26
	Wood turning		161	0	13
	Carving		114	0	13
	Pattern making	1	114	0	26
	Forging	1	114	0	39
	Sheet-metal work	1	161	0	30
	Molding (metal)		161	0	30
	Vise work		161	0	26
	Machine-shop work	1	94	0	39
Pennsylvania Museum and School of Industrial Art, Philadelphia, Pa.	Free-hand drawing	10	500	300	36
	Mechanical drawing	2	.....	.....	.....
	Clay modeling	1	.....	.....	.....
	Carpentry	1	.....	.....	.....
	Vise work	1	.....	.....	.....
	Painting	2	.....	.....	.....
	Weaving	3	.....	.....	.....
	Dyeing	4	.....	.....	.....
	Textile designs	3	.....	.....	.....
	Carding and spinning	1	.....	.....	.....
Spring Garden Institute, Philadelphia, Pa.	Mechanical drawing	2	180	.....	30
	Pattern making	1	10	.....	30
	Vise work	2	30	.....	30
	Machine-shop work	2	30	.....	30
	Electricity	2	114	.....	52
School of Design for Women, Pittsburg, Pa.	Free-hand drawing	5	.....	.....	.....
Williamson Free School of Mechanical Trades, Williamson School, Pa.	Free-hand drawing	2	186	.....	156
	Mechanical drawing	2	186	.....	156
	Carpentry	1	39	.....	156
	Pattern making	1	31	.....	156
	Vise work, forging	2	70	.....	.....
	Machine-shop work				
	Bricklaying	1	46	.....	156
Townsend Industrial School, Newport, R. I.	Free-hand drawing	1	28	9	120
	Mechanical drawing	2	44	.....	140
	Sewing	2	.....	473	30
	Cooking	2	.....	395	30
	Sloyd, or knife work	1	331	.....	160
	Carpentry	1	13	.....	30
	Wood turning	.....	11	.....	10
	Carving	1	.....	.....	.....
	Pattern making	1	10	.....	7
	Forging	1	5	.....	30
	Molding (metal)		10	.....	3
	Vise work		7	.....	10
	Machine-shop work		7	.....	50
Providence Manual Training High School, Providence, R. I.	Free-hand drawing	3	2	1	160
	Mechanical drawing	3	2	1	160
	Clay modeling	1	1	.....	.....
	Sewing	1	.....	1	20
	Cooking	1	.....	1	20
	Carpentry	2	2	.....	20
	Wood turning	1	1	.....	.....
	Carving	1	1	.....	14
	Domestic science	1	.....	1	40
	Millinery	1	.....	1	20
	Dressmaking	1	.....	1	20
	Pattern making	1	1	.....	10
	Forging	2	2	.....	40
	Molding (metal)	1	1	.....	10
	Vise work	1	1	.....	10
	Machine-shop work	1	1	.....	40
	Steam and electrical engineering	2	2	.....	20
	Photo science	1	1	.....	10
Rhode Island School of Design, Providence, R. I.	Free-hand drawing	6	176	84	32
	Mechanical drawing	4	162	1	32
	Clay modeling	1	10	.....	32
	Carving	1	.....	6	32

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
St. Xavier's Academy, Providence, R. I.	Free-hand drawing	3	10	80	.....
	Sewing	3	.....	80	.....
Tyler School, Providence, R. I.	Mechanical drawing	1	115	.....	.....
	Sewing	1	.....	130	.....
	Cooking	1	.....	60	.....
	Sloyd	1	115	.....	.....
Miller Manual Labor School, Miller School, Va.	Free-hand drawing	4	70	50	.....
	Mechanical drawing	3	20	.....	.....
	Sewing	4	.....	70	.....
	Cooking	1	.....	30	.....
	Sloyd	1	.....	.....	.....
	Carpentry	2	40	.....	.....
	Wood turning	1	20	.....	.....
	Carving	1	10	.....	.....
	Pattern making	1	30	.....	.....
	Forging	2	24	.....	.....
	Molding	2	24	.....	.....
	Vise work	1	16	.....	.....
	Machine-shop work	2	16	.....	.....
	Farm or garden work	2	40	.....	.....
	Printing	1	10	.....	.....
	Painting	1	2	.....	.....
Milwaukee Cooking School, Milwaukee, Wis.	Cooking	2	0	89	43
St. Rose's Orphan Society, Milwaukee, Wis.	Free-hand drawing	3	.....	106	25
	Clay modeling	1	.....	36	25
	Paper cutting and folding	1	.....	36	25
	Sewing	3	.....	122	25
	Cooking	2	.....	52	25
	Baking	2	.....	52	25
Fort Mojave Indian Industrial School, Fort Mojave, Ariz.	Free-hand drawing	4	96	60	40
	Mechanical drawing	1	15	.....	40
	Clay modeling	2	30	.....	20
	Paper cutting and folding	1	35	.....	20
	Sewing	3	.....	60	40
	Cooking	2	35	25	20
	Sloyd, or knife work	1	15	.....	40
	Carpentry	1	60	.....	15
	Carving	1	15	.....	40
	Pattern making	1	.....	30	30
	Forging	1	20	.....	40
	Vise work	1	20	.....	40
	Engine and boiler house	1	20	.....	40
	Farm or garden work	1	75	.....	20
	Bricklaying	1	60	.....	15
	Painting	1	30	.....	10
Keams Canyon Boarding School, Keams Canyon, Ariz.	Free-hand drawing	2	41	.....	.....
	Paper cutting and folding	1	20	.....	.....
	Sewing	1	.....	46	.....
	Cooking	1	.....	46	.....
	Laundry	1	30	.....	.....
	Farm or garden work	1	41	.....	.....
Indian Industrial School, Phœnix, Ariz.	Free-hand drawing	2	200	200	80
	Clay modeling	1	50	40	40
	Paper cutting and folding	1	50	40	40
	Sewing	3	20	50	120
	Cooking	2	10	50	40
	Sloyd	1	30	30	40
	Carpentry	1	15	.....	120
	Wood turning	1	12	.....	40
	Carving	1	12	.....	40
	Farm or garden work	3	24	.....	80
	Bricklaying	1	6	.....	80
	Painting	1	12	.....	80
Fort Yuma Indian School, Yuma, Ariz.	Sewing	1	.....	12	40
	Cooking	1	.....	4	40
	Carpentry	1	6	.....	40
	Shoe and harness maker	1	6	.....	40
	Farm or garden work	1	2	.....	30

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Greenville Indian Industrial School, Greenville, Cal.	Clay modeling	1	5	10	.....
	Paper cutting and folding	1	10	20	.....
	Sewing	1	.....	25	.....
	Cooking	1	.....	20	.....
	Carpentry	1	.....	.....	.....
	Farm or garden work	1	10	.....	.....
Indian School, Perris, Cal	Sewing	1	.....	112	52
	Cooking	1	.....	112	52
	Carpentry	1	.....	99	52
	Nursing	1	12	12	52
	Laundry	1	.....	112	52
	Farm or garden work	1	99	.....	52
	Painting	1	99	.....	52
Fort Lewis Indian Industrial School, Hesperus, Colo.	Free-hand drawing	6	140	120	.....
	Clay modeling	1	15	10	.....
	Paper cutting and folding	2	25	15	.....
	Sewing	2	12	48	.....
	Cooking	4	60	12	.....
	Carpentry	1	4	0	.....
	Machine shop Engineering Plumbing	2	8	0	.....
	Forging	1	4	0	.....
	Farm or garden work	2	180	0	.....
	Printing	1	3	0	.....
	Painting	3	12	0	.....
	Laundry	2	4	16	.....
Fort Lapwai Indian School, Lapwai, Idaho.	Sewing	1	.....	20	39
	Cooking	1	.....	20	39
	Carpentry	1	20	.....	.....
	Farm or garden work	1	24	.....	20
Chilocco Indian Training School, Arkansas City, Kans.	Clay modeling	1	6	4	40
	Paper cutting and folding	1	6	4	40
	Sewing	3	.....	36	40
	Cooking	3	.....	30	40
	Carpentry	1	14	.....	40
	Farm or garden work	2	50	.....	40
	Painting	1	14	.....	40
	Tailoring	1	20	.....	40
	Shoemaking	1	15	.....	40
	Baking	1	4	.....	40
	Housekeeping	6	.....	60	40
	Nursery	1	10	.....	40
	Engineer	1	8	.....	40
Haskell Institute, Lawrence, Kans.	Free-hand drawing	1	330	220	.....
	Mechanical drawing	1	110	25	40
	Clay modeling	1	150	100	40
	Paper cutting and folding	1	50	25	40
	Sewing	3	25	200	50
	Cooking	1	.....	200	50
	Sloyd	1	75	0	40
	Carpentry	1	20	.....	75
	Forging	.....	20	.....	.....
	Vise work	.....	20	.....	.....
	Farm or garden work	2	100	75	.....
	Bricklaying	.....	10	.....	.....
	Printing	1	8	.....	.....
	Painting	1	20	.....	.....
Mount Pleasant Indian School, Mount Pleasant, Mich.	Sewing	2	.....	101	40
	Cooking	2	.....	101	40
	Carpentry	1	8	.....	40
	Housekeeping	2	.....	101	40
	Laundry work	1	.....	101	40
	Farm or garden work	2	57	.....	40
Pipestone Indian Training School, Pipestone, Minn.	Sewing	1	.....	50	.....
	Cooking	1	25	12	.....
	Farm or garden work	2	25	.....	.....

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the entire course.
			Male.	Female.	
1	2	3	4	5	6
Fort Shaw Indian Training School, Sun River, Mont.	Free-hand drawing	5	179	110	20
	Mechanical drawing	2	50	.....	40
	Paper cutting and folding	1	30	30	10
	Sewing	1	.....	110	40
	Cooking	1	.....	60	40
	Sloyd	1	27	.....	40
	Carpentry	1	16	.....	40
	Carving	1	66	16	40
	Forging	1	50	.....	40
	Sheet-metal work	1	50	.....	40
	Vise work	1	50	.....	40
	Farm or garden work	1	116	.....	12
Carson Indian Industrial School, Carson City, Nev.	Free hand drawing	5	40	30	200
	Mechanical drawing	1	6	.....	80
	Clay modeling	1	20	20	40
	Paper cutting and folding	1	20	20	80
	Sewing	1	.....	50	280
	Cooking	1	.....	20	40
	Carpentry	1	6	.....	120
	Wood turning	1	2	.....	.....
	Forging	1	2	.....	120
	Molding (metal)	1	2	.....	.....
	Vise work	1	6	.....	120
	Farm or garden work	1	54	.....	200
Indian School, Albuquerque, N. Mex	Clay modeling	1	15	12	40
	Paper cutting and folding	1	15	12	40
	Sewing	1	.....	50	150
	Cooking	1	.....	50	150
	Sloyd	1	65	35	.....
	Carpentry	1	25	.....	150
	Shoemaking	1	20	.....	150
	Harness making	1	20	.....	150
	Tailoring	1	20	.....	150
	Farm or garden work	2	40	.....	.....
United States Indian Industrial School, Santa Fe, N. Mex.	Sewing	.....	.....	60	.....
	Cooking	.....	4	.....	.....
	Farm or garden work	.....	39	.....	.....
Cherokee Training School, Cherokee, N. C.	Free-hand drawing	3	80	72	.....
	Clay modeling	1	13	12	.....
	Paper cutting and folding	3	20	33	.....
	Sewing	2	.....	72	.....
	Cooking	2	.....	72	.....
	Carpentry	1	24	.....	.....
	Farm or garden work	2	.....	.....	28
	Painting	1	6	.....	10
Indian Industrial School, Fort Totten, N. Dak.	Sewing	.....	.....	2	.....
	Cooking and baking	.....	1	2	.....
	Carpentry	.....	1	.....	.....
	Housekeeping	.....	.....	4	.....
	Laundry	.....	.....	2	.....
	Tailoring	.....	1	.....	.....
	Engineering and plumbing	.....	1	.....	.....
	Farm or garden work	.....	3	.....	.....
	Painting	.....	1	1	.....
	Shoemaking	.....	1	.....	.....
	Harness making	.....			
Seger Colony School, Colony, Okla	Free-hand drawing	.....	59	55	50
	Clay modeling	.....	12	20	50
	Paper cutting an folding	.....	12	20	50
	Sewing	.....	.....	5	50
	Cooking	.....	.....	4	50
	Carpentry	.....	.....	1	8
	Laundrying	.....	.....	2	50
	Dishwashing	.....	.....	11	50
	Farm or garden work	1	40	.....	50
	Painting	.....	1	.....	5

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TABLE 6.—*Statistics of manual and industrial training—Branches taught*—Cont'd.

Name of institution.	Branch of instruction.	Number of instructors.	Number of pupils.		Number of weeks the subject is studied during the course.
			Male.	Female.	
1	2	3	4	5	6
United States Indian Industrial School, Carlisle, Pa.	Free-hand drawing	1	370	247	36
	Mechanical drawing		370	247	36
	Clay modeling		43	32	36
	Paper cutting and folding	1	43	32	36
	Sewing	1	.....	398	40
	Cooking	1	.....	200	16
	Sloyd	1	75	31	36
	Carpentry	1	35	0	40
	Steam fitting	1	8	0	40
	Laundry	1	15	300	40
	Dairying	1	200	25	16
	Forging	1	20	0	40
	Sheet-metal work	1	12	0	40
	Shoemaking	1	40	0	40
	Farm or garden work	2	362	0	20
	Bricklaying	1	8	0	12
	Painting (house and carriage)	1	8	0	40
	Plastering	1	8	0	12
	Tailoring	1	40	0	40
	Printing	1	20	2	40
Pierre Indian School, Pierre, S. Dak.	Free-hand drawing	5	88	78	.....
	Mechanical drawing	1	6	.....	.....
	Clay modeling	1	10	10	.....
	Paper cutting and folding	1	10	10	.....
	Sewing	1	4	60	.....
	Cooking	1	4	60	.....
	Sloyd	2	16	10	.....
	Carpentry	1	6	.....	.....
	Wood turning	1	2	.....	.....
	Pattern making	1	6	.....	.....
	Farm or garden	1	8	.....	.....
Tomah Indian Industrial School, Tomah, Wis.	Paper cutting and folding	1	20	15	.....
	Sewing	2	.....	60	.....
	Cooking	2	.....	60	.....
	Carpentry	1	20	.....	.....
	Farm or garden work	2	30	.....	.....
United States Indian Industrial School, Wittenberg, Wis.	Sewing	1	.....	.....	88
	Cooking	1	.....	20	88
	Carpentry	1	25	.....	88
	Laundry	1	.....	20	88
	Farm or garden work	1	25	.....	88
	Painting	1	25	.....	88

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CHAPTER XLIX.

COMMERCIAL EDUCATION IN THE UNITED STATES.

Commercial or business colleges, so called, had their beginning in the United States more than fifty years ago. At least one institution of this class now in existence was established in 1840. For many years the branches taught in these business schools were substantially limited to bookkeeping, arithmetic in which prominence was given to percentage and commercial calculations, penmanship, and business forms. Later stenography and typewriting were added. For twenty years or more these private schools made but slow progress, partly because the training offered in these branches was not superior to that which could be obtained by their study in many of the colleges and private academies.

In 1870 this Bureau received reports from 26 business colleges, although there must have been a larger number then in existence. These 26 schools had 5,824 students. In 1880 the number of schools reporting had increased to 162 and the number of students to 27,146.

The demand for stenographers and typewriters caused the rapid growth in the attendance upon these schools. Amanuensis courses were offered in nearly all of them, and students obtained diplomas or certificates of graduation in from two to six months in some of them. Very few of these schools had courses of study extending over more than one year.

In 1890 the number of business schools reporting to this office was 263, and the number of students 78,920. The highwater mark was reached in 1894, when 518 of these schools reported to this office, with an enrollment of 115,748 students. Since that time there has been a steady decline in the number of schools and a rapid decrease in the number of students. For the last year (1898) there were only 337 commercial or business schools reporting to this office, and the number of students was only 70,950. This decrease is attributed partly to the business depression of the past few years and partly to the fact that so many public high schools, as well as many private colleges and academics, have established commercial courses in many respects superior to those offered by a majority of the business colleges.

HIGHER COMMERCIAL EDUCATION.

It has been long admitted among leading business men that those preparing for business careers should have the opportunity to acquire a commercial education higher and broader than that given by even the best of the so-called business colleges. About ten years ago the American Bankers' Association began to direct the attention of educators and the public to the need of a more adequate professional training for young men preparing for business life. A committee was appointed to find out what was being done in this direction in the institutions for higher education in the United States. It was found that the Wharton School of Finance and Economy of the University of Pennsylvania was the only institution offering a course of study of a grade comparable with the regular collegiate course, and specializing those subjects most important to thorough training for business and citizenship. At the request of this committee Dr. Edmund J. James, then professor in the Wharton School, gave an exposition of the aims and methods of this school in a

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valuable paper read before the association at Saratoga in 1890, in which he also discussed the situation of business education in general in the United States. The association adopted resolutions recommending the organization of departments similar to the Wharton School in other universities and colleges. Professor James was invited to visit the leading educational centers of Europe, examine their best commercial schools, and present a report upon the subject. Professor James presented his report to the American Bankers' Association in 1893. It was printed by the association and was greeted by educators and business men as the most valuable contribution in aid of higher commercial education yet made in this country. The report was reprinted in the 1895-96 Report of the United States Commissioner of Education.[1]

The agitation begun by the American Bankers' Association has resulted in the establishment of commercial departments in at least two universities (the University of California and the University of Chicago), the improvement of business courses in a number of colleges, and the organization of such courses in other colleges and in many public and private high schools and academies. The accompanying tables from 1 to 9 exhibit the statistics of commercial education in the United States for the year ending June, 1898.

IN UNIVERSITIES AND COLLEGES.

Table 1 shows that 172 universities and colleges had 5,869 students in commercial or business courses. The names of the institutions appear in Table 5. With a few exceptions these "commercial courses" include little more than bookkeeping, commercial arithmetic, commercial geography, commercial law, stenography, and typewriting, in connection with an English course of study covering about two years.

THE WHARTON SCHOOL.

The first institution in the United States to offer a thorough professional education to young men contemplating business careers was the Wharton School of Finance and Economy of the University of Pennsylvania, already mentioned. This school was founded in 1881 by Mr. Joseph Wharton, a wealthy citizen of Philadelphia, whose first gift to the school was $100,000. His desire was that the school should offer facilities for obtaining, (1) "An adequate education in the principles underlying successful civil government," (2) "A training suitable for those who intend to engage in business, or to undertake the management of property."

The course in finance and economy constructed upon the plan suggested by the founder extends over four years and is one of the regular college courses, leading to the degree of Bachelor of Science in Economics. In 1897-98 there were 87 students in this school.

The course of study for the four years is as follows:

Freshman class.—Composition, algebra, solid geometry, trigonometry, general chemistry, German, accounting, physical and economic geography, practical economic problems, economic literature, legislative and executive documents.

Sophomore class.—Modern novelists, history of English literature, German, business law, money and banking, business practice, American history, Roman history, theory and geography of commerce, American constitutional law, European constitutional law, legislative procedure and organization, political economy, public speaking (optional).

Junior class.—Comparative politics, modern legislative problems, public administration, business practice and banking, economic history, sociology, sociological field work, American history, English constitutional history, logic, ethics.

Senior class.—History of law and legal concepts, local and municipal institutions, political economy, statistics, public finance, transportation, advanced sociology, history of the Renaissance and the Reformation.

[1] Vol. 1, Chapt. XV, pp. 721-837, Education Report, 1895-96.

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UNIVERSITY OF CALIFORNIA.

The board of regents of the University of California on January 15, 1898, decided to establish a college of commerce in that institution. The college was formally opened at the beginning of the fall term of the same year. The four years' course is parallel with the curricula of the colleges of general culture, about one-half of the subjects studied being prescribed in these colleges. The subjects making up the other half of the fundamental course are selected from a broad field covering philosophical, legal, political, historical, economic, geographical, technological, and mathematical studies. It is stated that "this college is intended to afford an opportunity for the scientific study of commerce in all its relations and for the higher education of business men and of the higher officers of the civil service." Besides the fundamental courses, the new college offers a large number of special courses, and the student may arrange his studies with special reference to his future work, the different subjects being more or less closely related to commerce. The general scope of the work proposed for the college of commerce is shown in the following list of subjects printed in the first announcement published:

Philosophical studies.—History and principles of commercial ethics.

Legal studies.—Commercial law of different nations; public international law, and the duties of diplomatic and consular officers; private international law; admiralty and maritime law; Roman law; comparative jurisprudence; judicial procedure in different countries; law of private corporations, and other special courses.

Political studies.—Constitutional law of different nations; public law and administration; municipal government; general political theory; legislative control of industry and commerce.

Historical studies.—The general political and constitutional history of the leading nations, especially during the nineteenth century; diplomatic history. Economic history—that is, the history of industry and commerce—is of such importance as to constitute a separate group. (See below.)

Economic studies.—General theory and analysis; political economy, general principles and theory; labor and wages; theory and practice of exchange, foreign and domestic; theory of value; markets, their organization and the determination of prices; currency in all countries; banking in all countries; economic features of transportation by land and water (a subject in which many special courses should be offered); industrial and commercial organization; corporations and corporation finance; communication—postal service, telegraph and telephone, newspapers and advertising; insurance—fire, marine, life, etc.; consumption, and the principles of demand and storage; commercial usages of different countries; public finance—government expenditures, revenues, including taxation, customs duties, etc., public debts, and fiscal administration; statistics, mathematical and practical; history, theory and methods—the "movement of population," actuaries' statistics, theory of prices, etc.

Studies in economic history.—The history of commerce in all countries and at every age (upon this general subject as large a number of special courses as possible should be offered); the history of the institution of private property; the history of land tenures; the history of agriculture; the history of industry from the earliest times; the history of manufactures; the history of labor and of labor organization, and other special courses.

Linguistic studies.—The languages and literatures of the nations with which we have commercial relations—American, European, and Oriental.

Geographical studies.—Political geography; geodesy; physical geography; commercial geography; biological geography, including botany, zoology, anthropology, etc.; meteorology and climatology; oceanography—coasts, harbors, etc.; navigation and nautical astronomy; geology.

Technological studies concerning the materials of commerce.—Botany—general plant morphology and economic botany; forestry and wild-plant products, also wild-animal products; agriculture—culivated plant products of all descriptions, including field, orchard, and vineyard products; animal products, such as meats, dairy products, wool, etc., and including agricultural practice, irrigation, etc.; agricultural manufactures, such as sugar, starch, textiles, oils, brewing, tanning, drying, and canning, etc.; fisheries, and all the products of the sea; mining, and mineral products, and building materials; chemical technology, and chemical products, acids, alkalis, etc.; manufactured products; decorative and industrial art.

Technological studies concerning transportation.—Civil engineering and mechanical engineering, construction of roads, bridges, canals, irrigation works, etc., motors and motive power, etc., railroad economics, etc.

Mathematical studies.—Courses covering all the mathematical principles involved in the above studies.

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UNIVERSITY OF CHICAGO.

The next great institution in this country to recognize the importance of the higher business training and to make liberal provision for it is the University of Chicago. The College of Commerce and Politics opened its doors at the beginning of the last summer quarter. President Harper, in his twenty-fifth quarterly statement, presented on October 1, 1898, says:

It is with a feeling of great satisfaction that I may announce the inauguration during the past quarter of the College of Commerce and Politics. It will be remembered that the undergraduate work of the university was organized in three colleges, the College of Arts, the College of Literature, and the College of Science, each college taking its name from the group of subjects upon which special emphasis was laid. When it was first proposed by Head Professor Laughlin that the university should organize work in a line of subjects dealing more closely with the great fields of commerce and politics, it was still a question whether that work should take the form of a professional school or be organized as regular college work. After long debate in the faculties and senate of the university it was decided that the work should be organized as a college and administered as such. Herein lies the great difference between the work as thus presented in the University of Chicago and certain work of perhaps a similar character undertaken elsewhere.

A strong desire has already been indicated in the minds of many to do their college work along the lines of the departments more prominently represented in this college. The interest has been as great as was expected, and the results thus far justify the step taken.

The required course in commerce includes, besides the general branches usually taught in higher education, the following topics specially relating to commerce: Railway transportation, comparative railway legislation, financial history of the United States, money and practical economics, banking, processes of leading industries, tariff history of the United States, insurance. The courses in detail are given in a circular of information published by the university, "The College of Commerce and Politics of the University of Chicago," pages 5 to 9.

IN PUBLIC COLLEGES.

Of the 172 colleges shown in Table 5 all are private institutions except 11. Of the 11, two are supported wholly by the States in which they are located, the remaining 9 being agricultural and mechanical colleges supported by funds from the General Government, supplemented in some instances by State funds. The 11 public institutions offering commercial courses or providing for certain commercial studies are mentioned below.

University of the State of Missouri.—The 1897-98 catalogue states that instruction is given in correspondence, making out bills and statements, writing receipts, checks, notes, and drafts, together with the use of various account books. An important part of the work is a thorough drill in journalizing, concluding with the writing of entire sets of books, that the student may make a practical application of his previous work in the various business forms. This work is required in both semesters of the first year. A full course in stenography is provided for those students who wish to carry on this study while prosecuting regular work in the university.

West Virginia University.—In 1895 the commercial school of this university was established. It provides a two-year commercial course. To be admitted to this school the applicant must be proficient in arithmetic, English, spelling, geography, and United States history. Certificates are granted to students who complete the course and pass the required examinations. The course of study is arranged as follows:

First year.—English grammar, physical geography, general history, penmanship, typewriting, arithmetic, United States history, bookkeeping, algebra, civil government, business practice.

Second year.—History and principles of commerce, commercial arithmetic, shorthand, commercial law, principles of economics, court reporting, rhetoric, commercial law, commercial geography.

Colorado State Agricultural College.—The State board of agriculture in December, 1895, instructed the college faculty to "so arrange the curriculum as to make ade-

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quate provision for a distinct department to be known as the commercial course of the State Agricultural College." In accordance with this action the following course of study, covering two years, is offered:

First year.—General history, plane geometry, bookkeeping, commercial arithmetic and rapid calculation, spelling, penmanship, rhetoric and rhetorical analysis, solid geometry, business practice and banking, business correspondence.

Second year.—Literature, Constitution of the United States, stenography, business geography, logic, sociology, business law, political economy, typewriting and office practice.

University of South Dakota.—The College of Business is one of the departments of the institution. The course of study extends over one academic year and "includes bookkeeping in all its forms, both single and double entry, with instruction in the retail and jobbing trade, importing, commission, banking, and other classes of business; penmanship, business arithmetic, commercial law, embracing instruction in the principles of contracts, agencies, partnerships, negotiable paper, and other legal phases of business; commercial correspondence, shorthand, typewriting, and office practice."

South Dakota Agricultural College.—One of the departments of this institution is known as the department of commercial science. The commercial studies may be taken in connection with any of the college courses. If taken alone these special studies would occupy about one year. These studies include shorthand, penmanship, commercial law, bookkeeping, business practice, correspondence, typewriting, and commercial arithmetic.

Florida Agricultural College.—The business course in this institution may be completed in one year. It includes bookkeeping, business correspondence, commercial arithmetic, commercial law, English, and penmanship. Another course in stenography, typewriting, and telegraphy covers about a year.

Nevada State University.—The University Commercial School belonging to the department of secondary education of the State University offers a course of study extending over three years and including arithmetic, algebra, English grammar, English history, literature, penmanship, United States history, bookkeeping, stenography, plane geometry, typewriting, rhetoric, civil government, and commercial law.

Montana State College of Agriculture and Mechanic Arts.—The business department of this college offers two courses in bookkeeping and one in stenography and typewriting, occupying one year each when taken in connection with other studies.

University of Arizona.—One of the special courses in this institution is the commercial course of one year. It includes business arithmetic, bookkeeping, stenography, typewriting, penmanship, and commercial law.

New Mexico College of Agriculture and Mechanic Arts.—The business department of this institution has two parallel courses of one year each. The first course includes bookkeeping, commercial arithmetic, grammar, penmanship, spelling, commercial law. The second course includes stenography and typewriting. Spanish is also taught.

North Georgia Agricultural College.—The business course covers four years of study and is parallel with the two preparatory years and the freshman and sophomore years in the A. B. and B. S. courses. The course includes English, commercial arithmetic, United States history, Latin, algebra, geometry, trigonometry, surveying, commercial and physical geography, botany, zoology, physiology, general chemistry, physics, civil government, general history, English and American literature, political economy, bookkeeping, banking, stenography, typewriting, telegraphy.

The courses of study as outlined above for the 11 public institutions may be taken as typical of the commercial or business courses offered by a majority of the 161 private colleges mentioned in the list in Table 2.

IN SECONDARY SCHOOLS.

The number of normal schools reporting to this office for 1897-98 was 345; the number of public institutions being 167, and the number of private schools 178.

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Of the total number of normal schools, 107 reported 5,721 students in business courses, as shown in Table 1. Only 19 of these schools are supported by public funds. The list is given in Table 6.

Many normal schools in this country, particularly certain State normal schools are above secondary schools in grade. It is usual to regard the normal school as occupying a place in the system between secondary and higher education. Many of these schools offer four-year courses of study, which would be parallel to the last two years of the high school and the first two years of the college. For present purposes the normal schools may be classified as secondary, the commercial courses offered by them falling below the college grade.

Of the nearly 2,000 private high schools and academies reporting to this office for 1897-98, there were 653 reporting 9,740 students in commercial and business courses, as shown in Table 2. In the 653 schools there were only 40 reporting as many as 30 students each in commercial courses. The statistics of these 40 schools are given in Table 7. References to the courses of study in a few of these schools will give a general idea of the work being done in the direction of commercial education by the private secondary schools of the United States.

Thornton Academy, Saco, Me.—This school offers a business course extending over four years, parallel with the regular courses. It includes algebra, business arithmetic, Greek and Roman history, penmanship, mediæval history, bookkeeping, geometry, physiology, English composition, business forms, French or German, physics, physical geography, botany, modern history, civil government, rhetoric, chemistry, English history, United States history, astronomy, English literature, mental science.

Calvert Hall, Baltimore, Md.—The commercial course in this school may extend over one or two years. It includes commercial correspondence, commercial arithmetic, bookkeeping, banking, phonography, typewriting, modern languages, and drawing.

Wentworth Military Academy, Lexington, Mo.—The business course in this school extends over five years parallel to the classical course. It omits Latin and modern foreign languages, substituting for them commercial arithmetic, drawing, bookkeeping, business forms and correspondence, commercial law, civil government, stenography, etc.

Pawnee City Academy, Pawnee City, Nebr.—The commercial course includes most of the studies usually taught in the first and second years of the course of secondary studies, together with bookkeeping, commercial arithmetic, and commercial law.

South Jersey Institute, Bridgeton, N. J.—The business course is arranged for one year, and includes commercial calculations, bookkeeping, business correspondence, commercial law, banking, phonography and typewriting, political economy, and business ethics.

De la Salle Institute, New York City.—The commercial department offers a three years' course of study, including rhetoric, English literature, ancient and modern history, political economy, commercial arithmetic, algebra, geometry, bookkeeping, phonography, chemistry, history of commerce, commercial law, civil government, physics, commercial geography, French, German, Spanish.

Oak Ridge Institute, Oak Ridge, N. C.—The announcement is made that in the business department is grouped all the courses taught in first-class business colleges. The courses are so arranged that the student may select a course of one, two, or three years.

Park Institute, Allegheny, Pa.—The third and last year of the general course in this school is made the commercial course. In this year are taught bookkeeping, commercial arithmetic, commercial geography, commercial law, and business practice.

Brigham Young Academy, Provo City, Utah.—A department of this institution is The Commercial College. The business course requires three years for its completion, and includes commercial arithmetic, science of accounts, English, theology, business correspondence, commercial law, civil government, algebra, geometry, political economy, constitutional history, and many elective studies.

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Montpelier Seminary, Montpelier, Vt.—The course of study in the business department is completed in one year, and includes bookkeeping, business practice, commercial arithmetic, commercial geography, correspondence, penmanship, and civil government.

IN PUBLIC HIGH SCHOOLS.

There were 5,260 public high schools reporting to this office for the year 1897–98. As shown in Table 2, there were 1,018 of these schools having a total of 31,633 students in the commercial or business course of study. The business course in the greater number of these schools does not differ widely from the business course in the private secondary schools already mentioned. In many of these schools the last year of the course is devoted largely to commercial studies, while in many others such studies are distributed through the whole course of four years. Of the 1,018 public high schools mentioned, there are only 139 having 50 or more commercial students each. The names and statistics of these are given in Table 8.

In many of the larger cities leading business men are urging the establishment of commercial high schools, with courses of study extending over four years. The school authorities in certain cities have partially met this demand by organizing commercial courses in the high schools already established. This arrangement is not always satisfactory, and is generally unsatisfactory when the commercial course of two years is made to parallel the regular course of four years. In an address delivered before the Chamber of Commerce of the State of New York on commercial education, Hon. William H. Maxwell, city superintendent of schools, New York City, says that the two-year commercial course in the Brooklyn high schools should be abolished, and probably the four-year commercial courses in the Manhattan high schools recently established. He urges the establishment of two separate and distinctively commercial high schools, with four-year courses, one for Manhattan and the other for Brooklyn.

Since 1892 Hon. Edward Brooks, superintendent of public schools of the city of Philadelphia, has been advocating the establishment of a commercial high school for that city, or of a commercial department in the Central High School. He has been ably seconded in this movement by such strong business men as Mr. Theodore C. Search. Mr. Search made an earnest plea for a separate institution. He feared that to make it a part of another school would not secure the best results; that it would be overshadowed by the classical and other departments. He felt that as a separate institution the commercial school would have stronger teachers and better methods of instruction. On the score of economy the city council did not authorize the expenditure for a separate school; but a department of commerce is established as part of the Central High School, with an excellent course of study covering four years.

Hon. Edwin P. Seaver, superintendent of public schools, city of Boston, writes that an impetus has been given to commercial studies in the public high schools. For many years bookkeeping has been taught, and very thoroughly taught, in the English high school for boys and to a less extent in the girls' high school. Certain commercial branches have been taught in the evening high school for upward of twenty years. Last year the so-called commercial branches were introduced into the day high schools and offered to all boys and girls who desired to take them. Special instructors in bookkeeping, phonography, and typewriting were employed. The result is that many high-school students are now pursuing these studies.

The educational commission of the city of Chicago, which was appointed a year ago by Mayor Harrison, and which has just submitted its report, recommends "that a commercial high school, with a full, liberal four years' course of study, be established in some central location." The commission discusses at some length the course of study and says: "If the commercial school is to accomplish the ends we have in mind, the curriculum must be not less broad than that of our public high schools. We feel strongly that a short and so-called 'practical' course would be predestined to failure and would be an injury rather than a help to what will prove in the near

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future one of the most important developments in secondary education." The commission concludes this recommendation as follows:

Your commission is so fully persuaded of the importance of this action that we recommend that the first expansion of the school system shall take this form, and that at the earliest possible date a public high school be established with a course of study extending through at least four years, planned to afford a liberal training and at the same time to prepare its pupils for the various kinds of business activity and to qualify them for the highest positions in the commercial world. (See pp. 98, 107, 111, 205–217 of the report mentioned.)

Business High School, Washington, D. C.—For years the capital city has enjoyed the distinction of having the only business high school in the United States connected with a city system of schools and wholly supported by public funds. The Business High School was established in 1890, although the Central High School had had a business department since 1882. The report of the Business High School for 1890–91 shows that 310 students were enrolled the first year, 160 males and 150 females, and that the school had 9 teachers. The school has had a steady growth to the present time. The report for 1897–98 shows an enrollment of 601. There were 193 boys and 197 girls in the first year and 76 boys and 93 girls in the second year in the school in October, 1897. There were 89 graduates, the largest number for any year since the school was established. The number of teachers employed is 20. The average age of the students entering is 16.7 years. The requirements for admission are the same as for the other high schools of the city and presuppose the completion of the eight-year course of the elementary schools. The course of study for the Business High School is as follows:

First year.—English grammar and literature, business arithmetic, bookkeeping, penmanship, shorthand, typewriting or mechanical drawing.
Second year.—English grammar and literature, bookkeeping and business practice, commercial law and commercial geography, shorthand, typewriting, advanced mechanical drawing (optional).

In the report of the board of trustees of public schools of the District of Columbia for 1897–98 the "business course problem" is discussed at some length and a provisional course of four years is recommended. Besides all the subjects in the two years' course above mentioned, the four years' course would include Latin, French, general history, commercial history, political economy, algebra, geometry, physics, chemistry, and biology. (See pp. 21, 81, 84, 117–129, of the report of the board of trustees for 1897–98.)

Boston, Mass.—The commercial course of study for the high schools of Boston, adopted by the school committee September 24, 1897, extends through two years, and is as follows:

First year.—English language and literature, ancient history, phonography, penmanship and commercial forms, commercial arithmetic, and bookkeeping, botany, drawing, music, physical training.
Second year.—English language and literature, medieval history, modern history, phonography and typewriting, elements of mercantile law, bookkeeping, commercial geography, zoology, physiology and hygiene, drawing, music, physical training.

Philadelphia, Pa.—The course of study for the department of commerce in the Central High School covers four years and is classified under seven subjects, namely, English, languages other than English, mathematics, history, science, economics and political science, business technique. The course by years is as follows:

First year.—Composition and American literature, Latin, algebra, Greek and Roman history, physical geography, botany, zoology, Philadelphia and Philadelphia interests, penmanship and business forms, drawing.
Second year.—History of English literature, Latin, German, commercial arithmetic, geometry, English history, commercial geography, bookkeeping, stenography.
Third year.—Readings from English literature, German, French (or Spanish), modern European history, physics, chemistry, political economy, office practice, stenography, observation of business methods.
Fourth year.—Reviews and thesis writing, German, French (or Spanish), modern industrial and commercial history, industrial chemistry, transportation, banking and finance, statistics, political science, ethics of business, commercial law.

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Pittsburg, Pa.—The commercial department of the Central High School has a course of one year's study. It includes bookkeeping, commercial geography, composition, commercial and higher arithmetic, commercial law, penmanship, office practice, typewriting, phonography, civil government, physiology, civics.

Albany, N. Y.—The High School has four four-year courses. In the technical course bookkeeping, stenography, and typewriting are prescribed. Other studies in this course have direct bearing upon education for business life.

Buffalo, N. Y.—There are six courses of study for high-school students, and in addition a number of optional studies, including bookkeeping and other commercial studies. There is no prescribed commercial course, but a good business training course may be selected from the prescribed and optional studies.

New Haven, Conn.—The Hillhouse High School has a commercial course covering three years of study, including algebra, German, bookkeeping, commercial arithmetic, penmanship, English and English and American literature, actual business methods, stenography, and typewriting.

Detroit, Mich.—The commercial course of the high schools of Detroit has been extended to cover four years, and the superintendent of schools urges that one of the school buildings be fitted up exclusively for a commercial high school.

Grand Rapids, Mich.—In the Central High School as many as ten courses of study are offered. The first of these is the English-commercial course, extending through four years. The announcement says: "This course is planned for pupils preparing specifically for business life, and does not prepare for college. It offers ample and thorough work in bookkeeping, commercial law, etc., besides a complete course in high-school mathematics and history, and instruction in the correct use of the English language. It will be noticed that this course offers in the eleventh and twelfth grades an option of two years of a foreign language."

St. Paul, Minn.—In the Mechanic Arts High School of St. Paul provision is made in the four-year general course for commercial studies; commercial arithmetic, bookkeeping, civil government, and commercial law being specified. The course includes the mathematics, English grammar and literature, and history of the regular high school course, and prescribes one foreign language for three years, either Latin, German, or French.

Richmond, Va.—The business course in the Richmond High School covers two years, the following studies being prescribed:

First year.—Arithmetic, algebra, general history, physical geography, English grammar, English composition, penmanship.

Second year.—Commercial arithmetic, bookkeeping, business forms, physics, physiology, algebra, civil government, English composition, commercial law, phonography and typewriting.

San Francisco, Cal.—One of the courses offered in the Polytechnic High School is the commercial course. It includes business arithmetic, bookkeeping, English, penmanship, stenography, typewriting, and the election of other branches of study.

THE COST OF HIGH SCHOOLS.

It is difficult to obtain an accurate estimate of the cost of commercial education in the public high schools, the separate cost of the high schools themselves not being reported except in a few instances. Where these schools belong to city systems of public schools the cost is included in the general financial statement of the system. It may be stated in general that the cost per pupil is from 50 to 100 per cent greater in the high school than in the elementary schools. In the city of Washington the cost per pupil in the first four grades of the elementary schools, estimated on average enrollment, was $12.42 for 1897–98; in the next four grades the estimated cost per pupil upon the same basis was $20.56, while the cost of each high school pupil, estimated on average enrollment, was $42.89. This figure may be taken as the cost per pupil in the Washington Business High School.

Of the 139 public high schools mentioned in the list in Table 8 only 37 report their total expenditure. The names of these schools, with the number of secondary

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students and the estimated cost of each student enrolled, are given in the following table:

Place.	Name.	Number of pupils.	Expense per pupil.
Marianna, Ark	High School	170	$29.41
Benicia, Cal	do	33	62.78
Los Angeles, Cal	do	1,370	29.92
Stockton, Cal	do	267	55.03
Denver, Colo	High School, district No. 1	877	29.69
Do	High School, district No. 2	430	45.35
Southington, Conn	High School	145	35.17
Wilmington, Del	do	622	36.66
Washington, D. C	Business High School	601	42.89
Atlanta, Ga	Girls' High School	472	22.46
Cairo, Ill	High School	211	33.18
Elgin, Ill	do	337	34.26
Galesburg, Ill	do	461	24.26
Lafayette, Ind	Western High School	140	48.21
Fayette, Iowa	High School	70	38.57
Baltimore, Md	Eastern Female High School	456	38.38
Do	Western Female High School	960	22.93
Fall River, Mass	High School	704	45.45
Fitchburg, Mass	do	540	52.74
Holyoke, Mass	do	495	38.69
Salem, Mass	do	434	41.94
Detroit, Mich	do	2,065	34.28
Grand Rapids, Mich	do	1,271	33.66
St. Louis, Mo	High and Normal School	2,049	51.65
Riverton, Nebr	High School	55	37.27
Laconia, N. H	do	152	33.01
Phillipsburg, N. J	do	114	30.70
Trenton, N. J	do	498	26.81
Albany, N. Y	do	828	46.77
Brooklyn, N. Y	Boys' High School	1,406	60.46
Do	Girls' High School	2,265	44.15
Jamaica, N. Y	High School	116	78.02
Cleveland, Ohio	South High School	356	42.28
Pittsburg, Pa	High School	1,802	31.53
Williamsport, Pa	do	316	22.09
Richmond, Va	do	884	20.06
Milwaukee, Wis	West High School	687	45.87
Total		24,669	38.90

From the above table it will be seen that the 37 public high schools had an aggregate enrollment of 24,669 secondary students, and that the average cost per student enrolled was $38.90. All these schools have students in commercial courses and it may be assumed that their average cost is about the same as the general average for all high school students.

COMMERCIAL AND BUSINESS COLLEGES.

The number of so-called commercial and business colleges reporting to this office for 1897-98 was 337. These schools have 1,787 teachers and 70,950 students, as shown in Table 3. The number of students in the commercial course was 32,761; in the amanuensis course, 19,298; in the English course, 12,735, and in the course in telegraphy, 1,113, as shown in Table 4. In the commercial course there were 10,041 graduates and in the amanuensis course 8,372 graduates. The growth of these business schools may be illustrated by the following table, which shows the number of such institutions reporting to this office for the years mentioned, together with the number of teachers and the number of students for each year:

Year.	Schools.	Teachers.	Students.
1870	26	154	5,824
1875	128	577	25,802
1880	162	619	27,146
1885	232	1,099	43,706
1890	263	1,593	78,920
1895	462	2,201	96,135
1898	337	1,787	70,950

The names of business schools reporting in 1897-98 are printed in Table 9 and the statistics of each school given in detail.

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The courses of study in five business colleges, which may be taken as representatives of the best schools in the list of 337, are given below:

Peirce School, Philadelphia, Pa.—This school, which was founded by its present principal, Thomas May Peirce, A. M., Ph. D., is now in its thirty-fourth year. The announcement for the year 1898–99 says:

Peirce School offers three full courses: Business, shorthand and typewriting, and English.

The business course includes bookkeeping, penmanship, commercial calculations and rapid reckoning, business correspondence, commercial law, commercial geography, mercantile forms and customs, banking, finance, economics, business ethics, and civics.

The shorthand course includes shorthand, typewriting, and English, which comprises a thorough review in spelling, defining and use of words, grammar and punctuation, synonyms, etymology, and business correspondence. Business forms and customs are taught, and lectures are given upon civics and business ethics.

The English course gives a practical training in arithmetic, spelling, business correspondence, grammar and composition, geography, penmanship, etc. This is an especially useful course for those who wish to review the common branches to prepare for civil-service examinations or for entrance to technical schools and colleges.

Packard's Business College, New York City.—This school was started in 1858. Students who are thoroughly prepared to enter a good high school may complete the commercial course in this business college in about one year. The course of study includes bookkeeping, penmanship, commercial arithmetic, commercial law, practical grammar, including correspondence and a critical study of English, shorthand, typewriting, business methods and practice, political economy, political history, civil government, commercial geography, parliamentary proceedings.

Duff's College, Pittsburg, Pa.—This school was established in 1840 as Duff's Mercantile College, and was conducted for nearly thirty years by its founder, Peter Duff. Since his death the school has been managed by his sons. Fifty dollars pays for a scholarship, unlimited as to time, for completing the full commercial course. The course of study is announced as follows: "Theory and practice of single and double entry, mercantile, private, and national banking, railroad, manufacturing, insurance, commercial calculations and arithmetical training, rapid practical penmanship, business forms, letter writing, orthography and language lessons, lectures on mercantile law, commercial ethics, political economy."

Bartlett Commercial College, Cincinnati, Ohio.—The full course in this school may be completed in one year by a student who enters with a good common-school education. The course includes bookkeeping, commercial arithmetic, business penmanship, mercantile forms and customs, correspondence, shorthand and typewriting.

Metropolitan Business College, Chicago, Ill.—This school has three departments—the commercial, the shorthand and typewriting, and the English training departments. The last named is designed for students who are deficient in any of the common-school branches. The commercial course is announced as follows: "Bookkeeping, commercial arithmetic, penmanship, business correspondence, commercial law, business forms and methods, detecting counterfeit money, banking, insurance, commission, real estate, transportation, brokerage, wholesale, retail, importing, and jobbing.

THE STATISTICAL TABLES.

The statistical tables and summaries which follow have been referred to in the preceding paragraphs. The summaries show the number of students in commercial courses in each of the five classes of institutions in each State of the United States. The totals are as follows for the year 1897–98:

In universities and colleges	5,869
In normal schools	5,721
In private high schools and academies	9,740
In public high schools	31,633
In commercial and business colleges	70,950
Total for United States	123,913

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TABLE 1.—*Universities and colleges and normal schools reporting students in commercial and business courses in 1897–98.*

State or Territory.	Universities and colleges.				Public and private normal schools.			
	Number of institutions.	Students.			Number of schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	172	4,745	1,124	5,869	107	4,023	1,698	5,721
North Atlantic Division	14	396	23	419	6	180	136	316
South Atlantic Division	21	404	71	475	13	120	200	320
South Central Division	29	781	134	915	28	361	285	646
North Central Division	89	2,847	807	3,654	54	3,172	1,000	4,172
Western Division	19	317	89	406	6	190	77	267
North Atlantic Division:								
Maine								
New Hampshire								
Vermont								
Massachusetts								
Rhode Island								
Connecticut								
New York	6	233	0	233				
New Jersey	1	10	0	10				
Pennsylvania	7	153	23	176	6	180	136	316
South Atlantic Division:								
Delaware								
Maryland	3	30	2	32	1	6	0	6
District of Columbia	1	30	0	30				
Virginia	3	36	12	48	1	8	0	8
West Virginia	2	37	7	44	3	79	42	121
North Carolina	5	128	20	148	2	0	59	59
South Carolina	1	4	0	4	2	3	55	58
Georgia	2	31	0	31	2	6	35	41
Florida	4	108	30	138	2	18	9	27
South Central Division:								
Kentucky	4	118	14	132	8	218	230	448
Tennessee	6	106	13	119	8	68	22	90
Alabama	3	123	30	153	2	6	14	20
Mississippi	2	20	2	22	6	27	12	39
Louisiana	2	60	34	94				
Texas	8	335	35	370	3	35	7	42
Arkansas	3	15	3	18	1	7	0	7
Oklahoma								
Indian Territory	1	4	3	7				
North Central Division:								
Ohio	11	344	129	473	6	469	179	648
Indiana	3	91	17	108	9	935	169	1,104
Illinois	14	576	138	714	6	206	92	298
Michigan	3	49	20	69	3	150	177	327
Wisconsin	5	147	35	182	1	30	0	30
Minnesota	3	123	6	129	1	30	2	32
Iowa	11	287	87	374	15	661	163	824
Missouri	16	440	95	535	4	176	25	201
North Dakota	2	48	20	68	1	67	28	95
South Dakota	5	121	56	177				
Nebraska	5	62	17	79	3	308	75	383
Kansas	11	559	187	746	5	140	90	230
Western Division:								
Montana	2	18	12	30				
Wyoming								
Colorado	1	57	22	79	1	5	7	12
New Mexico	1	24	4	28	1	2	4	6
Arizona	1	11	9	20				
Utah					2	173	62	235
Nevada	1	16	11	27				
Idaho					1	8	3	11
Washington	6	81	20	101				
Oregon	3	17	3	20				
California	4	93	8	101	1	2	1	3

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TABLE 2.—*Schools of secondary or high school grade reporting students in commercial or business courses in 1897–98.*

State or Territory.	Private high schools and academies.				Public high schools.			
	Number of schools.	Students.			Number of schools.	Students.		
		Male.	Female.	Total.		Male.	Female.	Total.
United States	653	6,838	2,902	9,740	1,018	15,958	15,675	31,633
North Atlantic Division	183	2,061	900	2,961	355	7,462	7,444	14,906
South Atlantic Division	122	1,166	276	1,442	83	1,000	1,201	2,201
South Central Division	134	1,038	530	1,568	102	1,038	631	1,669
North Central Division	156	2,087	874	2,911	421	5,451	5,283	10,734
Western Division	58	536	322	858	57	1,007	1,116	2,123
North Atlantic Division:								
Maine	9	100	65	165	31	194	204	398
New Hampshire	9	208	57	265	8	74	69	143
Vermont	11	187	113	300	12	82	83	165
Massachusetts	17	79	70	149	69	1,470	1,704	3,174
Rhode Island	4	57	22	79	8	192	241	433
Connecticut	13	59	29	88	20	352	471	823
New York	63	665	249	914	98	3,116	1,863	4,979
New Jersey	19	227	72	299	38	638	840	1,478
Pennsylvania	38	479	223	702	71	1,344	1,969	3,313
South Atlantic Division:								
Delaware	0	0	0	0	3	62	96	158
Maryland	13	191	60	251	11	94	246	340
District of Columbia	7	86	23	109	2	312	324	636
Virginia	28	231	19	250	19	241	197	438
West Virginia	6	31	19	50	4	37	71	108
North Carolina	48	461	74	535	3	32	35	67
South Carolina	7	126	41	167	12	71	31	102
Georgia	11	40	25	65	20	81	153	234
Florida	2	0	15	15	9	70	48	118
South Central Division:								
Kentucky	25	211	111	322	10	97	48	145
Tennessee	28	151	110	261	23	190	182	372
Alabama	19	144	166	310	8	69	26	95
Mississippi	18	219	35	254	13	75	19	94
Louisiana	6	44	16	60	5	259	9	268
Texas	29	205	81	286	32	182	143	325
Arkansas	8	56	5	61	11	166	204	370
Oklahoma	0	0	0	0	.....	.....	.....	.....
Indian Territory	1	8	6	14	.....	.....	.....	.....
North Central Division:								
Ohio	12	71	90	161	60	865	621	1,486
Indiana	12	87	93	180	22	252	260	512
Illinois	28	526	212	738	61	896	875	1,771
Michigan	8	57	76	133	50	797	691	1,488
Wisconsin	8	138	19	157	27	430	478	908
Minnesota	11	265	64	329	17	178	115	293
Iowa	22	307	89	396	80	1,034	1,078	2,112
Missouri	36	416	106	522	28	369	356	725
North Dakota	0	0	0	0	4	14	16	30
South Dakota	4	45	27	72	3	13	24	37
Nebraska	6	69	30	99	29	273	341	614
Kansas	9	56	68	124	40	330	428	758
Western Division:								
Montana	2	0	11	11	4	26	36	62
Wyoming	1	1	0	1	.....	.....	.....	.....
Colorado	4	45	28	73	9	146	211	357
New Mexico	1	32	0	32	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	1	10	7	17
Utah	7	205	68	273	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	3	59	79	138
Idaho	4	22	8	30	2	27	17	44
Washington	4	29	29	58	9	55	66	121
Oregon	19	74	35	109	3	91	87	178
California	25	128	143		26	593	613	1,206

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TABLE 3.—*Instructors and students in the commercial and business schools in the United States reported in 1897–98.*

State or Territory.	Number of schools.	Instructors.			Students.			Day course.	Evening course.		
		Male.	Female.	Total.	Male.	Female.	Total.		Male.	Female.	Total.
United States	337	1,216	571	1,787	47,041	23,909	70,950	58,439	8,778	3,733	12,511
North Atlantic Div	99	388	189	577	15,133	8,573	23,706	19,216	2,927	1,563	4,490
South Atlantic Div	22	81	51	132	3,463	1,550	5,013	4,071	723	219	942
South Central Div	28	114	34	148	4,323	1,221	5,544	4,703	697	144	841
North Central Div	159	513	231	744	19,651	10,166	29,817	24,466	3,843	1,508	5,351
Western Division	29	120	66	186	4,471	2,399	6,870	5,983	588	299	887
North Atlantic Div.:											
Maine	5	13	8	21	828	488	1,316	1,278	24	14	38
New Hampshire	2	4	2	6	56	44	100	83	10	7	17
Vermont	1	2	1	3	78	48	126	100	18	8	26
Massachusetts	13	50	38	88	1,483	1,148	2,631	2,239	216	176	392
Rhode Island	3	14	5	19	312	218	530	476	29	25	54
Connecticut	9	20	23	52	1,076	899	1,975	1,724	129	122	251
New York	30	151	66	217	5,928	2,970	8,898	7,463	889	546	1,435
New Jersey	6	23	14	37	1,284	662	1,946	1,214	539	193	732
Pennsylvania	30	102	32	134	4,088	2,096	6,184	4,639	1,073	472	1,545
South Atlantic Div.:											
Delaware	1	3	5	8	288	100	388	250	118	20	138
Maryland	2	11	0	11	354	130	484	344	113	27	140
Dist. of Columbia	5	18	25	43	1,081	738	1,819	1,468	242	109	351
Virginia	4	15	9	24	469	213	682	569	84	29	113
West Virginia	2	10	2	12	226	106	332	238	75	19	94
North Carolina	2	3	1	4	77	7	84	80	3	1	4
South Carolina											
Georgia	5	17	8	25	915	222	1,137	1,042	83	12	95
Florida	1	4	1	5	53	34	87	80	5	2	7
South Central Div.:											
Kentucky	1	6	1	7	302	149	451	335	90	26	116
Tennessee	6	21	9	30	875	291	1,166	1,151	14	1	15
Alabama	1	2	1	3	117	59	176	117	59		59
Mississippi	5	32	4	36	668	36	704	693	9	2	11
Louisiana	1	8	2	10	410	73	483	325	142	16	158
Texas	12	40	16	56	1,784	514	2,298	1,832	369	97	466
Arkansas	2	5	1	6	167	99	266	250	14	2	16
Oklahoma											
Indian Territory											
North Central Div.:											
Ohio	26	58	39	97	2,273	1,117	3,390	2,808	433	149	582
Indiana	18	67	28	95	3,051	1,741	4,792	3,929	521	342	863
Illinois	24	101	36	137	4,264	2,366	6,630	5,377	907	346	1,253
Michigan	17	44	26	70	1,356	702	2,058	1,813	189	56	245
Wisconsin	14	31	19	50	1,043	502	1,545	1,201	263	81	344
Minnesota	14	36	19	55	1,064	581	1,645	994	499	152	632
Iowa	16	56	29	85	2,158	1,036	3,194	2,908	238	48	286
Missouri	10	77	21	98	2,893	1,443	4,336	3,415	665	256	921
North Dakota	1	3	0	3	24	14	38	31	3	4	7
South Dakota	2	4	2	6	123	46	169	154	10	5	15
Nebraska	6	23	8	31	1,074	438	1,512	1,494	12	6	18
Kansas	5	13	4	17	328	180	508	342	103	63	166
Western Division:											
Montana	4	19	6	25	502	268	770	540	149	81	230
Wyoming											
Colorado	3	7	7	14	334	131	465	371	66	28	94
New Mexico											
Arizona	1	2	1	3	32	18	50	41	9	0	9
Utah	2	12	4	16	445	240	685	565	90	30	120
Nevada											
Idaho											
Washington	2	11	1	12	373	135	508	486	18	4	22
Oregon	3	9	8	17	505	261	766	766			
California	14	60	39	99	2,280	1,346	3,626	3,214	256	156	412

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TABLE 4.—*Statistics of commercial and business schools in the United States reported in 1897–98.*

State or Territory.	Students in courses of study.									
	Commercial course.		Amanuensis course.		English course.		Telegraphy.		Graduates in commercial course.	Graduates in amanuensis course.
	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.		
United States	24,910	7,851	7,776	11,522	8,978	3,757	777	336	10,041	8,372
North Atlantic Division	7,529	2,449	2,137	3,376	1,972	1,029	95	66	3,348	2,974
South Atlantic Division	1,438	746	871	819	1,260	716	35	7	673	591
South Central Division	2,481	320	559	635	961	191	119	21	850	518
North Central Division	10,973	3,220	3,175	5,440	4,049	1,438	448	180	3,977	3,300
Western Division	2,489	1,116	1,034	1,252	691	383	80	62	1,193	989
North Atlantic Division:										
Maine	634	321	92	268	9	12	0	0	283	175
New Hampshire	38	35	3	15	.....	.....	4	.....	29	0
Vermont	45	15	6	20	20	10	0	0	10	10
Massachusetts	587	334	119	294	55	19	0	0	407	156
Rhode Island	206	90	51	132	75	12	0	0	102	77
Connecticut	452	151	160	528	106	124	6	12	377	332
New York	2,717	642	642	1,111	320	160	42	30	1,134	1,252
New Jersey	356	171	111	205	244	140	0	0	198	185
Pennsylvania	2,494	690	953	803	963	549	43	24	809	787
South Atlantic Division:										
Delaware	250	40	40	60	.....	.....	.....	.....	29	33
Maryland	279	38	80	89	83	43	0	0	69	126
District of Columbia	70	502	399	452	621	453	0	0	220	107
Virginia	391	18	117	27	201	134	0	0	52	51
West Virginia	194	37	50	96	73	39	14	3	66	50
North Carolina	36	0	11	1	0	1	6	1	15	5
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	218	111	183	94	282	46	15	3	212	143
Florida	.....	.....	.....	.....	.....	.....	.....	.....	10	16
South Central Division:										
Kentucky	162	80	74	100	0	0	26	9	177	143
Tennessee	383	50	42	92	32	11	11	3	106	8
Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	250	12	12	24	306	0	34	0	45	0
Louisiana	171	15	54	47	185	11	0	0	177	143
Texas	1,411	137	312	303	285	34	41	11	283	160
Arkansas	104	26	65	69	153	85	7	1	62	64
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	1,387	403	267	554	183	88	36	6	385	283
Indiana	1,923	859	876	1,094	1,034	354	86	56	1,046	822
Illinois	2,383	551	439	1,160	1,056	279	100	0	627	471
Michigan	902	199	278	454	234	93	29	25	302	206
Wisconsin	681	175	216	277	114	44	9	5	221	173
Minnesota	573	210	186	218	111	59	29	7	285	235
Iowa	1,309	296	371	556	492	236	65	10	317	315
Missouri	1,218	361	385	878	735	228	82	70	507	634
North Dakota	18	3	3	10	.....	.....	2	1	2	3
South Dakota	97	18	14	24	115	40	0	0	15	7
Nebraska	291	83	68	118	1	0	10	0	188	86
Kansas	191	62	72	97	19	17	0	0	82	65
Western Division:										
Montana	218	135	67	105	67	103	14	8	26	62
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	294	83	37	48	33	35	5	3	21	2
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	11	9	0	0	21	9	0	0	3	0
Utah	348	5	22	15	15	5	0	0	23	16
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	254	85	29	65	313	126	9	5	66	50
Oregon	348	92	152	194	220	98	5	0	149	102
California	1,714	767	727	825	22	7	47	46	905	757

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TABLE 5.—*Universities and colleges in the United States having students in commercial or business courses in 1897-98.*

Post-office and State.	Population of city in 1890.	Name of institution.	Students in commercial course.			Total number students in college course.
			Male.	Female.	Total.	
Blountsville, Ala	(a)	Blount College	56	30	86	86
St. Bernard, Ala	(a)	St. Bernard College	30	0	30	71
Mobile, Ala	b 46,000	Spring Hill College	37	0	37	33
Tucson, Ariz	5,150	University of Arizona	11	9	20	56
Arkadelphia, Ark	2,455	Arkadelphia Methodist College	7	1	8	90
Clarksville, Ark	(a)	Arkansas Cumberland College	4	2	6	8
Little Rock, Ark	b 36,000	Philander Smith College	4	0	4	18
College Park, Cal	(a)	University of the Pacific	22	6	28	62
Los Angeles, Cal	b 105,228	St. Vincent's College	40	0	40	80
Santa Clara, Cal	2,891	Santa Clara College	30	0	30	181
Santa Rosa, Cal	5,220	Pacific Methodist College	1	2	3	44
Fort Collins, Colo	2,011	The State Agricultural College	57	22	79	213
Washington, D. C	b 280,000	Gonzaga College	30	0	30	24
De Land, Fla	1,113	John B. Stetson University	34	6	40	21
Lake City, Fla	2,020	Florida Agricultural College	44	14	58	77
St. Leo, Fla	(a)	St. Leo Military College	20	0	20	25
Winter Park, Fla	(a)	Rollins College	10	10	20	20
Bowdon, Ga	(a)	Bowdon College	1	0	1	42
Dahlonega, Ga	(a)	North Georgia Agricultural College	30	0	30	110
Abingdon, Ill	1,321	Hedding College	15	13	28	45
Bourbonnais, Ill	(a)	St. Viateur's College	79	0	79	134
Carlinville, Ill	3,293	Blackburn University	17	4	21	25
Chicago, Ill	b 1,850,000	St. Ignatius College	90	0	90	142
Effingham, Ill	3,260	Austin College	30	20	50	130
Eureka, Ill	1,481	Eureka College	19	7	26	68
Fulton, Ill	2,099	Northern Illinois College	15	5	20	65
Hoopeston, Ill	1,911	Greer College	37	13	50	50
Naperville, Ill	2,216	Northwestern College	38	4	42	72
Quincy, Ill	b 36,000	St. Francis Solanus College	45	0	45	72
Rock Island, Ill	b 19,000	Augustana College	115	55	170	114
Teutopolis, Ill	(a)	St. Joseph's College	40	0	40	95
Westfield, Ill	(a)	Westfield College	12	8	20	23
Wheaton, Ill	1,622	Wheaton College	24	9	33	66
Merom, Ind	(a)	Union Christian College	10	13	23	87
Notre Dame, Ind	(a)	University of Notre Dame	75	0	75	163
Upland, Ind	(a)	Taylor University	6	4	10	31
Bacone, Ind. T	(a)	Indian University	4	3	7	6
Charles City, Iowa	2,802	Charles City College	37	2	39	19
College Springs, Iowa	(a)	Amity College	18	3	21	35
Des Moines, Iowa	50,093	Drake University	35	16	51	140
Fayette, Iowa	1,062	Upper Iowa University	55	11	66	121
Indianola, Iowa	2,254	Simpson College	46	11	57	99
Mount Pleasant, Iowa	3,997	German College	2	1	3	28
Do	.....	Iowa Wesleyan University	26	10	36	91
Pella, Iowa	2,408	Central University of Iowa	6	2	8	23
Sioux City, Iowa	b 53,068	Morningside College	31	20	51	27
Storm Lake, Iowa	1,682	Buena Vista College	17	7	24	5
Toledo, Iowa	1,836	Western College	14	4	18	55
Atchison, Kans	b 17,000	St. Benedict's College	37	0	37	66
Baldwin, Kans	(a)	Baker University	33	7	40	176
Dodge City, Kans	1,763	Soule College	4	1	5	32
Holton, Kans	2,727	Campbell University	54	21	75	144
Lecompton, Kans	(a)	Lane University	9	0	9	25
Lindsborg, Kans	(a)	Bethany College	50	23	73	53
Ottawa, Kans	b 8,500	Ottawa College	54	30	84	110
St. Marys, Kans	1,174	St. Marys College	100	0	100	73
Salina, Kans	6,149	Kansas Wesleyan University	140	85	225	39
Winfield, Kans	5,184	St. John's Lutheran College	36	0	36	39
Do	.....	Southwest Kansas College	42	20	62	21
Berea, Ky	(a)	Berea College	15	2	17	53
Richmond, Ky	5,073	Central University	15	10	25	142
St. Mary, Ky	(a)	St. Mary's College	80	0	80	40
Winchester, Ky	4,519	Kentucky Wesleyan College	8	2	10	138
Convent, La	(a)	Jefferson College	20	0	20	80
New Orleans, La	b 260,000	Straight University	40	34	74	7
Ellicott City, Md	1,488	Rock Hill College	14	0	14	48
Mount St. Marys, Md	(a)	Mount St. Marys College	16	0	16	72
New Windsor, Md	(a)	New Windsor College	0	2	2	31
Albion, Mich	3,763	Albion College	28	10	38	200
Alma, Mich	1,655	Alma College	11	5	16	63
Benzonia, Mich	(a)	Benzonia College	10	5	15	14
Collegeville, Minn	(a)	St. John's University	60	0	60	209

a Less than 1,000 population. b Estimated population in 1897.

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TABLE 5.—*Universities and colleges in the United States having students in commercial or business courses in 1897–98*—Continued.

Post-office and State.	Population of city in 1890.	Name of institution.	Students in commercial course.			Total number students in college courses.
			Male.	Female.	Total.	
St. Peter, Minn	3,671	Gustavus Adolphus College	59	4	63	60
Winnebago City, Minn	1,108	Parker College	4	2	6	11
Clinton, Miss	(a)	Mississippi College	10	0	10	85
Holly Springs, Miss	2,246	Rust University	10	2	12	20
Albany, Mo	1,334	Central Christian College	16	2	18	51
Do		Northwest Missouri College	20	12	32	70
Cameron, Mo	2,917	Missouri Wesleyan College	8	6	14	15
Canton, Mo	2,241	Christian University	24	5	29	65
Clarksburg, Mo	(a)	Clarksburg Baptist College	6	2	8	80
Columbia, Mo	4,000	University of the State of Missouri	46	40	86	23
Edinburg, Mo	(a)	Grand River Christian Union College	23	5	28	26
Glasgow, Mo	1,781	Pritchett College	2	1	3	21
Lagrange, Mo	1,250	Lagrange College	8	0	8	72
Morrisville, Mo	(a)	Morrisville College	10	6	16	110
Neosho, Mo	2,198	Scarritt Collegiate Institute	5	6	11	43
St. Louis, Mo	b 713,042	Christian Brothers College	110	0	110	105
Do		St. Louis University	93	0	93	70
Tarkio, Mo	1,156	Tarkio College	36	1	37	74
Trenton, Mo	5,039	Avalon College	15	3	18	40
Warrenton, Mo	(a)	Central Wesleyan College	18	6	24	44
Bozeman, Mont	2,143	College of Agriculture and Mechanic Arts.	17	11	28	18
Deer Lodge, Mont	1,463	The College of Montana	1	1	2	22
College View, Nebr	(a)	Union College	25	10	35	35
Crete, Nebr	2,310	Doane College	5	5	10	81
Fairfield, Nebr	(a)	Fairfield College	3	1	4	20
Grand Island, Nebr	b 8,500	Grand Island College	16	1	17	28
Neligh, Nebr	1,209	Gates College	13	0	13	25
Reno, Nev	3,563	Nevada State University	16	11	27	163
South Orange, N. J	3,106	Seton Hall College	10	0	10	52
Mesilla Park, N. Mex	(a)	New Mexico College of Agriculture and Mechanic Arts.	24	4	28	80
Allegany, N. Y	(a)	St. Bonaventure's College	20	0	20	107
Brooklyn, N. Y	b 1,150,000	St. Francis College	46	0	46	48
Do		St. John's College	84	0	84	91
New York City, N. Y	b 2,100,000	Manhattan College	30	0	30	169
Do		St. John's College	25	0	25	85
Niagara University, N. Y.	(a)	Niagara University	28	0	28	88
Belmont, N. C	(a)	St. Mary's College	61	0	61	68
Charlotte, N. C	b 21,000	Biddle University	37	0	37	60
Guilford College, N. C	(a)	Guilford College	12	10	22	67
Mount Pleasant, N. C	(a)	North Carolina College	9	0	9	29
Salisbury, N. C	4,418	Livingstone College	9	10	19	16
Fargo, N. Dak	5,664	Fargo College	24	7	31	25
Wahpeton, N. Dak	1,510	Red River Valley University	24	13	37	21
Berea, Ohio	2,533	Baldwin University	11	4	15	82
Cincinnati, Ohio	b 370,000	St. Xavier College	71	0	71	102
Delaware, Ohio	b 9,000	Ohio Wesleyan University	72	30	102	624
Findlay, Ohio	b 20,000	Findlay College	20	15	35	46
Hiram, Ohio	(a)	Hiram College	27	8	35	165
Lima, Ohio	b 21,000	Lima College	19	11	30	18
Richmond, Ohio	(a)	Richmond College	2	2	4	4
Scio, Ohio	(a)	Scio College	61	14	75	84
Tiffin, Ohio	b 13,000	Heidelberg College	39	33	72	84
Wilberforce, Ohio	(a)	Wilberforce University	16	5	21	69
Yellow Springs, Ohio	1,375	Antioch College	6	7	13	25
Philomath, Oreg	(a)	Philomath College	6	1	7	91
Salem, Oreg	b 11,000	Willamette University	3	0	3	28
University Park, Oreg	(a)	Portland University	8	2	10	35
Beatty, Pa	(a)	St. Vincent College	32	0	32	114
New Berlin, Pa	(a)	Central Pennsylvania College	4	0	4	54
Philadelphia, Pa	b 1,523,581	La Salle College	33	0	33	92
Pittsburg, Pa	b 280,000	Duquesne College	16	20	36	100
Do		Holy Ghost College	30	0	30	160
Villanova, Pa	(a)	Villanova College	25	0	25	82
Volant, Pa	(a)	Volant College	13	3	16	75
Clinton, S. C	1,021	Presbyterian College of South Carolina	4	0	4	54
Brookings, S. Dak	1,518	South Dakota Agricultural College	26	18	44	333
Hot Springs, S. Dak	1,423	Black Hills College	4	5	9	19
Mitchell, S. Dak	2,217	Dakota University	33	11	44	49
Redfield, S. Dak	(a)	Redfield College	1	3	4	19

a Less than 1,000 population. b Estimated population in 1897.

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TABLE 5.—*Universities and colleges in the United States having students in commercial or business courses in 1897–98*—Continued.

Post-office and State.	Population of city in 1890.	Name of institution.	Students in commercial course.			Total number students in college courses.
			Male.	Female.	Total.	
Vermilion, S. Dak	1,496	University of South Dakota	57	19	76	71
Harriman, Tenn	(c)	American Temperance University	27	0	27	55
Maryville, Tenn	1,689	Maryville College	13	3	16	121
Memphis, Tenn	b 65,000	Christian Brothers College	35	0	35	51
Milligan, Tenn	(a)	Milligan College	16	2	18	77
Sewanee, Tenn	(a)	University of the South	3	0	3	127
Spencer, Tenn	(a)	Burritt College	12	8	20	46
Austin, Tex	b 29,000	St. Edward's College	126	0	126	24
Brownwood, Tex	2,176	Howard Payne College	16	11	27	43
Fort Worth, Tex	b 35,000	Polytechnic College	25	4	29	46
Georgetown, Tex	2,447	Southwestern University	31	4	35	228
Greenville, Tex	4,330	Burleson College	40	6	46	47
San Antonio, Tex	b 48,000	St. Louis College	63	0	63	17
Tehuacana, Tex	(a)	Trinity University	18	1	19	71
Waco, Tex	b 16,000	Add-Ran Christian University	16	9	25	130
Bridgewater, Va	(a)	Bridgewater College	10	4	14	21
Fredericksburg, Va	4,528	Fredericksburg College	13	8	21	79
Hampden-Sidney, Va	(a)	Hampden-Sidney College	13	0	13	128
Burton, Wash	(a)	Vashon College	9	7	16	34
Colfax, Wash	1,649	Colfax College	6	2	8	5
Spokane, Wash	b 35,000	Gonzaga College	35	0	35	100
Sumner, Wash	(a)	Whitworth College	3	4	7	11
Tacoma, Wash	b 41,000	Puget Sound University	11	7	18	25
Vancouver, Wash	3,545	St. James College	17	0	17	23
Barboursville, W. Va	(a)	Barboursville Male and Female College	5	1	6	60
Morgantown, W. Va	1,011	West Virginia University	32	6	38	322
Appleton, Wis	b 15,000	Lawrence University	37	27	64	117
Beloit, Wis	b 9,000	Beloit College	22	0	22	286
Milton, Wis	(a)	Milton College	5	3	8	53
Milwaukee, Wis	b 248,870	Marquette College	62	0	62	55
Watertown, Wis	b 10,500	Northwestern University	21	5	26	64

a Less than 1,000 population. b Estimated population in 1897.

TABLE 6.—*Public normal schools in the United States having students in commercial or business courses in 1897–98.*

Post-office and State.	Population in 1890.	Name of school.	Students in business course.			Total number of students.
			Male.	Female.	Total.	
1	2	3	4	5	6	7
Livingston, Ala	(a)	Alabama Normal College for Girls	0	9	9	157
Milledgeville, Ga	3,322	Georgia Normal and Industrial College	0	32	32	450
Lewiston, Idaho	(a)	State Normal School	8	3	11	141
Dexter, Iowa	(a)	Dexter Normal School	5	0	5	160
Rockwell City, Iowa	1,689	Calhoun County Normal School	15	15	30	130
Woodbine, Iowa	(a)	Woodbine Normal School	35	21	56	529
Hazard, Ky	(a)	Hazard Normal School	20	2	22	314
Louisville, Ky	b 220,000	Normal School	26	188	214	798
Temple Hill, Ky	(a)	Temple Hill Normal Academy	3	0	3	104
Abbeville, Miss	(a)	Abbeville Normal School	5	0	5	145
Louisville, Miss	(a)	Louisville Normal School	5	3	8	137
Troy, Miss	(a)	Mississippi Normal High School	5	3	8	155
Silver City, N. Mex	2,102	Normal School of New Mexico	2	4	6	66
Greensboro, N. C	3,317	State Normal and Industrial College	0	50	50	675
Clarion, Pa	2,164	Clarion State Normal School	22	18	40	670
Indiana, Pa	1,963	Indiana Normal School of Pennsylvania	6	11	17	528
Rock Hill, S. C	2,744	Winthrop Normal and Industrial College	0	49	49	218
Athens, W. Va	(a)	Concord State Normal School	5	1	6	236
Huntington, W. Va	10,108	Marshall College, State Normal School	70	40	110	388

a Less than 1,000 population. b Estimated population in 1897.

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TABLE 7.—*Private high schools and academies in the United States having 30 or more students in commercial or business courses in 1897–98.*

Post-office and State.	Population in 1890.	Name of school.	Secondary students in business course.			Total number of secondary students.
			Male.	Female.	Total.	
Montevallo, Ala	(a)	Alabama Girls' Industrial School	0	130	130	200
Leadville, Colo	b 9,094	St. Mary's School	26	28	54	54
Washington, D. C	b 280,000	Linthicum Institute	43	0	43	43
Chicago, Ill	b 1,850,000	De La Salle Institute	150	0	150	200
Dixon, Ill	5,161	Steinmann Institute	20	10	30	30
Elgin, Ill	b 22,915	Elgin Academy	43	16	59	83
Mount Morris, Ill	(a)	Mount Morris College	33	22	55	220
Nora Springs, Iowa	(a)	Nora Springs Seminary and Business College.	53	5	58	433
Louisville, Ky	b 220,000	St. Xavier's College	80	0	80	90
Bucksport, Me	2,921	East Maine Conference Seminary	25	20	45	144
Saco, Me	6,075	Thornton Academy	39	23	62	189
Baltimore, Md	b 431,851	Calvert Hall College	73	0	73	109
McDonogh, Md	(a)	McDonogh Institute	40	0	40	71
Benton Harbor, Mich	3,692	Benton Harbor College	31	16	47	334
Fergus Falls, Minn	3,772	Park Region Lutheran College	35	5	40	40
St. Paul, Minn	133,156	Cretin High School	105	0	105	105
Natchez, Miss	b 8,400	Cathedral School	65	0	65	65
Lexington, Mo	4,537	Wentworth Military Academy	44	0	44	89
St. Louis, Mo	b 713,042	Toensfeldt's Educational Institute	36	0	36	36
Do		Walther College	72	4	76	115
Pawnee City, Nebr	1,550	Pawnee City Academy	33	11	44	53
Manchester, N. H	44,126	St. Augustine's Academy	76	0	76	76
Do		St. Joseph's High School	60	0	60	60
Jersey City, N. J	b 135,634	St. Peter's College	80	0	80	160
Bridgeton, N. J	11,424	South Jersey Institute	49	10	59	121
New York, N. Y	b 2,100,000	De La Salle Institute	50	0	50	160
Do		La Salle Academy	45	0	45	95
Oak Ridge, N. C	(a)	Oak Ridge Institute	100	4	104	155
Mount Angel, Oreg	(a)	Mount Angel College	40	0	40	51
Allegheny, Pa	105,287	Park Institute	82	23	105	186
Greensburg, Pa	4,202	Greensburg Seminary	25	26	51	279
Loretto, Pa	(a)	St. Francis College	40	0	40	45
Pittsburg, Pa	b 280,000	Pittsburg Academy	30	20	50	321
Scranton, Pa	b 46,200	St. Thomas College	50	0	50	150
Manning, S. C	1,069	Manning Academy	100	37	137	181
Provo, Utah	5,159	Brigham Young Academy	73	2	75	540
Salt Lake City, Utah	66,081	Latter Day Saints' College	70	50	120	120
Montpelier, Vt	4,160	Montpelier Seminary	35	20	55	220
Rutland, Vt	11,760	Rutland English and Classical Institute	82	57	139	187
Milwaukee, Wis	b 248,870	St. Josaphat's High School	52	0	52	52

a Less than 1,000 population. b Estimated population for 1897.

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TABLE 8.—*Public high schools in the United States having 50 or more students in commercial or business courses in 1897-98.*

Post-office and State.	Population in 1890.	Name of school.	Secondary students in business course.			Total number of secondary students in the school.
			Male.	Female.	Total.	
Mariana, Ark	b 1,126	Male and Female Institute	68	102	170	170
Benicia, Cal	b 2,361	High School	13	20	33	33
Grass Valley, Cal	(a)	do	26	34	60	75
Los Angeles, Cal	105,228	do	110	125	235	1,370
San Diego, Cal	17,362	do	40	44	84	432
San Francisco, Cal	355,781	Polytechnic High School	185	165	350	650
Stockton, Cal	17,845	High School	35	43	78	267
Denver, Colo	139,412	High School (District No. 1)	39	28	67	877
Do		High School (District No. 2)	13	42	55	430
Denver (Highlands), Colo.		North Side High School	27	39	66	414
Trinidad, Colo	b 5,523	High School	31	39	70	176
Bridgeport, Conn	57,508	do	49	38	87	386
Hartford, Conn	70,426	do	30	30	60	329
Meriden, Conn	20,549	do	24	37	61	235
New Britain, Conn	19,948	do	28	52	80	288
New Canaan, Conn	b 2,701	do	52	50	102	102
New Haven, Conn	95,251	Hillhouse High School	54	120	174	841
Southington, Conn	b 5,501	Lewis High School	16	38	54	145
Stamford, Conn	20,981	High School	26	30	56	213
Wilmington, Del	68,431	do	41	60	101	622
Washington, D. C	280,000	Business High School	260	290	550	550
Do		Colored High School	52	34	86	690
Atlanta, Ga	65,876	Girls' High School	0	82	82	472
Cairo, Ill	11,499	High School	33	49	82	211
Chicago, Ill	1,850,000	English High and Manual Training School.	35	0	35	476
Elgin, Ill	22,915	High School	40	22	62	337
Galesburg, Ill	15,912	do	99	125	224	461
Morris, Ill	b 3,653	do	22	44	66	125
Mount Carmel, Ill	b 3,376	do	40	63	103	103
Rockford, Ill	28,455	do	40	60	100	449
Sumner, Ill	b 1,037	do	38	39	77	77
Indianapolis, Ind	114,096	do	24	49	73	1,117
Lafayette, Ind	13,147	West Lafayette High School	68	72	140	140
Albia, Iowa	b 2,359	High School	23	35	58	160
Burlington, Iowa	21,190	do	73	71	144	367
Council Bluffs, Iowa	16,428	do	59	41	100	403
Des Moines, Iowa	b 50,093	West Des Moines High and Industrial School.	35	20	55	528
Fayette, Iowa	b 1,062	High School	33	37	70	70
Lyons, Iowa	b 5,799	Independent High School	18	46	64	110
Manchester, Iowa	b 2,344	High School	36	24	60	150
Marble Rock, Iowa	(a)	do	15	35	50	55
Marion, Iowa	b 3,094	do	59	50	109	228
Sioux City, Iowa	53,068	do	54	6	60	497
Stuart, Iowa	b 2,052	do	51	79	130	130
Hutchinson, Kans	9,601	do	30	70	100	210
Wamego, Kans	b 1,473	do	30	40	70	118
New Orleans, La	260,000	McDonough High School No. 1	245	0	245	265
Baltimore, Md	431,851	Eastern Female High School	0	79	79	456
Do		Western Female High School	0	84	84	960
Do		Polytechnic Institute, Colored	27	0	27	27
Boston, Mass	515,201	Girls' High School	0	56	56	1,003
Do		Roxbury High School	17	44	61	632
Brockton, Mass	39,131	High School	81	91	172	488
Cambridge, Mass	49,805	English High School	58	82	140	713
Danvers, Mass	b 7,454	Holten High School	23	34	57	199
Everett, Mass	b 11,068	High School	56	54	110	298
Fall River, Mass	104,031	B. M. C. Durfee High School	73	50	123	704
Fitchburg, Mass	29,846	High School	70	73	143	540
Gloucester, Mass	27,113	do	22	31	53	386
Holyoke, Mass	b 35,637	do	50	0	50	495
Lynn, Mass	68,970	English High School	107	172	279	492
Malden, Mass	31,288	High School	35	51	86	413
Milford, Mass	7,729	do	30	39	69	150
New Bedford, Mass	35,132	do	50	60	110	400
Newton, Mass	27,797	do	40	31	71	626
Quincy, Mass	11,115	do	113	65	178	429
Salem, Mass	35,078	Classical High School	35	67	102	434
Worcester, Mass	104,170	English High School	51	85	136	984
Detroit, Mich	196,479	Central High School	156	53	209	2,065

a Less than 1,000 population. b Estimated population in 1897.

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TABLE 8.—*Public high schools in the United States having 50 or more students in commercial or business courses in 1897–98*—Continued.

Post-office and State.	Population in 1890.	Name of school.	Secondary students in business course.			Total number of secondary students in the school.
			Male.	Female.	Total.	
Flint, Mich.	9,756	High School	42	49	91	363
Grand Rapids, Mich.	77,670	Central High School	134	108	242	1,271
Kalamazoo, Mich.	18,289	High School	32	23	55	409
Muskegon, Mich.	18,768	do	45	40	85	420
Saginaw, Mich.	24,630	East Side High School	30	37	67	595
St. Paul, Minn.	b 133,156	Mechanics' Arts High School	25	65	90	309
Harrisonville, Mo.	b 1,645	High School	23	47	70	114
St. Joseph, Mo.	61,378	do	30	36	66	510
St. Louis, Mo.	713,042	Normal and High School	122	74	196	2,049
Springfield, Mo.	b 21,850	High School	29	24	53	488
Humboldt, Nebr.	b 1,114	do	24	27	51	85
Nebraska City, Nebr.	b 11,494	do	31	35	66	210
Riverton, Nebr.	(a)	do	25	30	55	55
Carson City, Nev.	b 3,950	do	20	32	52	112
Virginia City, Nev.	b 8,511	do	30	36	66	114
Laconia, N. H.	b 6,143	do	43	31	74	153
Elizabeth, N. J.	b 37,764	Battin High School	46	80	126	280
Hackensack, N. J.	b 6,004	High School	39	20	59	159
Hoboken, N. J.	b 43,648	do	27	60	87	200
Jersey City, N. J.	135,634	do	117	198	315	900
Keyport, N. J.	b 3,411	do	25	33	58	73
Mount Holly, N. J.	(a)	do	27	37	64	64
Phillipsburg, N. J.	8,445	do	15	74	89	114
Trenton, N. J.	b 57,458	do	50	38	88	498
Albany, N. Y.	51,654	do	175	350	525	828
Attica, N. Y.	b 1,994	do	34	22	56	149
Brooklyn, N. Y.	1,150,000	Boys' High School	659	0	659	1,406
Brooklyn (Flatbush avenue), N. Y.		Erasmus Hall High School	45	44	89	648
Brooklyn, N. Y.		Girls' High School	0	638	638	2,265
Buffalo, N. Y.	b 365,664	Central High School	97	106	203	2,189
Jamaica, N. Y.	b 5,361	High School	26	23	49	116
New York City, N. Y.	2,100,000	East Side Evening High School	280	0	280	710
Do		Evening High School	223	0	223	799
Do		Harlem Evening High School	587	0	587	1,974
Asheville, N. C.	11,470	Orange Street High School	25	35	60	120
Cleveland, Ohio	312,704	Central High School	178	26	204	1,947
Do		South High School	46	17	63	356
Do		West High School	131	42	173	941
Columbus, Ohio	130,000	Central High School	27	42	69	778
Do		East High School	41	29	70	417
Do		South High School	58	27	85	395
Mount Vernon, Ohio	6,181	Central High School	34	41	75	231
Painesville, Ohio	b 4,755	High School	57	40	97	224
Portland, Oreg.	99,629	do	75	63	138	979
Allentown, Pa.	16,830	do	81	71	152	327
Bradford, Pa.	b 10,514	do	40	90	130	327
Easton, Pa.	12,913	do	34	25	59	286
Erie, Pa.	38,445	do	73	75	148	606
Harrisburg, Pa.	45,385	do	65	56	121	685
Middletown, Pa.	b 5,080	do	18	33	51	107
Northumberland, Pa.	b 2,744	do	29	56	85	85
Philadelphia, Pa.	1,523,581	High School for Girls	0	589	589	2,148
Pittsburg, Pa.	280,000	Central High School	335	236	571	1,862
Reading, Pa.	85,661	Boys' High School	68	0	68	283
Do		Girls' High School	0	79	79	370
Scranton, Pa.	46,200	High School	74	101	175	597
Williamsport, Pa.	b 27,132	do	28	33	61	316
York, Pa.	16,959	do	35	16	51	325
Pawtucket, R. I.	36,057	do	50	37	87	323
Providence, R. I.	166,854	English High School	88	129	217	945
Chattanooga, Tenn.	33,690	High School	30	20	50	248
Petersburg, Va.	b 22,680	do	23	56	79	284
Portsmouth, Va.	15,977	do	29	49	78	78
Richmond, Va.	78,979	do	93	49	142	884
Janesville, Wis.	11,521	do	50	60	110	401
Milwaukee, Wis.	248,870	East Side High School	49	53	102	576
Do		South Side High School	46	57	103	420
Do		West Division High School	26	28	54	637
Plymouth, Wis.	b 1,503	Free High School	62	62	124	124
Tomahawk, Wis.	b 1,816	State High School	36	44	80	80

a Less than 1,000 population. b Estimated population in 1897.

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	ALABAMA.				
1	Birmingham	Birmingham Business College	Willard J. Wheeler	2	1
	ARKANSAS.				
2	Arkadelphia	Ouachita Business College	B. H. Parrish	2	0
3	Fort Smith	Fort Smith Commercial College	George M. Neale	2	1
	ARIZONA.				
4	Phœnix	Lamson Business College	E. M. Lamson	2	1
	CALIFORNIA.				
5	Eureka	Eureka Business College	C. J. Craddock	3	1
6	Los Angeles	Woodbury Business College	N. G. Felker	4	2
7	Oakland	Aydelotte's Business College	J. H. Aydelotte	4	5
8	Sacramento	Atkinson's Business College*	E. C. Atkinson	5	1
9	do	Moynahan's Business College*	John D. Moynahan	2	1
10	San Francisco	Ayres's Business College	W. F. Ayres	2	5
11	do	Heald's Business College	E. P. Heald	13	11
12	do	San Francisco Business College	J. A. Wiles	8	3
13	San Jose	San Jose Business College	N. P. Chittenden	3	4
14	Santa Ana	Orange County Business College	R. L. Bisby	2	1
15	Santa Barbara	Santa Barbara Business College	E. B. Hoover	1	1
16	Santa Cruz	Chestnutwood's Business College	H. E. Cox	2	1
17	Santa Rosa	Santa Rosa Business College	J. S. P. Sweet	2	1
18	Stockton	Stockton Business College	Wm. C. Ramsey	9	2
	COLORADO.				
19	Denver	Wallace Business College	R. J. Wallace	2	2
20	Pueblo	Pueblo Business College	C. H. Donaldson	1	2
21	Trinidad	Trinidad Business College	W. E. Anderson	4	3
	CONNECTICUT.				
22	Bridgeport	Martin's Business College	T. W. England	1	2
23	Hartford	Hartford Business College	Edward H. Morse	8	6
24	do	Huntsinger's Business College*	E. M. Huntsinger	5	3
25	do	Olmstead Commercial College*	E. M. Olmstead	2	1
26	New Haven	Child's Business College	S. P. Butler	3	2
27	do	Gaffey's Shorthand School*	John F. Gaffey	1	1
28	do	Yale Business College	R. C. Loveridge	3	2
29	Norwich	Norwich Business College	W. E. Canfield	4	2
30	Stamford	Merrill College	Mrs. M. A. Merrill	2	4
	DELAWARE.				
31	Wilmington	Goldey Commercial and Shorthand College	H. S. Goldey	3	5
	DIST. OF COLUMBIA.				
32	Washington	Business High School	Allan Davis	7	13
33	do	Columbia College of Commerce	C. K. Urner	3	2
34	do	Spencerian Business College*	Mrs. Sara A. Spencer	2	3
35	do	Tanner's Shorthand and Business College	Hudson C. Tanner	1	3
36	do	Wood's Commercial College	Court F. Wood	5	4
	FLORIDA.				
37	Tampa	Tampa Business College	L. M. Hatton	4	1

* From 1896-97.

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schools in the United States, 1897–98.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.	Graduates in amanuensis course.	
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.			
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
117	59	176	117	59	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	....	1
14	12	26	14	12	....	....	....	....	10	4	6	6	....	....	....	....	5	.....	7	8	2
153	87	240	139	85	14	2	74	8	94	22	59	63	153	85	7	1	6	10	55	56	3
32	18	50	23	18	9	0	25	7	11	9	0	0	21	9	0	0	10	20	3	0	4
21	14	35	15	10	6	4	....	....	19	12	6	3	....	....	....	....	9	12	19	....	5
183	92	275	163	82	20	10	....	....	125	75	20	25	....	....	....	....	6	10	....	....	6
144	74	218	144	74	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	....	7
232	99	331	215	94	17	5	....	....	185	51	41	63	....	....	....	....	.....	.....	....	....	8
38	15	53	30	12	8	3	25	10	15	9	15	6	8	5	2	1	10	12	25	8	9
92	247	339	69	222	25	23	80	25	84	201	84	240	....	....	21	18	4	6	264	306	10
484	174	658	406	142	78	32	326	45	390	136	390	136	0	0	14	21	.....	.....	197	102	11
568	327	895	482	253	86	74	216	22	460	104	120	223	3	....	5	3	6	12	264	288	12
101	62	163	101	62	....	....	....	....	84	46	24	16	....	....	....	....	.....	.....	48	10	13
56	31	87	46	30	10	1	....	....	40	25	4	14	6	2	0	0	6	9	26	20	14
27	13	40	27	13	...	....	....	....	30	16	1	3	5	....	0	0	10–24	.....	1	....	15
80	20	100	80	20	....	....	....	....	80	20	....	....	....	....	....	....	7	.....	....	....	16
104	28	132	98	24	6	4	66	4	102	22	2	6	....	....	....	....	6	12	40	8	17
150	150	300	150	150	....	....	200	....	100	50	20	30	....	....	....	....	10–12	.....	40	15	18
152	34	186	152	34	....	....	....	....	152	34	0	0	0	0	5	3	8	14	11	0	19
54	33	87	40	25	14	8	15	8	50	5	5	24	5	3	0	0	6–12	6–24	0	0	20
128	64	192	76	44	52	20	88	38	92	44	32	24	28	32	....	....	9	12	10	2	21
50	75	125	45	50	5	25	40	15	50	75	50	75	50	75	....	....	9	.....	55	55	22
343	143	486	307	119	36	24	200	50	301	23	18	144	....	....	....	....	10	5	77	107	23
293	146	439	293	146	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	....	24
65	85	150	35	65	30	20	35	20	....	....	0	0	0	0	6	12	6	12	110	0	25
73	36	109	73	36	....	....	60	25	....	....	....	....	10	30	0	0	8–10	12–16	....	....	26
75	290	365	50	250	25	40	50	20	0	0	50	250	0	0	0	0	3–6	6–12	....	125	27
53	37	90	53	37	....	....	45	....	33	26	10	21	....	....	....	....	.....	.....	45	20	28
64	37	101	48	30	16	7	70	20	43	18	5	12	34	14	....	....	10	15	67	10	29
60	50	110	43	44	17	6	75	8	25	9	27	26	12	5	0	0	.....	.....	23	15	30
288	100	388	170	80	118	20	....	....	250	40	40	60	....	....	....	....	8	.....	29	33	31
289	312	601	289	312	0	0	453	0	289	312	289	312	289	312	0	0	18	0	90	90	32
193	58	251	114	31	79	27	....	....	....	....	....	....	....	....	....	....	6–24	10–30	40	25	33
192	81	273	127	60	65	21	138	70	107	45	32	85	192	81	0	0	10–20	10–30	54	20	34
130	142	272	87	96	43	46	....	....	44	21	....	....	....	....	0	0	.....	.....	....	....	35
277	145	422	222	130	55	15	....	....	62	56	49	55	140	60	0	0	10	9	36	32	36
53	34	87	48	32	5	2	....	....	....	....	....	....	....	....	....	....	6	8–10	10	16	37

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	GEORGIA.				
38	Atlanta	Southern Business University*	A. C. Briscoe	5	1
39	do	St. Patrick's Commercial Institute	Bro. Odson	5	0
40	Columbus	Massey Business College	R. W. Massey	4	2
41	Rome	Rome Business College	H. S. Shockey	1	2
42	Savannah	Richmond Business College	C. S. Richmond	2	3
	ILLINOIS.				
43	Amboy	Amboy Business College	D. Brehaut	2	0
44	Belleville	Belleville Commercial and Shorthand College.	Jos. P. Foelber	2	1
45	Bloomington	Brown's Business College Company	J. N. Wright	3	1
46	Chicago	Chicago Business College*	A. C. Gonding	10	1
47	do	Jones Business College	Chas. E. Jones	4	4
48	do	Kimball's Business Training School	D. Kimball	2	...
49	do	Metropolitan Business College	O. M. Powers	14	4
50	do	St. Patrick's Commercial Academy	Bro. Baldwin	11	0
51	Danville	Danville Business College	P. B. Warr	2	1
52	Decatur	Brown's Decatur Business College	G. W. Brown	5	2
53	Elgin	Drew's Business College*	W. A. Drew	2	2
54	do	Elgin Business College	W. H. Callow	2	2
55	Freeport	Freeport College of Commerce	J. J. Nagle	4	2
56	Galesburg	Brown's Galesburg Business College	W. F. Cadwell	5	1
57	Jacksonville	Brown's Business College	G. W. Brown	3	1
58	Joliet	Putland Business College	W. D. Putland	1	2
59	Kankakee	Kankakee Business College	N. L. Richmond	2	1
60	Lincoln	Lincoln Business College	W. R. Whetsler	2	1
61	Monmouth	Monmouth Business College	T. F. Heckert	2	1
62	Ottawa	Ottawa Business College	G. W. Brown, jr	2	2
63	Peoria	Brown's Peoria Business College	G. W. Brown	5	2
64	Quincy	Gem City Business College	W. H. Johnson	7	2
65	Rockford	Rockford Business College	do	6	2
66	Rock Island	Augustana Business College	D. O. Olsson	3	1
	INDIANA.				
67	Evansville	Columbia Commercial College	Curmick and Wilson	6	0
68	Frankfort	Minor's Business College	Freeman C. Minor	3	1
69	Fort Wayne	Peoples' Fort Wayne Business College	L. D. Peoples	5	0
70	do	International Business College*	Thomas L. Staples	2	2
71	Huntington	Huntington Business University	O. E. Hawkins	2	1
72	Indianapolis	Indianapolis Business University*	E. J. Heeb	...	...
73	do	Indianapolis College of Commerce*	C. S. Perry	5	1
74	do	Vories's Business College	Hervy D. Vories	6	5
75	Lafayette	Union Business College	Stanley A. Drake	5	1
76	Logansport	Hall's Business College	C. F. Moore	6	0
77	Marion	Marion Business College	J. D. Brunner	2	1
78	Muncie	Business College and School of Shorthand	J. W. Howard	2	3
79	New Albany	New Albany Business College	D. M. Hammond	2	2
80	Richmond	Richmond Business College	O. E. Fulghum	5	3
81	South Bend	South Bend Commercial College	W. T. Boone	3	2
82	Terre Haute	Garvin Commercial College	W. H. Garvin	3	1
83	do	Terre Haute Commercial College	W. T. Isbell	2	2
84	Valparaiso	Northern Indiana Business College*	H. B. Brown	3	3
	IOWA.				
85	Burlington	Elliott Business College*	D. A. Hebel	3	3
86	Cedar Rapids	Cedar Rapids Business College	A. M. Palmer	5	1
87	Clinton	Clinton Business College	B. J. Heflin	3	1
88	Council Bluffs	Western Iowa College	W. S. Paulson	3	1
89	Des Moines	Capital City Commercial College	J. M. Mehan	5	4
90	do	Iowa Business College	A. C. Jennings	5	1

* From 1896-97.

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schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.				
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Graduates in commercial course.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
282	72	354	254	70	28	2	150	25	115	35	115	35	115	35	10	....	6	6	65	40	38
185	0	185	180	0	5	0	156	5	20	0	0	0	154	0	0	0	3	2	3	0	39
225	25	250	225	25	....	....	100	40	....	....	....	....	....	....	....	....	4	8	40	42	40
83	76	159	83	76	....	....	38	....	83	76	68	59	13	11	5	3	4	6	104	61	41
140	49	189	90	39	50	10	145	49	....	....	....	....	....	....	....	....	6	12	....	....	42
25	20	45	25	20	0	0	18	0	6	1	6	5	5	10	0	0	6	0	1	8	43
62	14	76	39	14	23	0	38	22	48	10	12	8	46	10	0	0	6–12	12–18	6	5	44
92	30	122	92	30	....	....	....	....	....	....	....	....	....	....	....	....	6–9	.....	12	8	45
677	453	1,130	542	392	135	61	350	60	377	82	93	251	209	63	....	....	12	16	360	248	46
199	230	429	122	147	77	83	....	....	....	....	....	....	....	....	....	....	6–9	12–18	....	....	47
29	50	79	19	43	10	7	15	3	4	6	15	37	....	....	....	....	4	6	6	30	48
995	567	1,562	823	508	172	59	420	85	640	79	96	429	259	59	0	0	12	.....	27	23	49
410	0	410	410	0	....	....	350	....	130	0	....	....	410	....	100	0	24	.....	16	....	50
37	29	66	37	29	....	....	55	....	42	3	18	28	....	....	....	....	9	.....	29	40	51
94	58	152	75	51	19	7	....	....	81	16	14	41	....	....	0	0	6–9	18–24	11	1	52
55	20	75	45	15	10	5	....	....	50	15	....	....	5	5	....	....	9	14	9	....	53
71	63	134	38	37	33	26	...	....	69	34	2	29	0	0	0	0	9	12	12	10	54
83	34	117	53	29	30	5	....	....	57	13	15	15	11	6	....	....	6–9	.....	4	16	55
90	46	136	76	37	14	9	80	18	81	24	33	31	....	....	0	0	6–18	.....	9	9	56
65	45	110	65	45	....	....	85	....	54	29	16	28	....	....	....	....	6	.....	25	5	57
49	66	115	24	51	25	15	65	20	10	7	15	37	3	3	....	....	6–8	.....	....	....	58
61	23	84	44	20	17	3	35	16	44	10	11	15	3	1	0	0	7	12	15	17	59
47	27	74	34	27	13	0	24	8	39	17	8	10	0	0	0	0	6–10	8-20	7	9	60
64	18	82	40	15	24	3	31	8	59	6	2	10	5	6	....	....	8	8	10	3	61
70	34	104	56	29	14	5	....	....	33	13	23	16	0	0	0	0	7	.....	11	5	62
125	85	210	100	75	25	10	90	20	100	40	20	50	....	....	....	....	12	.....	13	14	63
450	200	650	375	175	75	25	200	50	150	50	25	80	60	65	0	0	6–8	0	....	....	64
301	197	498	250	187	51	10	250	50	250	50	15	40	40	50	0	0	6–12	0	29	20	65
113	57	170	78	39	40	13	....	....	113	57	0	0	0	0	0	0	9	.....	46	0	66
150	52	202	104	41	46	11	....	....	107	12	32	40	0	0	12	0	.....	.....	....	....	67
115	85	200	90	70	25	15	75	16	71	40	19	21	7	4	10	6	6–8	12	65	25	68
92	28	120	43	17	49	11	52	48	65	2	35	21	....	7	0	0	10	24	14	20	69
116	71	187	65	61	51	10	85	46	130	30	28	59	10	5	....	....	10	20	35	31	70
96	49	145	90	40	6	9	40	10	65	33	66	38	71	34	....	....	6–9	7-10	83	65	71
280	200	480	260	80	20	120	38	....	....	....	....	....	....	....	....	....	6	18	35	41	72
200	155	355	125	115	75	40	100	50	150	50	40	115	50	....	50	50	5–6	12	....	....	73
335	248	583	245	188	90	60	174	94	292	211	185	214	9	11	0	0	6	12	62	63	74
112	96	208	102	96	10	0	180	8	100	50	12	40	0	6	6	0	6	8	25	26	75
90	70	160	70	50	20	20	70	20	70	30	60	50	10	5	....	....	6	12	23	0	76
65	43	108	51	32	14	11	43	18	89	17	14	33	11	6	0	0	8	20	12	7	77
125	98	223	104	90	21	8	140	25	125	90	125	90	3	0	8	0	8–12	10–18	130	130	78
57	61	118	49	54	8	7	60	19	42	10	11	33	....	....	....	....	6	.....	24	14	79
141	55	196	119	54	22	2	125	15	87	37	19	15	13	2	....	....	6	18	38	4	80
88	71	159	41	55	47	16	....	....	42	13	22	37	19	2	....	....	.....	.....	9	2	81
89	42	131	72	39	17	3	85	17	65	9	7	34	0	0	0	0	6–8	.....	37	35	82
69	45	114	69	45	....	....	....	....	....	....	....	....	....	....	....	....	10	4	33	38	83
831	272	1,103	831	272	0	0	728	0	423	225	201	254	831	272	0	0	36	0	421	321	84
415	90	505	275	80	140	10	100	80	250	25	25	50	140	10	0	0	6–12	.....	25	26	85
200	100	300	200	100	0	0	150	0	200	25	25	75	....	....	0	0	9	0	20	20	86
94	76	170	94	76	....	....	....	....	81	52	34	68	....	....	....	....	6	.....	46	52	87
90	60	150	73	48	17	12	25	18	35	23	20	30	25	20	0	0	.....	.....	8	7	88
287	144	431	287	144	....	....	160	....	200	17	63	105	24	22	....	....	6	.....	29	31	89
200	60	260	195	58	5	2	120	....	88	18	47	40	200	60	65	10	6	.....	26	38	90

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	IOWA—continued.				
91	Dubuque	Bayless Business College	C. Bayless	3	2
92	Fairfield	Fairfield Business College	Fred. W. Cook	2	1
93	Iowa City	Iowa City Commercial College	J. H. Williams	5	3
94	Marshalltown	Marshall Business College	J. R. Starr	1	1
95	Mason City	Mason City Commercial College*	H. J. Knapp	2	1
96	Muscatine	Muscatine Business College	F. H. Shinn	2	2
97	Oskaloosa	Oskaloosa Business College	B. A. Wright	1	1
98	Ottumwa	Ottumwa Business College	J. W. Bryan	3	2
99	Sioux City	Metropolitan Business College	H. A. Miller	4	2
100	Webster City	Webster City College of Commerce	J. F. Robinson	1	1
	KANSAS.				
101	Atchison	Atchison Business College	A. F. Heck	3	1
102	Lawrence	Lawrence Business College	J. C. Stevenson	4	0
103	Leavenworth	Central Business College	N. B. Leach	1	1
104	Parsons	Parsons Business College	J. C. Olson	4	1
105	Topeka	Pond's Business College	M. A. Pond	1	1
	KENTUCKY.				
106	Louisville	Bryant and Stratton Business College	Edwin J. Wright	6	1
	LOUISIANA.				
107	New Orleans	Soulé Commercial College	George Soulé	8	2
	MAINE.				
108	Bangor	Bangor Business College	T. W. Burr	1	4
109	Lewiston	Lewiston Business College	N. E. Rankin	1	1
110	Portland	Gray's Portland Business College	Frank S. Gray	4	1
111	.....do	The Shaw Business College	F. L. Shaw	4	1
112	Rockland	Rockland Commercial College	H. A. Howard	3	1
	MARYLAND.				
113	Baltimore	Eaton and Burnett Business College	A. H. Eaton	8	0
114	Hagerstown	Wolf's Business College	D. Elmer Wolf	3	0
	MASSACHUSETTS.				
115	Boston	A. O. Hall's Business and Trade School	Aldis O. Hall	6	4
116	.....do	Bryant and Stratton Commercial College	H. E. Hibboro	15	8
117	.....do	Bradford Commercial College	E. E. Bradford	1	1
118	.....do	French's Business College*	Charles French	2	1
119	Holyoke	Childs' Business College*	C. H. Childs	2	2
120	Lawrence	Cannon's Commercial College*	Gordon C. Cannon	2	4
121	Lowell	Lowell Commercial College	A. C. Blaisdell	4	5
122	Pittsfield	Berkshire Business College	A. S. Fries	2	1
123	Salem	Salem Commercial School	George P. Lord	3	3
124	.....do	Spence and Peaslee Business College*	F. A. Spence	4	2
125	Springfield	Childs' Business School	B. J. Griffin	3	2
126	Worcester	Becker's Business College	E. C. A. Becker	3	2
127	.....do	Hinman's Business College	Albert H. Hinman	3	2
	MICHIGAN.				
128	Adrian	Brown's Business University*	L. S. Brown	1	2
129	Alpena	Alpena Business College	C. H. Derlin	3	5
130	Battle Creek	Krug's Business College*	J. B. Krug	3	0
131	.....do	Michigan Business College	C. J. Argubright	2	0
132	Bay City	Bay City Business College	R. R. Lane	3	1
133	Detroit	Detroit School of Business	E. E. Aduiene	5	1

* From 1896-97.

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schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.				
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Graduates in commercial course.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
166	69	235	130	60	36	9	70	25	107	15	23	45	0	0	0	0	6	12	20	31	91
36	12	48	33	11	3	1	....	....	21	3	1	6	6	8	....	....	.....	.....	1	0	92
58	12	70	58	12	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	93
30	40	70	25	35	5	5	....	....	20	15	15	25	.....	.....	.....	.....	7-9	14	14	13	94
14	5	0	0	0	....	....	....	....	8	1	2	2	4	1	0	0	6-9	.....	....	....	95
84	29	113	54	20	30	9	....	....	40	15	10	20	5	4	....	....	10	.....	32	9	96
15	15	30	13	15	2	0	16	2	12	10	3	10	1	0	0	0	6	6	4	1	97
180	160	340	180	160	....	....	63	35	100	40	16	24	64	96	....	....	7	12	43	32	98
210	125	335	210	125	....	....	250	....	75	30	80	15	20	15	....	....	6	0	35	40	99
23	7	30	23	7	....	....	9	....	15	3	4	5	7	1	....	....	7	0	2	3	100
70	40	110	40	30	30	10	45	30	58	10	15	25	2	0	0	0	9	.....	10	18	101
76	30	106	69	28	7	2	45	9	43	7	25	24	2	0	0	0	6-9	12	17	5	102
54	23	77	33	14	21	9	18	15	15	5	12	8	6	1	....	....	.....	.....	....	7	103
80	75	155	55	35	25	40	45	30	50	30	20	40	0	0	0	0	6	.....	37	35	104
48	12	60	28	10	20	2	25	15	25	10	0	0	9	16	....	....	6	6	18	0	105
302	149	451	212	123	90	26	....	....	162	80	74	100	0	0	26	9	6	12	177	143	106
410	73	483	268	57	142	16	175	75	171	15	54	47	185	11	0	0	4-12	9-15	31	6	107
87	43	130	87	43	....	....	....	....	53	27	17	33	....	....	....	....	6	.....	12	16	108
69	40	109	45	26	24	14	27	16	56	22	13	18	0	0	0	0	6	12	16	5	109
230	109	339	230	109	....	....	....	....	213	50	17	59	....	....	....	....	6	.....	29	33	110
300	200	500	300	200	0	0	....	....	200	150	40	110	....	....	....	....	6	.....	175	105	111
142	96	238	142	96	0	0	60	0	112	72	5	28	9	12	0	0	6-8	0	51	16	112
300	100	400	200	75	100	25	....	....	258	28	65	75	45	23	0	0	5-7	12-18	66	122	113
54	30	84	41	28	13	2	....	....	21	10	15	14	38	20	0	0	10	.....	3	4	114
130	200	330	130	200	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	6	.....	.....	....	115
500	200	700	500	200	....	....	....	....	.....	.....	.....	.....	.....	.....	.....	.....	10-15	.....	70	....	116
26	30	56	9	14	17	16	15	18	20	12	8	24	0	0	0	0	10-20	6-12	1	6	117
63	41	104	63	41	0	0	36	0	54	27	....	.....	.....	.....	.....	.....	6-9	0	89	....	118
55	45	100	22	26	33	19	30	23	53	12	7	28	....	....	....	....	10	20	11	14	119
60	60	120	20	30	40	30	25	40	50	30	10	30	0	0	0	0	6	12	9	7	120
90	115	205	50	60	40	55	45	50	40	30	10	15	45	15	0	0	6	10	....	....	121
49	47	96	49	47	....	....	30	....	35	24	20	38	10	4	....	....	.....	.....	15	19	122
99	71	170	64	55	35	16	64	12	81	37	18	34	0	0	0	0	10	18	17	7	123
125	87	212	106	72	19	15	....	....	88	43	26	55	....	....	....	....	10	16	75	....	124
117	59	176	117	59	....	....	100	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	....	125
89	93	182	77	78	12	15	125	18	76	49	....	.....	.....	.....	.....	.....	8	12	....	....	126
80	100	180	60	90	20	10	100	30	90	70	20	70	....	....	....	....	10	.....	120	100	127
73	23	96	56	23	17	0	....	....	53	6	11	9	0	0	0	0	10-14	0	7	24	128
35	40	75	32	38	3	2	70	25	21	19	10	32	15	20	....	....	8-12	8-12	....	....	129
70	20	90	70	20	0	0	....	....	53	6	11	19	0	0	0	0	12	.....	50	....	130
100	25	125	100	25	0	0	....	....	80	11	18	17	....	....	0	0	9	0	4	0	131
119	55	174	82	49	37	6	66	36	90	8	9	37	26	1	0	0	12	.....	3	0	132
113	88	201	90	76	23	12	147	27	42	34	15	26	21	15	12	14	6-12	24	....	....	133

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	MICHIGAN—cont'd.				
134	Detroit	Detroit College of Commerce	William E. Caton	3	2
135	....do	St. Joseph's Commercial College	Rev. Bro. Amulwin	5	0
136	Grand Rapids	Grand Rapids Business College	A. S. Parrish	4	0
137	Jackson	Devlin's Jackson Business College	H. C. Devlin	1	2
138	Kalamazoo	Parsons' Business College	William F. Parsons	2	1
139	Marquette	Upper Peninsula Business College*	F. M. Loudy	2	2
140	Muskegon	Muskegon Business College	E. C. Bisson	1	1
141	Owosso	Owosso Business College*	A. J. Cadman	2	2
142	Pontiac	Pontiac Business College*	W. S. Osborne	2	0
143	St. Louis	Yerington's College	C. W. Yerington	4	4
144	Three Rivers	Three Rivers Business School*	C. H. Sage	1	3
	MINNESOTA.				
145	Duluth	Parsons' Business College and Shorthand Institute.*	A. C. Parsons	2	1
146	Faribault	Brown's Business College	A. E. Brown	1	1
147	Mankato	Mankato Commercial College	W. E. Freeman	4	1
148	Minneapolis	Archibald Business College	A. R. Archibald	3	...
149	....do	Caton Commercial College	Thos. J. Caton	3	...
150	....do	Curtiss Business College*	J. L. Hodgmire	2	...
151	....do	Munson Shorthand Institute	R. J. Smith	1	1
152	Owatonna	Canfield School	W. P. Canfield	2	...
153	Red Wing	Red Wing Business College	H. J. Meyer	2	...
154	St. Paul	Baemsch's St. Paul Commercial College	B. W. Baemsch	1	2
155	....do	Globe Business College	F. A. Mason	2	2
156	....do	St. Paul Business College, Shorthand Telegraphic Institute.	Maguire Bros.	6	4
157	Stillwater	Stillwater Business College*	W. P. Canfield	1	1
158	Winona	Winona Commercial College	Milton J. Mallery	6	6
	MISSISSIPPI.				
159	Bay St. Louis	St. Stanislaus College	Brother Isidore	14	0
160	Meridian	Queen City Business College	J. J. Ferguson	3	1
161	Natchez	Cathedral School	Brother Celestine	5	0
162	Vicksburg	St. Aloysius Commercial College	Brother Gabriel	8	1
163	....do	Vicksburg Commercial School	G. McDonald	2	2
	MISSOURI.				
164	Canton	Business College of Christian University	J. J. Weber	....	3
165	Clinton	Clinton Business College	Edwin W. Doran	4	1
166	Eldorado Springs	El Dorado Business College*	W. H. Miller	2	1
167	Hannibal	Hannibal Commercial College	F. S. Kelly	3	1
168	Joplin	Joplin Business College	W. B. Joiner	2	1
169	Kansas City	Cathedral Commercial School	Brother Walter	5	0
170	....do	Dickson School of Shorthand*	W. B. Dickson	1	2
171	....do	Spalding's Commercial College	James F. Spalding	18	...
172	Kirksville	Kirksville Mercantile College*	W. J. Smith	2	3
173	Lexington	Lexington Business College	L. F. Myer	2	1
174	St. Joseph	St. Joseph Business University	E. E. Gard	3	3
175	....do	St. Joseph Commercial College	Brother Elzear	10	0
176	St. Louis	Hayward Business College Co	L. F. Hayward	3	2
177	....do	Jones Commercial College	J. G. Bohmer	7	1
178	....do	Perkins and Herpel's Mercantile College	H. C. Perkins	5	0
179	Sedalia	Central Business College*	C. W. Robbins	10	2
	MONTANA.				
180	Butte	Butte Business College	Rice, Fulton & Gold	8	1
181	....do	Silver Bow Commercial College	E. C. Glenn	4	1
182	Helena	Engelhorn Helena Business College	Herman F. Engelhorn	5	3
183	Missoula	Garden City Commercial College*	E. C. Reitz	2	1

* From 1896-97.

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schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.				
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Graduates in commercial course.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
193	47	240	151	41	42	6	124	22	110	6	21	38	4	2	10	2	8–12	18–24	90	45	134
101	0	101	101	0	0	0	99	0	99	0	....	....	99	0	....	....	30	.....	17	....	135
53	76	129	53	76	....	....	....	....	25	19	9	48	18	9	....	....	.....	.....	....	....	136
60	30	90	45	25	15	5	60	15	....	....	....	....	....	....	....	....	6	12	....	....	137
95	50	145	85	40	10	10	70	10	75	20	10	40	0	0	0	0	12	9	4	0	138
85	57	142	65	44	20	13	32	16	47	23	31	25	5	6	2	3	6	12	17	12	139
85	65	150	85	65	0	0	145	0	130	20	110	145	3	0	5	0	8	0	80	115	140
17	21	38	17	21	....	....	....	10	11	2	4	2	1	....	....	....	9–12	.....	3	2	141
46	10	56	28	8	18	2	....	....	46	10	....	....	....	....	....	6	12	.....	17	....	142
47	50	97	47	50	0	0	75	0	20	15	10	15	7	10	....	....	9	0	10	8	143
64	45	109	60	45	4	....	30	4	.....	....	9	1	35	30	....	....	6–12	12–18	....	....	144
23	7	30	11	5	12	2	10	11	5	5	1	3	14	3	0	0	12	24	....	....	145
50	40	90	50	40	0	0	55	0	40	20	20	....	10	....	....	....	6	0	15	5	146
106	48	154	88	40	18	8	130	22	90	12	8	30	8	4	....	....	7	.....	30	29	147
166	65	231	147	50	19	15	....	....	100	60	30	20	12	10	....	....	6	12	30	40	148
64	48	112	64	48	0	0	....	....	49	15	15	41	....	8	....	....	6	0	32	32	149
134	44	178	130	40	4	4	....	....	123	7	7	33	1	1	4	....	6	12	....	20	150
70	103	173	56	73	14	30	45	30	....	....	....	....	....	....	....	....	.....	.....	.....	.....	151
54	18	72	40	15	14	3	18	12	18	0	2	4	....	....	....	....	9	.....	1	....	152
48	17	65	48	17	0	0	35	0	32	8	6	2	8	....	....	....	6–8	0	9	5	153
67	16	83	36	10	31	6	30	20	58	12	9	4	....	....	....	....	9	12	22	....	154
94	47	141	76	39	18	8	136	22	54	14	16	3	13	1	18	5	6–9	9–12	19	7	155
100	85	185	100	85	....	....	....	....	64	33	40	38	5	6	15	2	6	8	92	63	156
40	11	51	27	9	13	2	30	10	.....	.....	2	10	....	....	....	....	6	.....	5	....	157
48	32	80	39	28	9	4	42	4	40	29	30	30	40	26	2	0	6	12	30	34	158
185	0	185	185	0	0	0	185	0	60	0	....	....	68	....	12	....	10	0	13	0	159
73	24	97	70	24	3	0	....	....	43	7	6	21	....	....	17	0	4	8	18	0	160
175	0	175	175	0	0	0	140	0	55	0	0	0	175	0	0	0	.....	.....	6	0	161
215	0	215	215	0	0	0	191	0	77	0	....	....	66	0	5	0	.....	.....	5	0	162
20	12	32	14	10	6	2	14	10	15	5	6	3	....	....	0	0	.....	.....	3	....	163
23	16	39	23	16	0	0	31	0	20	15	8	10	....	....	....	....	7	0	7	1	164
46	34	80	46	34	0	0	45	0	17	3	1	4	18	7	0	0	7	0	11	5	165
10	4	14	10	4	0	0	9	0	10	4	2	2	10	4	1	0	10	0	2	2	166
172	48	220	172	48	....	....	....	....	65	40	25	90	0	0	0	0	.....	.....	.....	.....	167
50	70	120	40	65	10	5	35	11	45	30	5	40	....	....	....	....	7	.....	15	10	168
147	0	147	147	0	0	0	125	0	40	0	....	....	107	....	....	....	.....	.....	10	0	169
100	175	275	50	150	50	25	20	10	.....	.....	50	150	....	....	....	....	3–5	3–6	....	200	170
576	364	940	576	364	....	....	340	150	322	147	34	192	190	20	30	5	6	12	.....	.....	171
49	22	71	49	22	....	....	35	....	46	12	2	11	....	....	....	....	6–10	.....	18	9	172
30	15	45	30	15	0	0	....	....	26	3	4	12	....	....	1	....	8	.....	8	5	173
165	82	247	115	72	50	10	50	30	141	12	15	50	8	2	1	10	9	18	11	10	174
170	0	170	170	0	0	0	160	0	100	0	....	....	....	....	8	0	.....	.....	.....	.....	175
100	150	250	80	125	20	25	100	35	30	25	50	100	20	25	....	....	6	8	45	130	176
361	123	484	320	97	41	26	150	60	34	21	61	80	170	53	27	47	6–12	12–18	276	159	177
209	47	256	100	35	109	12	90	100	109	6	38	32	62	9	0	0	6	12	28	19	178
685	293	978	300	140	385	153	....	....	213	35	87	105	....	....	....	....	6–18	12–36	50	22	179
300	150	450	200	100	100	50	170	95	150	85	30	50	120	65	....	....	8	.....	14	36	180
47	38	85	38	27	11	9	51	18	38	22	17	28	9	18	4	....	.....	.....	0	0	181
105	55	160	67	33	38	22	50	30	35	28	20	25	20	25	10	8	9–12	15–18	12	26	182
50	25	75	50	25	....	....	40	....	.....	.....	.....	.....	.....	.....	.....	....	12–24	.....	.....	.....	183

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	NEBRASKA.				
184	Falls City	Falls City Business College	G. M. Barrett	2	2
185	Grand Island	Grand Island Business College	A. M. Hargis	4	2
186	Hastings	Queen City Business College	H. S. Miller	2	1
187	Lincoln	Lincoln Business College	J. L. Stephens	6	...
188	McCook	McCook Phonographic Institute*	L. W. Stayner	1	1
189	Omaha	Omaha Commercial College	M. G. Rohobough	7	2
	NEW HAMPSHIRE.				
190	Concord	The National School of Business	J. B. Mack	1	1
191	New Hampton	New Hampton Commercial College	A. B. Meservey	2	1
	NEW JERSEY.				
192	Camden	Abrahamson Business College	Chas. M. Abrahamson	2	...
193	Elizabeth	Lansley Business College	James H. Lansley	2	2
194	Jersey City	Drake Business College	William E. Drake	5	4
195	Newark	Coleman National Business College	H. Coleman	3	3
196	do	New Jersey Business College	C. P. Miller	6	2
197	do	Wood's College	S. J. Wood	5	3
	NEW YORK.				
198	Albany	Albany Business College	Jno. R. Carnell	15	6
199	Binghamton	Binghamton School of Business	Jno. F. Riley	3	3
200	Brooklyn	Long Island Business College	Henry C. Wright	9	7
201	do	St. James Commercial School	Brother Castoris	10	0
202	do	The Heffley School	Norman P. Heffley	17	6
203	Buffalo	Caton's School of Business	Martin J. Caton	8	3
204	Corning	Kerst's Shorthand and Commercial School*	J. T. Kerst	1	1
205	Elmira	Elmira School of Commerce*	S. C. Esty	4	2
206	do	Warner's Business School*	A. J. Warner	4	2
207	Fort Edward	Haley's Business Institute	J. W. Haley	2	2
208	Geneva	Geneva Business Training Institute	Ansel E. Mackey	2	1
209	do	Geneva Shorthand and Commercial School.	Robert E. Hadden	2	0
210	Gloversville	Gloversville Business College	Patterson and Burr	3	2
211	Hornellsville	Hornellsville Business and Shorthand School.	C. E. Willard	1	1
212	Jamestown	Jamestown Business College	H. E. V. Porter	4	2
213	Kingston	Spencer Business College*	B. H. Spencer	3	1
214	Lockport	Lockport Business Institute	B. S. Underhill	5	1
215	Newburg	Spencerian Institute of Business and Shorthand.	A. S. Spencer	3	1
216	New York	Metropolitan Shorthand and Typewriting School.*	William L. Mason	1	2
217	do	Packard's Business College	S. S. Packard	11	5
218	do	Paine Uptown Business College	H. W. Remington	3	4
219	do	Walworth Business and Stenographic Institute.	G. S. Walworth	4	2
220	do	Wood's New York School of Business and Shorthand.	F. E. Wood	10	1
221	Niagara Falls	Niagara Business School	F. C. Hovey	2	1
222	Oswego	Chaffee's Phonographic Institute	E. M. Wolf	2	2
223	Rochester	Rochester Business College	A. S. Osborne	10	2
224	do	Underhill School	G. W. Meade	2	1
225	Schenectady	Schenectady Business College	B. E. Foster	1	1
226	Troy	Troy Business College	Shields & Tuttle	8	1
227	Utica	Utica Business Institute	G. F. Hendrick	4	3
	NORTH CAROLINA.				
228	Siler City	Thompson's Business College*	J. A. W. Thompson	2	...
229	Washington	Wilkinson's Commercial School	A. H. Wilkinson	1	1

*From 1896-97.

Digitized by Google

schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.				
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Graduates in commercial course.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
64	16	80	64	16	....	....	....	....	61	10	3	6	....	....	....	....	9	.....	14	4	184
162	144	306	162	144	....	....	....	....	75	40	35	50	....	....	....	....	6–24	.....	17	24	185
45	18	63	38	18	7	0	40	5	40	8	5	12	1	0	0	0	10	.....	7	6	186
150	75	225	150	75	....	....	165	....	115	25	25	50	....	....	10	....	9	.....	104	47	187
5	6	11	....	....	5	6	....	10	....	....	....	....	....	....	....	....	6	.....	....	5	188
648	179	827	648	179	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	46	....	189
23	22	45	13	15	10	7	40	30	5	13	1	9	....	....	....	....	4–6	8–10	....	....	190
33	22	55	33	22	....	....	....	....	33	22	2	6	....	....	4	0	30	.....	29	0	191
34	20	54	0	0	34	20	....	54	34	20	0	0	0	0	0	0	.....	6–10	54	....	192
31	37	68	31	37	....	....	26	30	....	....	....	....	....	....	....	....	5–15	5–15	....	....	193
180	119	299	69	72	111	47	90	95	106	13	32	90	32	10	....	....	10–20	12–18	....	....	194
570	225	795	420	175	150	50	....	....	....	....	....	....	....	....	0	0	6	12–15	50	62	195
189	122	311	106	89	83	33	115	75	....	....	....	....	189	115	0	0	12	24	42	83	196
280	139	419	119	96	161	43	140	145	178	103	76	100	25	15	0	0	6	9	23	40	197
503	273	776	461	243	42	30	....	....	342	47	118	210	20	7	23	9	6	12	313	274	198
60	90	150	40	60	20	30	70	40	50	40	20	30	25	30	0	0	7	9	74	31	199
477	231	708	477	231	....	....	....	....	....	....	....	....	....	....	....	....	10	14	75	57	200
633	0	633	603	0	30	0	560	29	110	0	50	0	75	0	0	0	20	10	12	13	201
306	405	711	105	217	201	188	125	135	54	8	8	134	8	4	....	....	6–7	7–8	49	156	202
280	160	440	251	148	29	12	330	28	212	62	48	70	30	28	0	0	.....	.....	100	68	203
39	23	62	39	23	....	....	....	....	11	5	28	18	....	....	....	....	3–6	.....	....	....	204
175	115	290	150	100	25	15	....	....	....	....	....	....	....	....	....	....	6	6	....	....	205
205	146	351	175	125	30	21	120	25	120	40	25	75	0	0	0	0	6	12	....	....	206
36	24	60	25	20	11	4	25	10	22	7	7	17	4	5	0	0	.....	.....	5	7	207
26	6	32	20	5	6	1	15	5	16	4	3	2	....	....	1	0	4–6	6–8	7	....	208
30	10	40	21	9	9	1	20	6	18	1	15	10	0	0	0	0	9	18	....	....	209
67	45	112	45	36	22	9	40	25	44	17	14	27	7	0	3	0	6	12	....	....	210
36	23	59	20	14	16	9	....	....	10	6	6	6	4	2	0	0	6–10	20–24	....	....	211
103	66	169	103	66	....	....	108	....	86	31	19	45	20	14	....	....	7	.....	34	5	212
115	99	214	100	89	15	10	110	15	45	10	55	79	....	....	....	....	6	10	45	90	213
121	36	157	100	25	22	10	....	....	70	16	50	16	10	....	....	....	4	6	3	....	214
110	80	190	90	70	20	10	80	20	90	10	35	65	....	....	....	....	6	10	30	48	215
35	51	86	12	43	23	8	20	10	....	....	35	51	0	0	0	0	6–8	8–10	....	70	216
560	170	730	560	170	0	0	346	0	530	15	30	155	0	0	0	0	10	0	73	58	217
272	153	405	197	102	75	31	47	24	163	32	40	95	45	30	0	0	8	12	24	29	218
118	101	219	118	101	....	....	....	....	....	....	....	....	0	0	0	0	6	10	....	....	219
416	218	634	269	152	147	66	225	150	416	218	416	218	....	....	....	....	10	16	110	210	220
60	45	105	40	35	20	10	60	24	26	20	16	25	15	3	0	0	10	15	32	39	221
25	20	45	25	20	....	....	40	....	....	....	25	20	....	....	....	....	6–12	.....	20	15	222
540	100	640	540	100	....	....	....	....	....	....	....	....	....	....	....	....	6–12	.....	....	....	223
51	30	81	51	30	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	....	224
49	32	81	34	27	15	5	38	12	32	13	3	14	17	9	0	0	6	12	16	1	225
368	182	550	305	129	63	62	270	60	250	40	45	94	40	32	15	21	6	12	112	81	226
112	56	168	64	42	48	14	50	....	....	....	....	....	....	....	....	....	.....	.....	....	....	227
60	5	65	60	5	....	....	25	....	30	....	1	....	....	....	6	1	5	.....	10	....	228
17	2	19	14	1	3	1	5	2	6	0	10	1	0	1	0	0	3	7	5	5	229

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	NORTH DAKOTA.				
230	Grand Forks	Northwestern College of Commerce	J. J. Swengel	3	...
	OHIO.				
231	Akron	Hammel's Business College	P. Hammel	2	1
232	Canton	Canton Actual Business College	J. J. Krider	5	2
233	Cincinnati	Bartlett's Commercial College	C. M. Bartlett	5	9
234	Cleveland	Spencerian Business College	H. I. Loomis	6	4
235	Columbus	Parsons' Business College	H. B. Parsons	2	1
236	Greenville	Greenville Commercial College	S. E. Shook	1	0
237	Lancaster	Lancaster Business College	G. A. Miller	1	1
238	Lima	Lima Business College	Howard W. Pears	2	1
239	Mansfield	Ohio Business College	J. W. Sharp	1	1
240	Newark	Newark Business College	S. L. Beemy	1	1
241	New Philadelphia	Shott's Actual Business College	W. C. Shott	2	1
242	Oberlin	Oberlin Business College	J. T. Henderson	2	1
243	.....do	Oberlin School of Telegraphy	G. J. Peake	2	...
244	Piqua	Piqua Commercial College*	C. E. Beck	1	1
245	Portsmouth	River City Business College*	G. W. Moothart	3	2
246	.....do	Graham's Business College	W. R. Graham	2	2
247	Sidney	Buckeye Business College	W. A. Troute	2	1
248	Springfield	Nelson's Business College	R. J. Nelson	1	2
249	.....do	Welliss College of Shorthand*	F. W. Welliss	1	1
250	Tiffin	Heidelberg College of Commerce*	C. M. Replogle	2	0
251	.....do	Tiffin Business College*	C. C. Kennison	2	1
252	Toledo	Davis Business College	Matthew H. Davis	4	1
253	Wooster	Bixler Business College	Gideon Bixler	2	1
254	Youngstown	Brown's Shorthand and Commercial College.	F. Stoddard Simpson	2	...
255	.....do	Business University	E. A. Hall	2	2
256	Zanesville	Zanesville Business College	Emilie Saurnenig	2	2
	OREGON.				
257	Portland	Holmes' English and Business College	Miss Gertrude Holmes	4	3
258	.....do	Portland Business College*	A. C. Armstrong	4	3
259	Salem	Capital Business College	W. J. Stalsy	1	2
	PENNSYLVANIA.				
260	Allentown	Allentown Business College	W. L. Blackman	2	...
261	.....do	The American Business College*	E. M. Turner	9	1
262	Allegheny	Actual Business College	T. M. Williams	2	1
263	Altoona	Mountain City Business College	G. G. Zeth	2	2
264	Beaver Falls	Butcher's Business College	J. W. Butcher	2	1
265	Columbia	Dickson Business College*	Archibald Dickson	1	2
266	Corry	Corry Business College	W. E. Tooke	2	1
267	Dubois	Dubois Business College	G. W. Thorn	3	...
268	Easton	Easton College of Business	C. L. Free	2	...
269	Erie	Erie Business University	John M. Glazier	4	1
270	Harrisburg	Harrisburg Business College	J. E. Garner	1	2
271	Kane	Kane Business College	Newton Wauger	1	2
272	Kittanning	Tubbs' Business College	D. C. Tubbs	1	1
273	Lancaster	Lancaster Business College	H. C. Weidler	3	...
274	Lebanon	Lebanon Business College	J. G. Gerberich	4	2
275	Lockhaven	Lockhaven Business College*	Newton Wauger	1	0
276	Meadville	Bryant, Stratton, & Smith Business College.*	A. W. Smith	4	1
277	Norristown	Schissler College of Business	H. D. Harris	4	4
278	Philadelphia	Pierce School	W. J. Solby	22	4
279	Pittsburg	Duff's Mercantile College	W. H. Duff	8	...
280	Pottsville	Pottsville Business College	J. A. Dacus	1	1
281	Reading	Interstate Commercial College	H. Y. Stoner	3	0

* From 1896-97.

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schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.				
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.	Graduates in commercial course.	Graduates in amanuensis course.	
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
24	14	38	21	10	3	4	3	5	18	3	3	10	....	....	2	1	6	9	2	3	230
98	78	176	57	64	41	14	....	....	63	17	10	60	25	1	....	....	.....	.....	4	....	231
66	51	117	49	40	17	11	80	20	57	12	11	39	....	....	....	....	5	16	....	36	232
168	90	258	110	80	58	10	....	....	168	90	....	....	....	....	0	0	10	18	....	....	233
250	150	400	215	135	35	15	....	....	....	....	....	....	....	....	....	....	6	12–18	....	....	234
71	29	100	53	26	18	3	70	20	12	17	....	....	....	....	....	....	6	12	12	18	235
22	15	37	22	15	....	....	22	0	22	15	....	....	....	....	0	0	.....	.....	2	....	236
24	6	30	17	6	7	0	19	5	23	3	1	3	0	0	0	0	6	12	10	4	237
64	56	120	53	50	11	6	60	8	46	20	24	30	....	....	....	....	12	12	39	38	238
49	22	71	31	14	18	8	35	24	12	7	4	14	0	0	0	0	6	12	9	16	239
125	15	140	70	12	55	3	60	40	100	12	0	0	25	3	0	0	4	6	58	0	240
28	14	42	28	14	0	0	27	0	23	3	7	13	0	0	0	0	5–6	.....	23	12	241
140	38	178	140	38	0	0	....	....	93	18	31	18	....	....	....	....	.....	.....	....	....	242
36	6	42	36	6	....	....	....	....	....	....	....	....	....	....	36	6	.....	.....	....	....	243
30	20	50	20	15	10	5	....	....	28	8	5	18	6	2	0	0	6	9–12	6	8	244
40	60	100	30	45	10	15	67	22	35	18	5	42	0	0	0	0	6	10	35	31	245
79	40	119	25	27	54	13	41	47	68	6	9	30	25	27	....	....	8–10	12–18	31	21	246
53	15	68	50	15	3	....	....	....	31	5	9	3	....	....	0	....	.....	.....	....	....	247
101	5	106	91	3	10	2	....	....	101	5	....	....	....	....	....	....	6	18	....	....	248
30	75	105	30	75	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	....	249
22	9	31	22	9	....	....	....	....	....	....	....	....	....	....	....	....	7½	.....	6	2	250
42	45	87	30	35	12	10	33	18	27	10	8	25	0	0	0	0	6	6	19	12	251
500	120	620	400	100	100	20	300	100	300	50	50	150	50	20	....	....	12	24	....	....	252
80	40	120	80	40	....	....	45	....	50	25	29	30	12	5	....	....	12	.....	6	14	253
40	30	70	36	28	4	2	50	5	33	25	29	22	40	30	....	....	12	12	42	43	254
45	43	88	35	36	10	7	48	15	35	30	25	17	....	....	....	....	6–9	12–18	35	....	255
70	45	115	60	40	10	5	75	12	50	10	10	30	....	....	....	....	6	12	48	28	256
205	85	290	205	85	....	....	150	....	100	30	100	55	205	85	5	....	6	.....	35	55	257
250	150	400	250	150	....	....	175	....	200	50	50	125	15	10	0	0	6–9	.....	100	40	258
50	26	76	50	26	....	....	....	....	48	12	2	14	0	0	0	0	9	.....	14	7	259
58	11	69	38	9	20	2	....	....	49	3	9	8	....	....	....	....	10	15	....	....	260
253	82	335	210	62	43	20	207	49	191	22	57	60	5	0	0	0	10	20	11	0	261
60	40	100	60	40	....	....	....	....	60	40	....	....	....	....	....	....	6	10	....	....	262
198	234	432	123	89	75	145	70	41	76	45	134	152	87	23	....	....	6	8	98	164	263
50	30	80	50	30	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	....	....	264
95	59	154	65	38	30	21	23	20	23	20	23	20	23	20	23	20	8–12	.....	43	43	265
48	20	68	48	20	....	....	45	....	....	....	....	....	....	....	....	....	9	.....	19	14	266
80	70	150	68	62	12	8	70	30	60	20	20	20	20	25	....	....	6	6	....	....	267
40	20	60	40	20	....	....	....	....	40	20	5	20	....	....	....	....	.....	.....	....	....	268
90	65	155	72	50	18	15	....	....	....	....	....	....	....	....	....	....	6–9	.....	....	....	269
50	46	96	41	33	9	13	40	25	50	46	25	15	....	....	....	....	6	14	....	18	270
10	13	23	8	9	2	4	10	5	8	7	1	5	10	12	0	0	.....	.....	0	0	271
22	28	50	10	10	12	18	20	22	19	11	0	15	0	0	0	0	10	12	0	0	272
67	32	99	50	24	17	8	56	22	50	26	17	6	....	....	....	....	.....	.....	22	9	273
212	86	298	212	86	....	....	....	....	199	40	30	17	4	3	....	....	6	24	40	3	274
18	2	20	14	2	4	0	13	3	14	4	0	0	0	0	0	0	4	5	0	0	275
225	85	310	225	45	20	20	....	....	125	30	15	9	53	25	20	4	10	6	25	35	276
164	140	304	142	122	22	18	....	....	....	....	....	....	....	....	0	0	6	20	23	54	277
806	305	1111	469	222	337	83	398	262	663	125	152	185	152	185	0	0	7–10	18	93	87	278
310	106	416	240	100	70	6	225	65	184	40	128	66	312	106	0	0	6	12	192	133	279
92	40	132	80	30	12	10	65	20	50	20	48	20	20	15	....	....	5	10	35	35	280
175	61	236	94	36	81	25	50	80	95	33	34	23	33	12	0	0	8	16	21	19	281

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	PENNSYLVANIA—continued.				
282	Scranton	Scranton Business College	Buck & Whitmore	5	1
283	Shamokin	Shamokin Business College*	M. S. King	3	1
284	Shenandoah	Wood's Shenandoah College*	S. J. Wood	2	2
285	Towanda	Towanda Business and Shorthand College	M. S. Cronk	1	...
286	Union City	Luce's Commercial College*	N. R. Luce	1	...
287	Washington	Washington Business College	Louis Van Orden	2	1
288	Williamsport	Potts' Shorthand College	John G. Henderson	2	1
289	.....do	Williamsport Commercial College	F. M. Allen	4	0
	RHODE ISLAND.				
290	Pawtucket	Pawtucket Business College*	Irving R. Garbutt	2	2
291	Providence	Providence Bryant and Stratton Business College.	Theodore B. Stowell	9	2
292	.....do	Scholfield's Commercial College	Albert G. Scholfield	3	1
	SOUTH DAKOTA.				
293	Aberdeen	Aberdeen Business College	H. A. Way	1	1
294	Sioux Falls	Sioux Falls Business College	G. C. Christopherson	3	1
	TENNESSEE.				
295	Knoxville	Knoxville Business College*	J. T. Johnson	2	2
296	.....do	McAllen's Business and Shorthand College	Jno. A. McAllen	2	2
297	.....do	Young's College of Shorthand	L. B. Smith	1	1
298	Memphis	Watson's Business College	W. T. Watson	4	2
299	Nashville	Draughon's Practical Business College	J. F. Draughon	9	2
300	.....do	Jennings' Business College*	R. W. Jennings	3	0
	TEXAS.				
301	Austin	Griffitts' College of Commerce*	D. A. Griffitts	3	3
302	Belton	Belton Business College*	J. A. Frazer	2	2
303	Corsicana	Chambers' Business College*	W. R. Chambers	1	1
304	Dallas	Metropolitan Business College	W. W. Darby	6	1
305	Fort Worth	Fort Worth Business College	F. P. Preuitt	3	2
306	Galveston	Galveston Business University	J. F. Smith	7	2
307	Houston	Houston Commercial College	T. C. Riggs	3	2
308	Paris	Southwestern Business College	E. M. Chartier	4	...
309	San Antonio	Alamo Business College*	J. C. Shafer	4	1
310	San Marcos	Lone Star Business College	M. C. McGee	1	2
311	Waco	Toby's Practical Business College	Edward Toby, jr	4	0
312	Weatherford	North Central Business College*	A. C. Elliott	2	...
	UTAH.				
313	Ogden	Intermountain Business College	James A. Smith	8	3
314	Salt Lake City	Salt Lake Business College	N. B. Johnston	4	1
	VERMONT.				
315	Burlington	Burlington Business College	E. G. Evans	2	1
	VIRGINIA.				
316	Lynchburg	Piedmont College	J. W. Giles	3	2
317	Richmond	Smithdeal Business College*	G. M. Smithdeal	5	2
318	Roanoke	National Business College	Chas. E. Eckerle	4	4
319	Staunton	The Dunsmore Business College	J. G. Dunsmore	3	1
	WASHINGTON.				
320	Spokane	Spokane Business College	H. T. Engelhorn	8	...
321	Walla Walla	Empire Business College*	J. W. Brewer	3	1

* From 1896-97.

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schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.	Graduates in amanuensis course.	
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.			
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
220	200	420	220	200	....	....	....	....	....	....	....	....	....	....	....	....	8	16	26	6	282
100	70	170	62	56	38	14	70	30	55	24	20	30	68	12	0	0	6	12	25	16	283
266	28	294	72	28	194	0	40	90	58	9	50	15	158	4	0	0	6	12	20	11	284
14	12	26	9	12	5	0	....	....	14	11	5	10	0	0	0	0	.....	.....	15	10	285
25	15	40	10	5	15	10	12	20	10	5	....	....	10	5	....	....	8–10	.....	7	12	286
48	35	83	44	28	4	7	....	....	43	7	9	24	8	7	....	....	4–6	6–9	24	23	287
167	86	253	159	81	8	5	....	....	0	0	181	92	0	0	0	0	5	8	0	134	288
125	75	200	100	55	25	20	....	....	....	....	....	....	....	....	0	0	6	8	70	60	289
36	35	71	20	25	16	10	43	15	15	7	8	19	6	4	0	0	10	10	....	....	290
164	137	301	164	137	0	0	169	0	153	65	38	83	....	....	....	....	10	.....	51	52	291
112	46	158	99	31	13	15	....	....	38	18	5	20	60	8	....	....	.....	.....	51	25	292
23	21	44	23	21	0	0	25	0	7	8	4	9	15	15	0	0	9	.....	0	0	293
100	25	125	90	20	10	5	45	12	90	10	10	15	100	25	0	0	6–9	12–20	15	7	294
90	35	125	90	35	0	0	35	0	85	20	5	15	0	0	0	0	5	0	12	0	295
35	34	69	22	34	13	0	18	6	28	16	21	33	11	4	3	0	10	40	0	0	296
6	6	12	5	5	1	1	....	....	.....	.....	6	6	....	....	....	....	6	12	.....	.....	297
204	55	259	204	55	0	0	58	0	180	3	10	38	21	7	0	0	6	12	14	8	298
450	150	600	450	150	....	....	....	....	....	....	....	....	....	....	....	....	.....	.....	.....	.....	299
90	11	101	90	11	....	....	....	....	90	11	....	....	....	....	....	....	3	.....	80	...	300
140	70	210	100	50	40	20	100	25	120	40	60	75	75	25	20	7	7	.....	100	100	301
40	20	60	40	20	0	0	25	0	35	2	13	4	12	2	0	0	8	12	....	....	302
20	4	24	20	4	0	0	15	0	20	4	1	2	20	4	0	0	6	.....	....	....	303
148	57	205	125	25	23	32	50	10	....	....	....	....	....	....	....	....	4	6–8	....	....	304
385	70	455	254	50	125	26	145	48	340	20	54	46	....	....	1	....	10	15	33	21	305
325	80	405	245	65	80	15	....	....	300	10	40	50	....	....	0	0	5–12	.....	16	6	306
114	66	180	73	64	41	2	....	....	50	5	32	45	17	13	15	3	6	8	3	0	307
194	76	270	194	76	....	....	85	....	152	19	48	40	72	16	....	....	9	.....	3	....	308
128	12	140	108	12	20	....	50	15	90	8	40	10	40	12	6	1	6	12	....	....	309
50	12	62	50	12	0	0	26	0	50	11	0	0	49	12	0	0	8	0	4	0	310
203	44	247	165	42	38	2	83	27	181	16	22	30	....	....	0	0	8	12	118	32	311
37	3	40	35	3	2	....	25	2	33	2	2	1	....	....	....	....	4	6	6	1	312
85	70	155	55	60	30	10	50	25	50	5	22	15	15	5	0	0	10	18	20	16	313
360	170	530	390	150	60	20	....	....	....	....	....	....	....	....	....	....	.....	.....	3	....	314
78	48	126	60	40	18	8	50	12	45	15	6	20	20	10	0	0	5–10	.....	10	10	315
65	66	131	65	66	....	....	70	....	37	3	36	50	20	28	....	....	5	.....	18	24	316
165	33	198	112	29	53	4	....	....	105	6	35	24	25	3	....	....	4–6	12–15	14	4	317
155	105	260	124	80	31	25	117	43	171	9	40	44	156	103	....	....	6–11	6–12	10	16	318
84	9	93	84	9	....	....	75	....	78	....	6	9	....	....	....	....	8	.....	10	7	319
302	114	416	302	114	....	....	....	....	218	82	23	53	302	114	9	5	.....	.....	....	....	320
71	21	92	53	17	18	4	52	19	36	3	6	12	11	12	....	....	6	9	9	8	321

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TABLE 9.—*Statistics of commercial and business*

	Post-office.	Name.	Executive officer.	Instructors.	
				Male.	Female.
	1	2	3	4	5
	WEST VIRGINIA.				
322	Huntington	Huntington Business College	W. A. Ripley	5	0
323	Wheeling	Wheeling Business College	J. M. Frasher	5	2
	WISCONSIN.				
324	Appleton	De Land's Business College	O. P. De Land	1	1
325	Ashland	Gordon's Business College	E. D. Gordon	1	3
326	Black River Falls	Black River Falls Business College	H. C. Hoffman	1	1
327	Chippewa Falls	Chippewa Falls Business College	C. H. Howeson	2	...
328	Eau Claire	School of Shorthand and Business	Mrs. M. J. Lamphear	0	2
329	Kenosha	Kenosha College of Commerce	Otis T. Trenary	4	2
330	Madison	Northwestern Business College	R. G. Denning	3	1
331	Milwaukee	Spencerian Business College	Robert C. Spencer	6	5
332	.....do	Wisconsin Business University	H. M. Wilmot	3	1
333	Platteville	Platteville Business College	J. Alcock	1	...
334	Racine	Patterson Commercial Institute*	L. V. Patterson	2	1
335	Sheboygan	Sheboygan Business College	M. C. Patton	3	1
336	Waukesha	Waukesha Business College	W. A. Pierce	2	...
337	Wausau	Wausau Business College	C. M. Bayles	2	2

*From 1896-97.

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schools in the United States, 1897–98—Continued.

Actual number of students enrolled.							Average daily attendance.		In commercial course.		In amanuensis course.		In English course.		In telegraphy.		Months necessary for graduation.		Graduates in commercial course.	Graduates in amanuensis course.	
			Day school.		Evening school.																
Male.	Female.	Total.	Male.	Female.	Male.	Female.	Day school.	Evening school.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Day course.	Evening course.			
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	
37	14	51	18	13	19	1	13	9	16	8	8	12	20	12	.....	.....	6	8	6	6	322
189	92	281	133	74	56	18	142	38	178	29	42	84	53	27	14	3	6–8	12–15	60	44	323
26	17	43	14	17	12	.....	18	10	14	6	5	11	.....	.....	.....	.....	8	.....	5	9	324
50	35	85	40	30	10	5	25	10	20	10	25	20	5	5	0	0	6	12	15	35	325
54	12	66	54	12	0	0	45	0	52	7	2	5	0	0	0	0	6–15	0	2	0	326
51	27	78	51	27	0	0	.....	.....	40	27	6	3	.....	.....	0	0	6	.....	.....	23	327
46	34	80	32	24	14	10	22	6	22	13	15	20	9	8	0	0	6	12	29	0	328
85	29	114	47	23	38	6	.....	.....	43	10	21	15	26	2	0	0	10	.....	14	8	329
106	65	171	70	59	36	6	90	20	46	7	16	50	2	2	0	0	6	12	10	.....	330
260	106	366	214	91	46	15	.....	.....	214	19	26	87	0	0	0	0	10	.....	12	.....	331
76	58	134	76	58	.....	.....	.....	.....	.....	.....	.....	.....	0	0	9	5	6	9	54	49	332
20	3	23	20	3	.....	.....	.....	.....	20	3	2	2	.....	.....	.....	.....	6	.....	5	3	333
57	32	89	30	21	27	11	44	34	14	8	14	17	28	9	0	0	6	12	8	7	334
60	10	70	25	6	35	4	30	35	46	2	14	8	14	8	0	0	6	12	36	12	335
2	11	13	2	11	0	0	8	0	0	0	2	11	0	0	.....	.....	6	.....	.....	9	336
150	63	213	105	39	45	24	48	29	150	63	68	28	30	10	0	0	.....	.....	31	18	337

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CHAPTER L.

EDUCATION OF THE COLORED RACE.

References to preceding Reports of the United States Bureau of Education in which this subject has been treated: In Annual Reports—1870, pp. 61, 337-339; 1871, pp. 6, 7, 61-70; 1872, pp. xvii, xviii; 1873, p. lxvi; 1875, p. xxiii; 1876, p. xvi; 1877, pp. xxxiii-xxxviii; 1878, pp. xxviii-xxxiv; 1879, pp. xxxix-xlv; 1880, p. lviii; 1881, p. lxxxii; 1882-83, pp. xlviii-lvi, 85; 1883-84, p. liv; 1884-85, p. lxvii; 1885-86, pp. 596, 650-656; 1886-87, pp. 790, 874-891; 1887-88, pp. 20, 21, 167, 169, 988-998; 1888-89, pp. 768, 1412-1439; 1889-90, pp. 620, 621, 624, 634, 1073-1102, 1388-1392, 1395-1485; 1890-91, pp. 620, 624, 792, 808, 915, 961-980, 1469; 1891-92, pp. 8, 686, 688, 713, 861-867, 1002, 1234-1237; 1892-93, pp. 15, 442, 1551-1572, 1976; 1893-94, pp. 1019-1061; 1894-95, pp. 1331-1424; 1895-96, pp. 2081-2115; 1896-97, pp. 2295-2333; also in Circulars of Information—No. 3, 1883, p. 63; No. 2, 1886, pp. 123-133; No. 3, 1888, p. 122; No. 5, 1888, pp. 53, 54, 59, 60, 80-86; No. 1, 1892, p. 71. Special Report on District of Columbia for 1869, pp. 193, 300, 301-400. Special report, New Orleans Exposition, 1884-85, pp. 468-470, 775-781.

In the sixteen former slave States and the District of Columbia, generally spoken of collectively as "the South," the negro children are educated in public schools separate from the schools for white children. The total enrollment in the public schools of the South for the year 1897-98 was 5,620,553, the number of white children being 4,113,811 and the number of colored children 1,506,742. Table 1 of this chapter shows that the estimated number of children in the Southern States and the District of Columbia between 5 and 18 years of age was 8,673,550. Of this number 5,828,980, or 67.35 per cent, were white children and 2,844,570, or 32.65 per cent, were children of the negro race. The same table shows that 70.58 per cent of the white school population was enrolled in the schools and 52.97 per cent of the colored school population. The average daily attendance in the schools of the South was 3,576,642, the number in the white schools being 2,659,809, or 64.66 per cent of the white enrollment, and the number in the colored schools 916,833, or 60.85 per cent of the colored enrollment.

The total expenditure for the public schools of the South for the year 1897-98 was $31,217,479, as shown in Table 2. Separate accounts of the expenditures for the colored schools are not kept by the State authorities, but it is estimated that the cost of public schools for the colored children was about $6,575,000. Since 1870 the amount of money expended for public schools in the South has reached $546,630,246. It is believed that nearly 20 per cent of this amount, or about $109,000,000, must have been expended for the education of the colored children. The total expenditure for each year and the aggregate for the 28 years, as well as the common-school enrollment of white and colored children for each year since 1876, are shown in Table 2.

SECONDARY AND HIGHER EDUCATION.

There are about 180 schools in the United States for the secondary and higher education of colored youth exclusively. It is very difficult to obtain detailed information concerning a number of these institutions. The presidents and principals of many of these colored schools very promptly send full statistical reports to this office every year; some send meager reports, in reluctant compliance with repeated requests for information, while a few fail to make any response whatever to inquiries from the United States Bureau of Education.

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For the year 1897-98 only 161 of these institutions for the secondary and higher education of the negro reported to this office. Of this number 1 was in Illinois, 2 in Indiana, 1 in New Jersey, 2 in Ohio, and 3 in Pennsylvania, the remaining 152 being in the South. These schools are all to be found classified according to their grades in the lists of universities and colleges, normal schools, and public and private secondary schools, in other chapters of this Annual Report; but more complete statistics are given for each of these schools in detail in Tables 12 and 13, at the conclusion of this chapter, and summarized in Tables 3 to 8.

Table 3 shows that in the 161 institutions there were employed 1,808 teachers, 804 men and 1,004 women. The total enrollment in these schools was 42,328 students, 19,001 males and 23,327 females. In the collegiate grades there were 2,492 students, 1,912 males and 580 females. In the secondary grades there were 13,669 students, 5,989 males and 7,680 females. In the elementary grades there were 26,167 pupils, 11,100 males and 15,067 females.

The classification of students according to courses of study is given in Table 4 and part of Table 5. There were 1,711 students in classical courses, 1,200 in scientific courses, 9,724 in English courses, 244 in business courses, and 4,449 in normal courses.

As shown in Table 5, there were 167 graduates from collegiate courses, 859 from normal courses, and 853 from high-school courses.

Included in the total enrollment mentioned in Table 3, and mostly in the collegiate grades, are 1,285 students in professional courses, 1,105 men and 180 women. As shown in Table 6, there were 560 students and 63 graduates in theology, 116 students and 39 graduates in law, 342 students and 78 graduates in medicine, 43 students and 9 graduates in dentistry, 44 students and 11 graduates in pharmacy, and 180 students and 26 graduates in nurse training.

Of the 42,328 students in the 161 schools for the colored race, 14,400 were receiving industrial training—5,431 males and 8,969 females. It is shown in Table 7 that 1,260 of these were being trained in farm or garden work, 1,804 in carpentry, 107 in bricklaying, 94 in plastering, 130 in painting, 47 in tin or sheet-metal work, 274 in forging, 222 in machine-shop work, 219 in shoemaking, 685 in printing, 6,923 in sewing, 1,922 in cooking, and 2,414 in other industrial branches.

Table 8 shows that these colored schools received in benefactions or bequests in 1897-98 the aggregate of $399,392, an increase of $96,342 over the preceding year. These schools received from public funds $296,022, from tuition fees $197,586, from productive funds $134,010, and from sources not named $476,560. The aggregate income of these schools was $1,104,178. These schools had in their libraries 237,145 volumes, valued at $215,908. The value of grounds, buildings, furniture, and scientific apparatus was $7,987,439.

ILLITERACY OF THE NEGRO.

Tables 9, 10, and 11 are inserted in this chapter for purposes of comparison. Table 9 shows the number and per cent of all persons in the population 10 years of age and over who could not read and write in 1890, 1880, and 1870. Table 10 gives these statistics for the white population and Table 11 for the colored population.

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TABLE 1.—*Common-school statistics, classified by race, 1897–98.*

State.	Estimated number of persons 5 to 18 years of age.		Percentage of the whole.		Pupils enrolled in the public schools.		Per cent of persons 5 to 18 years enrolled.	
	White.	Colored.	White.	Colored.	White.	Colored.	White.	Colored.
Alabama (1896–97)	334,700	286,900	53.84	46.16	216,686	132,213	64.74	46.08
Arkansas	333,000	129,100	72.08	27.92	224,247	79,561	67.34	61.63
Delaware (1891–92)	39,850	8,980	81.61	18.39	28,316	4,858	71.06	54.10
District of Columbia	46,720	25,700	64.51	35.49	29,311	15,387	62.74	59.87
Florida	95,460	75,640	55.80	44.20	67,657	40,798	70.87	53.94
Georgia	384,100	360,400	51.59	48.41	270,267	180,565	70.36	50.10
Kentucky (1896–97)	563,900	96,600	85.39	14.61	432,572	69,321	76.71	71.76
Louisiana	222,100	236,500	48.42	51.58	109,732	71,609	49.41	30.28
Maryland	272,700	78,700	77.64	22.36	190,745	45,258	69.95	57.51
Mississippi (1896–97)	216,300	315,000	40.71	59.29	170,811	196,768	78.97	62.47
Missouri	897,900	54,600	94.26	5.74	656,816	31,767	73.15	58.18
North Carolina	387,600	232,400	62.51	37.49	261,223	138,152	67.39	59.45
South Carolina (1896–97)	176,700	296,500	37.34	62.66	119,027	139,156	67.36	46.93
Tennessee (1895–96)	480,300	162,000	74.78	25.22	386,483	95,102	80.47	58.70
Texas (1896–97)	757,850	232,050	74.53	25.47	477,659	134,481	63.03	57.95
Virginia (1896–97)	340,100	242,000	58.43	41.57	244,583	123,234	71.92	50.92
West Virginia	279,700	11,500	96.04	3.96	227,676	8,512	81.40	74.02
Total	5,828,980	2,844,570	67.35	32.65	4,113,811	1,506,742	70.58	52.97
Total, 1889–90	a 5,132,948	a 2,510,847	67.15	32.85	3,402,420	1,296,959	66.29	51.65

State.	Average daily attendance.		Per cent of enrollment.		Number of teachers.	
	White.	Colored.	White.	Colored.	White.	Colored.
Alabama (1896–97)	b 135,429	b 87,261	62.50	66.00	5,053	2,466
Arkansas	142,800	48,647	63.68	61.14	5,536	1,537
Delaware (1891–92)	b 19,746	b 2,947	69.73	60.66	734	106
District of Columbia	22,656	11,727	77.30	76.21	739	368
Florida	46,329	27,675	68.48	67.83	2,108	684
Georgia	169,329	109,386	62.65	60.58	6,186	3,319
Kentucky (1896–97)	265,623	43,074	61.41	62.14	8,564	1,396
Louisiana	82,294	49,752	75.00	69.48	2,815	1,019
Maryland	112,019	22,520	58.73	49.76	4,200	787
Mississippi (1896–97)	103,353	120,547	60.51	61.26	4,747	3,156
Missouri	424,448	16,244	64.62	51.13	14,659	607
North Carolina	145,646	68,894	55.76	49.87	4,954	2,263
South Carolina (1896–97)	82,627	99,932	69.42	71.81	2,928	2,045
Tennessee (1895–96)	272,903	65,213	70.63	68.57	7,257	1,878
Texas (1896–97)	335,175	69,197	70.17	51.45	10,045	2,908
Virginia (1896–97)	145,218	68,203	59.37	55.34	6,448	2,127
West Virginia	154,154	5,614	67.71	65.95	6,565	243
Total	2,659,809	916,333	64.66	60.85	93,538	26,909
Total, 1889–90	2,165,249	813,710	63.64	62.74	78,903	24,072

a United States census. b Approximately.

TABLE 2.—*Sixteen former slave States and the District of Columbia.*

Year.	Common school enrollment.		Expenditures (both races).	Year.	Common school enrollment.		Expenditures (both races).
	White.	Colored.			White.	Colored.	
1870–71			$10,385,464	1885–86	2,773,145	1,048,659	$20,208,113
1871–72			11,623,238	1886–87	2,975,773	1,118,556	20,821,969
1872–73			11,176,048	1887–88	3,110,606	1,140,405	21,810,158
1873–74			11,823,775	1888–89	3,197,830	1,213,092	23,171,878
1874–75			13,021,514	1889–90	3,402,420	1,296,959	24,880,107
1875–76			12,033,865	1890–91	3,570,624	1,329,549	26,690,310
1876–77	1,827,139	571,506	11,231,073	1891–92	3,607,549	1,354,316	27,691,488
1877–78	2,034,946	675,150	12,093,091	1892–93	3,697,899	1,367,515	28,535,738
1878–79	2,013,684	685,942	12,174,141	1893–94	3,848,541	1,432,198	29,223,546
1879–80	2,215,674	784,709	12,678,685	1894–95	3,846,267	1,423,593	29,443,584
1880–81	2,234,877	802,374	13,656,814	1895–96	3,943,801	1,449,325	31,149,724
1881–82	2,249,263	802,982	15,241,740	1896–97	3,937,992	1,460,084	31,144,801
1882–83	2,370,110	817,240	16,363,471	1897–98a	4,113,811	1,506,742	31,217,479
1883–84	2,546,448	1,002,313	17,884,558				
1884–85	2,676,911	1,030,463	19,253,874	Total	66,195,310	24,313,672	546,630,246

a Subject to correction.

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TABLE 3.—*Teachers and students in institutions for the colored race in 1897–98.*

State.	Teachers.				Students.											
					Elementary.			Secondary.			Collegiate.			Total.		
	Number of schools.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	11	90	95	185	1,136	1,077	2,213	660	646	1,306	50	44	94	1,846	1,767	3,613
Arkansas	7	20	23	43	236	310	546	318	309	627	48	12	60	602	631	1,233
Delaware	1	6	1	7	6	3	9	13	6	19	14	5	19	33	14	47
District of Columbia	4	90	31	121	287	328	615	371	566	937	307	28	335	965	922	1,887
Florida	6	12	25	37	308	413	721	89	128	217	0	0	0	397	541	938
Georgia	19	74	136	210	1,457	2,439	3,896	500	785	1,345	191	91	282	2,908	3,315	5,523
Illinois	1	1	1	2	.....	.....	.....	20	33	53	.....	.....	.....	20	33	53
Indiana	2	4	2	6	30	33	63	46	56	102	.....	.....	.....	76	89	165
Kentucky	7	43	48	91	514	760	1,274	429	583	1,012	12	3	15	955	1,346	2,301
Louisiana	6	44	57	101	853	1,217	2,070	132	189	321	72	36	108	1,057	1,442	2,499
Maryland	6	14	29	43	39	180	219	101	198	299	23	13	36	163	391	554
Mississippi	10	28	60	88	450	582	1,032	481	241	722	61	30	91	992	853	1,845
Missouri	5	19	12	31	190	194	384	195	239	434	58	63	121	443	496	939
New Jersey	1	5	7	12	.....	.....	.....	59	57	116	0	0	0	59	57	116
N. Carolina	21	97	87	184	810	1,360	2,170	732	900	1,632	258	82	340	1,800	2,342	4,142
Ohio	2	13	10	23	45	45	90	41	41	82	115	93	208	201	179	380
Pennsylvania	3	14	10	24	60	132	192	65	95	160	203	0	203	328	227	555
S. Carolina	11	40	74	114	857	1,017	1,874	451	585	1,036	23	22	45	1,331	1,624	2,955
Tennessee	13	72	102	174	1,599	2,101	3,700	451	674	1,125	330	38	368	2,380	2,813	5,193
Texas	8	30	52	82	719	1,029	1,748	222	249	471	52	20	72	993	1,298	2,291
Virginia	14	77	130	207	1,412	1,723	3,135	447	983	1,430	95	0	95	1,954	2,706	4,660
W. Virginia	3	11	12	23	92	124	216	106	117	223	.....	.....	.....	198	241	439
Total	161	804	1,004	1,808	11,100	15,667	26,167	5,989	7,680	13,669	1,912	580	2,492	19,001	23,327	42,328

TABLE 4.—*Classification of colored students, by courses of study, 1897–98.*

State.	Students in classical courses.			Students in scientific courses.			Students in English course.			Students in business course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	59	32	91	4	10	14	280	403	683	5	18	23
Arkansas	41	39	80	10	7	17	74	102	176	8	0	8
Delaware	2	0	2	12	5	17	.....	.....	.....	.....	.....	.....
District of Columbia	122	201	323	0	0	0	38	41	79	52	34	86
Florida	18	15	33	0	0	0	35	105	140	.....	.....	.....
Georgia	57	41	98	83	78	161	932	1,029	1,961	5	7	12
Illinois	0	0	0	0	0	0	20	33	53	0	0	0
Indiana	.....	.....	.....	36	42	78	.....	.....	.....	.....	.....	.....
Kentucky	15	23	38	62	163	225	84	131	215	15	2	17
Louisiana	48	36	84	19	19	38	317	494	811	0	0	0
Maryland	23	13	36	.....	.....	.....	47	172	219	.....	.....	.....
Mississippi	79	58	137	17	19	36	322	397	719	.....	.....	.....
Missouri	16	13	29	110	141	251	38	48	86	11	6	17
New Jersey	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	103	28	131	43	36	79	574	536	1,110	37	0	37
Ohio	14	7	21	24	9	33	45	45	90	16	5	21
Pennsylvania	148	0	148	.....	.....	.....	73	97	170	6	8	14
South Carolina	64	38	102	12	22	34	452	594	1,046	3	6	9
Tennessee	114	113	227	52	49	101	155	333	488	.....	.....	.....
Texas	35	7	42	59	51	110	191	203	394	.....	.....	.....
Virginia	43	46	89	5	1	6	507	777	1,284	.....	.....	.....
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	1,001	710	1,711	548	652	1,200	4,184	5,540	9,724	158	86	244

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TABLE 5.—*Number of normal students and graduates in 1897–98.*

State.	Students in normal course.			Graduates of high-school course.			Graduates of normal course.			Graduates of collegiate course.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Alabama	356	226	582	1	9	10	27	39	66	1	1	2
Arkansas	163	103	266	8	9	17	15	17	32	21	6	27
Delaware	1	1	2							2	0	2
District of Columbia	15	53	68	37	93	130	9	32	41	7	1	8
Florida	66	106	172	2	4	6	15	10	25			
Georgia	74	309	383	37	37	74	20	62	82	6	4	10
Illinois	0	0	0	1	4	5	0	0	0	0	0	0
Indiana				25	31	56						
Kentucky	84	124	208	1	4	5	13	42	55			
Louisiana	10	44	54	11	16	27	8	19	27	4	1	5
Maryland	22	26	48	3	10	13	18	21	39			
Mississippi	91	98	189	23	17	40	11	15	26	3	1	4
Missouri	71	61	132	7	18	25	12	8	20	2	3	5
New Jersey												
North Carolina	338	506	844	49	13	62	68	41	109	19	9	28
Ohio	51	52	103	9	12	21	3	6	9	13	1	14
Pennsylvania	32	49	81	6	7	13	6	7	13	28	0	28
South Carolina	102	114	216	44	45	89	16	42	58	2	1	3
Tennessee	232	365	597	72	78	150	44	67	111	28	5	33
Texas	11	29	40	13	29	42	3	15	18	3	0	3
Virginia	177	138	315	17	46	63	57	53	110	4	0	4
West Virginia	69	80	149	1	4	5	12	6	18			
Total	1,965	2,484	4,449	367	486	853	357	502	859	143	24	167

TABLE 6.—*Colored professional students and graduates in 1897–98.*

State.	Students in professional courses.			Professional students and graduates.											
				Theology.		Law.		Medicine.		Dentistry.		Pharmacy.		Nurse training.	
	Male.	Female.	Total.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.	Students.	Graduates.
Alabama	86	28	114	86	5									28	5
Arkansas	21	0	21	21											
Delaware															
District of Columbia	296	37	333	44	6	96	35	110	32	24	5	22	7	37	17
Florida	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Georgia	97	55	152	97	16									55	2
Illinois	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indiana															
Kentucky	18	0	18	18											
Louisiana	38	3	41	21	1			17	5					3	
Maryland															
Mississippi	3	18	21	3										18	
Missouri															
New Jersey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
North Carolina	117	10	127	38	4	8	2	64	10			7	1	10	2
Ohio	18	0	18	17	4	1	0	0	0	0	0	0	0	0	0
Pennsylvania	47	0	47	47	16	0	0	0	0	0	0	0	0	0	0
South Carolina	50	29	79	50										29	
Tennessee	231	0	231	35	5	11	2	151	31	19	4	15	3		
Texas	15	0	15	15	2										
Virginia	68	0	68	68	4										
West Virginia	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	1,105	180	1,285	560	63	116	39	342	78	43	9	44	11	180	26

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TABLE 7.—*Industrial training of colored students in 1897-98.*

State.	Pupils receiving industrial training.			Students trained in industrial branches.											
	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
Alabama	1,273	850	2,123	609	230	5	5	27	12	55	35	55	61	330	97	831
Arkansas	134	198	332	28	24	....	....	6	....	12	8	5	29	140	111	16
Delaware	26	14	40	6	14	....	....	2	....	....	2	....	2	12	....	.....
District of Columbia	151	117	268	0	80	....	....	....	8	3	10	....	48	74	40	.....
Florida	75	204	279	16	39	....	....	5	....	....	....	....	5	153	84	.....
Georgia	431	1,821	2,252	71	249	....	4	2	19	33	....	13	76	1,689	162	102
Illinois	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Indiana	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
Kentucky	97	226	323	63	7	....	....	....	....	....	....	....	2	69	40	175
Louisiana	313	269	582	92	154	....	....	13	....	7	50	....	29	204	40	70
Maryland	47	172	219	10	9	....	....	2	....	10	....	5	4	134	134	7
Mississippi	287	405	692	97	88	....	....	4	....	15	....	47	56	331	137	68
Missouri	94	142	236	....	39	....	....	....	....	20	12	....	17	142	....	.....
New Jersey	22	57	79	8	22	0	0	0	0	0	0	2	0	18	20	4
North Carolina	486	870	1,356	60	212	24	13	10	....	40	4	17	36	722	128	282
Ohio	111	59	170	7	38	0	0	0	0	0	38	0	43	41	53	30
Pennsylvania	104	146	250	.....	28	15	....	....	....	....	....	16	14	42	70	65
South Carolina	551	892	1,443	48	248	50	50	48	....	50	....	18	65	733	289	117
Tennessee	177	664	841	6	53	....	....	....	8	4	....	....	82	569	94	85
Texas	300	620	920	10	118	....	....	1	....	....	7	23	68	627	117	28
Virginia	696	1,119	1,815	129	100	13	14	10	....	21	16	18	43	769	262	539
West Virginia	56	124	180	.....	52	....	8	....	....	4	40	....	5	124	44	.....
Total	5,431	8,969	14,400	1,260	1,804	107	94	130	47	274	222	219	685	6,923	1,922	2,414

TABLE 8.—*Financial summary of the 161 colored schools.*

State.	Value of benefactions or bequests, 1897-98.	Volumes in library.	Value of library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State or municipal aid.	Amount received from tuition fees.	Amount received from production funds.	Amount received from sources unclassified.	Total income for the year 1897-98.
Alabama	$47,922	19,185	$13,795	$501,137	$7,850	$99,847	$4,969	$54,781	$167,447
Arkansas	2,220	6,840	5,900	183,250	5,025	6,058	4,337	6,698	22,118
Delaware	200	500	500	20,000	4,600	.....	.....	.....	4,600
District of Columbia	450	16,965	15,600	895,800	60,475	7,000	8,625	11,500	87,600
Florida	18	1,264	1,850	341,000	4,000	1,331	.....	19,042	24,373
Georgia	41,673	31,303	28,375	1,055,152	1,300	14,124	20,360	40,827	76,611
Illinois	0	175	265	2,800	1,400	.....	.....	.....	1,400
Indiana	.....	480	500	2,500	.....	.....	.....	.....	.....
Kentucky	28,113	16,171	15,935	181,742	5,289	5,547	5,073	6,272	22,181
Louisiana	3,846	11,898	10,079	549,553	12,120	2,650	6,600	22,557	43,927
Maryland	.....	5,300	5,425	96,000	10,800	1,575	1,000	12,990	26,365
Mississippi	874	17,920	15,700	467,200	49,198	5,366	6,815	23,894	85,273
Missouri	.....	3,525	4,571	164,300	21,975	1,742	.....	3,033	26,750
New Jersey	0	50	25	2,000	4,000	0	0	832	4,832
North Carolina	15,032	19,316	18,725	525,105	23,672	11,908	650	41,507	77,737
Ohio	.....	6,600	7,500	135,000	17,800	1,750	1,447	4,830	25,827
Pennsylvania	20,000	18,453	18,400	234,000	0	1,250	30,000	10,000	41,250
South Carolina	4,627	9,500	7,725	270,000	2,150	9,147	2,228	22,583	36,108
Tennessee	12,695	21,838	21,563	853,600	5,622	16,044	3,154	49,241	74,061
Texas	.....	6,355	6,665	265,000	1,200	4,810	.....	22,231	28,241
Virginia	221,722	17,825	11,150	1,132,300	41,546	7,096	37,376	116,742	202,760
West Virginia	.....	5,682	5,660	110,000	16,000	341	1,376	7,000	24,717
Total	399,392	237,145	215,908	7,987,439	296,022	197,586	134,010	476,560	1,104,178

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TABLE 9.—*Population 10 years of age and over, and number and per cent who could not read and write.*

States and Territories.	1890.			1880.			1870.		
	Total.	Illiterates.		Total.	Illiterates.		Total.	Illiterates.	
		Number.	Per cent.		Number.	Per cent.		Number.	Per cent.
United States	47,413,559	6,324,702	13.3	36,761,607	6,239,958	17.0	28,228,945	5,658,144	20.0
North Atlantic Division	13,888,377	859,989	6.2	11,270,090	629,369	6.2	9,430,802	712,277	7.6
South Atlantic Division	6,415,921	1,981,888	30.9	5,286,645	2,129,830	40.3	4,207,398	1,943,166	46.2
South Central Division	7,799,487	2,318,871	29.7	6,076,243	2,402,589	39.5	4,548,220	2,024,395	44.5
North Central Division	16,909,613	964,268	5.7	12,760,841	853,020	6.7	9,292,434	865,917	9.3
Western Division	2,400,161	199,686	8.3	1,367,788	155,150	11.3	750,101	112,389	15.0
North Atlantic Division:									
Maine	541,662	29,587	5.5	519,669	22,170	4.3	493,847	19,052	3.9
New Hampshire	315,497	21,476	6.8	286,188	14,302	5.0	260,426	9,926	3.8
Vermont	271,173	18,154	6.7	264,052	15,837	6.0	258,751	17,706	6.8
Massachusetts	1,839,607	114,468	6.2	1,432,183	92,980	6.5	1,160,666	97,742	8.4
Rhode Island	281,959	27,525	9.8	220,461	24,793	11.2	173,751	21,921	12.6
Connecticut	609,830	32,194	5.3	497,303	28,424	5.7	425,896	29,616	7.0
New York	4,822,392	266,911	5.5	3,981,428	209,600	5.5	3,378,959	239,271	7.1
New Jersey	1,143,123	74,321	6.5	865,591	53,249	6.2	680,687	54,687	8.0
Pennsylvania	4,063,134	275,353	6.8	3,203,215	228,014	7.1	2,597,809	222,356	8.6
South Atlantic Division:									
Delaware	131,967	18,878	14.3	110,856	19,414	17.5	92,586	23,100	25.0
Maryland	798,605	125,376	15.7	695,364	134,448	19.3	575,439	135,499	23.6
District of Columbia	188,567	24,884	13.2	136,907	25,778	18.8	100,453	28,719	28.6
Virginia	1,211,934	365,736	30.2	1,059,034	430,352	40.6	890,056	445,893	50.1
West Virginia	549,538	79,180	14.4	428,587	85,376	19.9	308,424	81,490	26.4
North Carolina	1,147,446	409,703	35.7	959,951	463,975	48.3	769,629	397,690	51.7
South Carolina	802,406	360,705	45.0	667,456	369,848	55.4	503,763	290,379	57.6
Georgia	1,302,208	518,706	39.8	1,043,840	520,416	49.9	835,929	468,593	56.1
Florida	283,250	78,720	27.8	184,650	80,183	43.4	131,119	71,803	54.8
South Central Division:									
Kentucky	1,360,031	294,381	21.6	1,163,498	348,392	29.9	930,136	332,176	35.7
Tennessee	1,276,631	340,140	26.6	1,062,130	410,722	38.7	890,872	364,097	40.9
Alabama	1,069,545	438,535	41.0	851,780	433,447	50.9	706,802	383,012	54.2
Mississippi	902,028	360,613	40.0	753,693	373,201	49.5	581,206	313,310	53.9
Louisiana	794,683	364,184	45.8	649,070	318,380	49.1	526,392	276,158	52.5
Texas	1,564,755	308,873	19.7	1,064,196	316,432	29.7	571,075	221,703	38.8
Arkansas	787,113	209,745	26.6	531,876	202,015	38.0	341,737	133,339	39.0
Oklahoma	44,701	2,400	5.4	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	2,858,659	149,843	5.2	2,399,367	131,847	5.5	1,953,374	173,172	8.9
Indiana	1,674,028	105,829	6.3	1,468,095	110,761	7.5	1,197,936	127,124	10.6
Illinois	2,907,671	152,634	5.2	2,269,315	145,397	6.4	1,809,606	133,584	7.4
Michigan	1,619,035	95,914	5.9	1,236,686	63,723	5.2	873,763	53,127	6.1
Wisconsin	1,258,390	84,745	6.7	965,712	55,558	5.8	751,704	55,441	7.4
Minnesota	962,350	58,057	6.0	559,977	34,546	6.2	305,568	24,413	8.0
Iowa	1,441,308	52,061	3.6	1,181,641	46,609	3.9	837,959	45,871	5.5
Missouri	1,995,638	181,368	9.1	1,557,631	208,754	13.4	1,205,568	222,411	18.5
North Dakota	129,452	7,743	6.0	99,849	4,821	4.8	10,640	1,563	14.7
South Dakota	236,208	9,974	4.2						
Nebraska	771,659	24,021	3.1	318,271	11,528	3.6	88,265	4,861	5.5
Kansas	1,055,215	42,079	4.0	704,297	39,476	5.6	258,051	24,550	9.5
Western Division:									
Montana	107,811	5,884	5.5	31,989	1,707	5.3	18,170	918	5.1
Wyoming	47,755	1,630	3.4	16,479	556	3.4	8,059	602	7.5
Colorado	327,896	17,180	5.2	158,220	10,474	6.6	30,349	6,823	22.5
New Mexico	112,541	50,070	44.5	87,966	57,156	65.0	66,464	52,220	78.6
Arizona	16,076	10,785	23.4	32,922	5,842	17.7	8,237	2,753	32.4
Utah	147,227	8,232	5.6	97,194	8,826	9.1	56,515	7,363	13.0
Nevada	38,225	4,897	12.8	50,666	4,069	8.0	36,655	872	2.4
Idaho	62,721	3,225	5.1	25,005	1,778	7.1	13,189	3,388	25.7
Washington	275,639	11,778	4.3	55,720	3,889	7.0	17,334	1,307	7.5
Oregon	244,374	10,103	4.1	130,565	7,423	5.7	64,685	4,427	6.8
California	989,896	75,902	7.7	681,062	53,430	7.8	430,444	31,716	7.4

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TABLE 10.—*White population 10 years of age and over, and number and per cent who could not read and write.*

States and Territories.	1890.			1880.			1870.		
	Total.	Illiterates.		Total.	Illiterates.		Total.	Illiterates.	
		Number.	Per cent.		Number.	Per cent.		Number.	Per cent.
United States	41,931,074	3,212,574	7.7	32,160,400	3,019,080	9.4	24,717,870	2,851,911	11.5
North Atlantic Division	13,658,519	810,091	5.9	11,086,104	654,817	5.9	9,285,812	672,077	7.2
South Atlantic Division	4,109,269	595,952	14.5	3,312,920	647,085	19.5	2,655,333	623,386	23.5
South Central Division	5,847,090	817,031	15.3	4,068,790	877,344	21.6	3,014,773	705,639	23.4
North Central Division	16,569,840	849,843	5.1	12,468,565	731,804	5.9	9,068,051	750,033	9.3
Western Division	2,255,347	139,657	6.2	1,226,021	108,930	8.8	673,901	100,185	14.9
North Atlantic Division:									
Maine	540,157	29,103	5.4	518,011	21,756	4.2	492,128	18,874	3.8
New Hampshire	314,913	21,340	6.8	285,594	14,208	5.0	259,904	9,831	3.8
Vermont	270,385	17,986	6.7	263,245	15,681	6.0	257,993	17,584	6.8
Massachusetts	1,820,012	111,442	6.1	1,416,767	90,658	6.4	1,148,990	95,578	8.3
Rhode Island	275,628	26,355	9.6	215,158	23,544	10.9	169,479	21,029	12.4
Connecticut	599,346	30,536	5.1	487,786	26,763	5.5	417,804	27,913	6.7
New York	4,760,282	255,498	5.4	3,927,608	208,175	5.3	3,336,198	228,424	6.8
New Jersey	1,103,786	63,163	5.7	835,385	44,049	5.3	656,973	46,386	7.1
Pennsylvania	3,974,009	254,663	6.4	3,136,561	209,981	6.7	2,546,344	206,458	8.1
South Atlantic Division:									
Delaware	110,359	8,126	7.4	91,611	8,346	9.1	76,016	11,289	14.8
Maryland	637,490	44,653	7.0	544,086	44,316	8.1	447,731	46,792	10.4
District of Columbia	127,526	3,495	2.7	91,872	3,988	4.3	66,620	4,876	7.3
Virginia	756,252	105,058	13.9	630,584	114,692	18.2	527,432	123,538	23.4
West Virginia	524,801	68,188	13.0	410,141	75,237	18.3	295,519	71,493	24.2
North Carolina	754,857	173,723	23.0	608,806	192,032	31.5	497,132	166,397	33.5
South Carolina	332,174	59,443	17.9	272,706	59,777	21.9	213,794	55,167	25.8
Georgia	701,586	114,691	16.3	563,977	128,034	22.9	462,718	124,939	27.0
Florida	164,216	18,516	11.3	99,137	19,763	19.9	68,371	18,904	27.6
South Central Division:									
Kentucky	1,162,342	183,851	15.8	973,275	214,497	22.0	773,653	201,077	26.0
Tennessee	966,831	172,169	17.8	790,744	216,227	27.3	665,390	178,727	26.9
Alabama	830,115	107,335	18.2	452,722	111,767	24.7	377,987	92,059	24.4
Mississippi	385,099	45,755	11.9	328,296	53,448	16.3	276,132	48,028	17.4
Louisiana	402,041	80,939	20.1	320,917	58,951	18.4	264,033	50,749	19.2
Texas	1,228,601	132,389	10.8	808,931	123,912	15.3	401,110	70,895	17.7
Arkansas	569,650	93,090	16.3	393,905	98,542	25.0	256,488	64,095	25.0
Oklahoma	42,411	1,503	3.5	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	2,789,479	132,244	4.7	2,339,528	115,491	4.9	1,906,494	152,383	8.0
Indiana	1,638,334	94,334	5.8	1,438,956	100,398	7.0	1,179,792	118,761	10.1
Illinois	2,861,671	140,219	4.9	2,234,478	132,426	5.9	1,788,175	123,624	6.9
Michigan	1,602,474	91,076	5.7	1,219,908	58,932	4.8	801,523	48,649	5.6
Wisconsin	1,253,594	83,984	6.6	961,433	54,233	5.6	749,181	54,845	7.3
Minnesota	957,662	56,966	5.9	557,183	33,506	6.0	304,418	23,941	7.9
Iowa	1,432,849	49,828	3.5	1,174,063	44,337	3.8	833,698	44,145	5.3
Missouri	1,881,478	133,806	7.1	1,453,238	152,510	10.5	1,122,175	161,763	14.4
North Dakota	128,998	7,528	5.8	98,348	4,157	4.2	9,766	914	9.4
South Dakota	234,979	9,564	4.1						
Nebraska	762,144	21,578	2.8	316,312	10,926	3.5	87,562	4,630	5.3
Kansas	1,017,178	29,719	2.9	673,121	24,888	3.7	245,267	16,978	6.9
Western Division:									
Montana	103,264	4,232	4.1	28,986	631	2.2	15,925	643	4.0
Wyoming	46,436	1,408	3.0	15,240	374	2.5	7,709	481	6.2
Colorado	321,059	15,474	4.8	155,456	9,906	6.4	29,819	6,564	22.0
New Mexico	104,103	43,265	41.6	79,767	49,547	62.2	65,224	51,140	78.4
Arizona	42,482	8,956	21.1	28,634	4,824	16.8	8,170	2,729	33.3
Utah	145,437	7,407	5.1	95,876	8,137	8.5	55,828	7,097	12.7
Nevada	32,289	1,366	4.2	42,596	1,915	4.5	33,175	653	2.0
Idaho	60,446	2,119	3.5	21,481	784	3.6	8,839	486	5.5
Washington	267,747	8,261	3.1	49,269	1,429	2.9	15,873	823	5.2
Oregon	232,925	6,946	3.0	119,482	4,343	3.6	60,846	3,411	5.6
California	899,159	40,233	4.5	589,235	26,090	4.4	372,493	26,158	7.0

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TABLE 11.—*Colored population 10 years of age and over and number and per cent who could not read and write.*

States and Territories.	1890.			1880.			1870.		
	Total.	Illiterates.		Total.	Illiterates.		Total.	Illiterates.	
		Number.	Per cent.		Number.	Per cent.		Number.	Per cent.
United States.	5,482,485	3,112,128	56.8	4,601,207	3,220,878	70.0	3,511,075	2,806,233	79.9
North Atlantic Division	229,858	49,898	21.7	183,986	44,552	24.2	144,980	40,200	27.7
South Atlantic Division	2,306,652	1,385,936	60.1	1,973,725	1,482,745	75.1	1,552,065	1,319,780	85.0
South Central Division	2,452,388	1,501,840	61.2	2,007,453	1,525,245	76.0	1,533,447	1,318,765	86.0
North Central Division	348,773	114,425	32.8	294,276	121,216	41.2	204,383	115,284	56.4
Western Division	144,814	60,029	41.5	141,767	47,120	33.2	76,200	12,204	16.0
North Atlantic Division:									
Maine	1,505	479	31.8	1,658	412	24.8	1,719	178	10.3
New Hampshire	584	136	23.3	594	94	15.8	522	95	18.2
Vermont	788	168	21.3	807	156	19.3	758	122	16.1
Massachusetts	19,595	3,026	15.4	15,416	2,322	15.1	11,676	2,164	18.5
Rhode Island	6,330	1,170	18.5	5,303	1,249	23.6	4,272	892	20.9
Connecticut	10,484	1,658	15.8	9,523	1,661	17.4	8,092	1,703	21.0
New York	62,110	11,413	18.4	53,825	11,425	21.2	42,761	10,847	25.4
New Jersey	39,337	11,158	28.4	30,206	9,200	30.5	23,715	8,301	35.4
Pennsylvania	89,125	20,690	23.2	66,654	18,033	27.1	51,465	15,898	30.9
South Atlantic Division:									
Delaware	21,608	10,692	49.5	19,245	11,068	57.5	16,570	11,820	71.3
Maryland	161,106	80,723	50.1	151,278	90,172	59.6	127,708	88,707	69.5
District of Columbia	61,041	21,389	35.0	45,036	21,790	48.4	33,833	23,843	70.5
Virginia	455,682	260,678	57.2	428,450	315,660	73.2	362,624	322,355	88.9
West Virginia	24,737	10,992	44.4	18,446	10,139	55.0	12,905	9,997	77.4
North Carolina	392,589	235,981	60.1	351,145	271,943	77.4	272,497	231,293	84.8
South Carolina	470,232	301,262	64.1	394,750	310,071	78.5	289,969	235,212	81.1
Georgia	600,623	404,015	67.3	479,863	391,482	81.6	373,211	343,654	92.1
Florida	119,034	60,204	50.6	85,513	60,420	70.7	62,748	52,899	84.1
South Central Division:									
Kentucky	197,689	110,530	55.9	190,223	133,895	70.4	156,483	131,099	83.8
Tennessee	309,800	167,971	54.2	271,386	194,495	71.7	225,482	185,970	82.4
Alabama	479,430	331,200	69.1	399,058	321,680	80.6	328,835	290,953	88.1
Mississippi	516,929	314,853	60.9	425,397	319,753	75.2	305,074	265,282	87.0
Louisiana	392,642	283,245	72.1	326,153	259,429	79.1	262,359	225,409	85.9
Texas	336,154	176,484	52.5	255,265	192,520	75.4	169,965	150,808	88.7
Arkansas	217,454	116,655	53.6	137,971	103,473	75.0	85,249	69,244	81.2
Oklahoma	2,290	897	39.2	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	69,180	17,599	25.4	59,839	16,356	27.6	46,880	20,789	44.3
Indiana	35,694	11,495	32.2	29,140	10,363	35.6	18,144	8,363	46.1
Illinois	46,000	12,415	27.0	34,837	12,971	37.2	21,431	9,930	46.5
Michigan	16,561	4,838	29.2	16,780	4,791	28.5	12,240	4,478	36.6
Wisconsin	4,796	1,761	36.7	4,279	1,325	31.0	2,523	596	23.6
Minnesota	4,688	1,091	23.3	2,794	1,040	37.2	1,150	472	41.0
Iowa	8,459	2,233	26.4	7,578	2,272	30.0	4,261	1,526	35.8
Missouri	114,160	47,562	41.7	101,393	56,244	53.9	83,393	60,648	72.7
North Dakota	454	215	47.4	1,501	664	44.2	874	649	74.3
South Dakota	1,229	410	33.4						
Nebraska	9,515	2,446	25.7	1,959	602	30.7	703	231	32.9
Kansas	38,037	12,360	32.5	31,176	14,588	46.8	12,784	7,572	59.1
Western Division:									
Montana	4,547	1,652	36.3	3,003	1,076	35.8	2,245	275	12.2
Wyoming	1,319	222	16.8	1,239	182	14.7	350	121	34.6
Colorado	6,837	1,706	25.0	2,764	568	20.5	530	259	48.9
New Mexico	8,438	6,805	80.6	8,199	7,559	92.2	1,240	1,080	87.1
Arizona	3,594	1,829	50.9	4,288	1,018	23.7	67	24	35.8
Utah	1,790	825	46.1	1,318	689	52.3	667	266	38.7
Nevada	5,936	3,541	59.7	8,071	2,154	26.7	3,480	219	6.3
Idaho	2,275	1,106	48.6	3,524	994	28.2	4,350	2,902	66.7
Washington	7,892	3,517	44.6	6,451	2,460	38.1	1,461	484	33.1
Oregon	11,449	3,157	27.6	11,083	3,080	27.8	3,839	1,016	26.5
California	90,737	35,669	39.3	91,827	27,340	29.8	57,951	5,558	9.6

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TABLE 12.—*Schools for the education of the colored*

	State and post-office.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	ALABAMA.											
	Athens	Trinity Normal School *a*										
1	Calhoun	Calhoun Colored School	Nonsect	1	7	3	2	13	98	115	98	115
	Huntsville	Central Alabama Academy *a*										
2	do	Huntsville Graded and Industrial School.	Nonsect	0	0	1	1	2	62	100	22	15
3	Kowaliga	Kowaliga Institute	Nonsect	0	0	1	1	2	100	125	80	91
4	Marion	Lincoln Normal School	Cong	0	6	0	1	7	86	100	56	34
	Montgomery	State Normal School for Colored Students. *a*										
5	Normal	Agricultural and Mechanical College.	Nonsect	0	0	17	17	34	198	260	123	154
6	Selma	Burrell Academy	Cong	1	5	1	1	8	150	174	90	102
7	do	Alabama Baptist University*	Bapt	0	2	5	2	9	142	201	46	94
8	Talladega	Talladega College	Cong	6	14	0	1	21	256	316	208	291
9	Tuscaloosa	Stillman Institute	Presb	1	0	0	0	1	8	0	0	0
10	do	Oak City Academy*	Bapt			1	2	3	30	45	24	26
11	Tuskegee	Tuskegee Normal and Industrial Institute.	Nonsect	0	0	52	33	85	716	331	389	155
	ARKANSAS.											
12	Arkadelphia	Arkadelphia Academy	Bapt	0	0	1	3	4	34	43	7	5
	do	Shorter University *a*										
13	Little Rock	Arkansas Baptist College	Bapt	1	0	2	3	6	91	76	51	56
14	do	Philander Smith College	M. E	2	3	3	3	11	137	140	23	21
15	do	Union High School	Nonsect			2	1	3	78	176	55	128
16	Magnolia	Columbia High School	Bapt	0	0	1	2	3	50	53	30	40
17	Pine Bluff	Branch Normal College	Nonsect	2	0	3	2	7	127	63	0	0
18	Southland	Southland College and Normal Institute.*	Friends	3	4		2	9	85	80	70	60
	DELAWARE.											
19	Dover	State College for Colored Students.	Nonsect			6	1	7	33	14	6	3
	DISTRICT OF COLUMBIA.											
20	Washington	High School (colored)	Nonsect	0	0	16	11	27	220	470	0	0
21	do	Howard University	Nonsect	45	1	22	8	76	478	136	88	96
22	do	Normal School (colored)	Nonsect	0	0	0	6	6	188	254	175	211
23	do	Wayland Seminary and College.	Bapt	3	3	4	2	12	79	62	24	21
	FLORIDA.											
24	Fernandina	District School No. 1	Nonsect			1	5	6	150	170	142	158
25	Jacksonville	Cookman Institute	M. E	2	5			7	93	71	75	56
26	do	Edward Waters College	A. M. E			1	3	4	52	46	47	39
	Live Oak	Florida Institute *a*										
27	Ocala	Emerson Memorial Home and School.	M. E		2			2	0	69	0	69
28	Orange Park	Orange Park Normal and Manual Training School.	Cong	2	5	0	0	7	34	35	13	17
29	Tallahassee	Florida State Normal and Industrial College.	Nonsect	0	0	6	5	11	68	150	31	74
	GEORGIA.											
30	Athens	Jeruel Academy	Bapt			1	4	5	93	128	74	104
31	do	Knox Institute	Cong			3	4	7	113	191	103	181
32	do	West Broad Street School*	Nonsect			2	4	6	184	233	161	172
33	Atlanta	Atlanta Baptist College	Bapt	3	2	3	0	8	139	0	84	0
34	do	Atlanta University	Nonsect	6	6	2	1	15	102	203	10	50
35	do	Gammon Theological Seminary.	M. E	6	0	1	0	7	80	0		
36	do	Morris Brown College	A. M. E	14	7			21	169	257	59	128
37	do	Spelman Seminary	Bapt	0	36	0	3	39	0	450	0	372
38	do	Storrs School	Cong	0	6	0	0	6	94	161	94	161
39	Augusta	Haines Normal and Industrial School.*	Presb			3	12	15	160	233	135	188

*Statistics of 1896-97.

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race—teachers, students, and courses of study.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
40	65	.....	.....	40	18	.....	.....	22	40	1	0	.....	.....	0	0	0	0	0	0	2
20	34	0	0	.....	.....	.....	.....	100	125	.....	.....	.....	.....	0	0	0	0	0	0	3
30	66	.....	.....	.....	.....	.....	.....	10	20	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
71	92	4	14	.....	.....	.....	.....	.....	.....	12	21	2	12	.....	.....	12	21	.....	.....	5
40	48	20	24	3	10	2	8	20	65	6	18	3	6	0	0	0	1	0	0	6
95	104	1	3	1	3	.....	.....	95	104	.....	.....	.....	.....	1	5	.....	.....	0	1	7
31	22	17	3	15	1	2	2	19	24	10	11	.....	.....	.....	.....	0	3	1	0	8
0	0	8	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	9
6	19	.....	.....	.....	.....	.....	.....	6	25	.....	.....	.....	.....	0	4	.....	.....	.....	.....	10
327	176	0	0	0	0	0	0	.....	.....	327	176	0	0	.....	.....	15	14	.....	.....	11
20	33	7	5	.....	.....	7	5	24	37	.....	.....	.....	.....	2	2	.....	.....	.....	.....	12
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
18	20	22	0	3	1	1	1	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	13
98	117	16	2	15	2	1	0	.....	.....	4	12	7	0	.....	.....	4	12	21	5	14
23	48	.....	.....	23	36	.....	.....	0	12	.....	.....	.....	.....	5	7	.....	.....	.....	.....	15
20	13	.....	.....	.....	.....	.....	.....	50	53	20	13	1	0	1	0	.....	.....	.....	.....	16
127	63	.....	.....	.....	.....	.....	.....	.....	.....	127	63	.....	.....	0	0	7	2	0	0	17
12	15	3	5	.....	.....	1	1	.....	.....	12	15	.....	.....	.....	.....	4	3	0	1	18
13	6	14	5	2	0	12	5	.....	.....	1	1	.....	.....	.....	.....	.....	.....	2	0	19
220	470	0	0	108	201	0	0	0	0	0	0	52	34	29	80	.....	.....	.....	.....	20
86	12	304	28	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	7	1	21
13	43	0	0	0	0	0	0	0	0	13	43	0	0	0	0	7	22	0	0	22
52	41	3	0	14	0	.....	.....	38	41	2	10	.....	.....	8	13	2	10	.....	.....	23
8	12	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3	.....	.....	.....	.....	24
18	15	.....	.....	18	15	.....	.....	.....	.....	3	5	.....	.....	1	1	.....	.....	.....	.....	25
5	7	0	0	0	0	0	0	0	0	5	7	0	0	0	0	0	0	0	0	26
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	
.....	.....	.....	.....	.....	.....	.....	.....	0	69	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	27
21	18	0	0	0	0	0	0	34	35	21	18	.....	.....	.....	.....	1	0	.....	.....	28
37	76	0	0	0	0	0	0	1	1	37	76	0	0	0	0	14	10	0	0	29
19	24	.....	.....	.....	.....	.....	.....	.....	.....	2	3	.....	.....	.....	.....	2	3	.....	.....	30
10	10	.....	.....	.....	.....	.....	.....	103	181	8	10	.....	.....	1	3	0	3	.....	.....	31
23	61	.....	.....	8	13	.....	.....	161	162	.....	.....	.....	.....	2	4	.....	.....	.....	.....	32
28	0	27	0	7	0	28	0	84	0	3	0	.....	.....	6	0	3	0	4	0	33
73	141	19	12	19	12	.....	.....	.....	.....	0	139	.....	.....	14	0	0	15	1	2	34
.....	.....	80	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	35
70	84	40	45	10	13	2	5	70	82	2	3	5	7	.....	.....	0	3	0	2	36
0	53	0	25	0	0	0	8	.....	.....	0	22	0	0	0	8	0	7	0	0	37
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	38
25	45	.....	.....	.....	.....	.....	.....	.....	.....	0	4	.....	.....	.....	.....	.....	.....	.....	.....	39

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TABLE 12.—*Schools for the education of the colored*

	State and post-office.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	GEORGIA—cont'd.											
40	Augusta	The Paine Institute	M. E. S	3	1	2	1	7	110	102	11	14
41	do	Walker Baptist Institute	Bapt	0	0	2	4	6	42	79	22	41
42	College	Georgia State Industrial College.	Nonsect	0	0	12	0	12	123	37	43	37
	La Grange	La Grange Baptist Academy. *a*										
43	McIntosh	Dorchester Academy	Cong	1	10	1		12	201	243	183	227
44	Macon	Ballard Normal School	Cong	1	12	0	1	14	128	320	108	270
45	Roswell	Roswell Public School*	Nonsect	1	2	1	0	4	130	136	89	94
46	Savannah	Beach Institute	Cong	0	7	0	0	7	100	175	95	145
47	South Atlanta	Clark University	M. E	4	3	2	3	12	214	261	166	191
48	Thomasville	Allen Normal and Industrial School.	Cong	0	7	0	0	7	26	106	20	64
	ILLINOIS.											
49	Cairo	Summer High School	Nonsect	0	0	1	1	2	20	33		
	INDIANA.											
50	Evansville	Clark High School	Nonsect			3	1	4	36	42		
51	New Albany	Scribner High School	Nonsect			1	1	2	40	47	30	33
	KENTUCKY.											
52	Berea	Berea College	Nonsect	21	12			33	72	89		
53	Frankfort	State Normal School for Colored Persons.	Nonsect			4	2	6	70	72	19	15
54	Lebanon	St. Augustine's Academy	R. C		1			1	25	30	25	30
55	Lexington	Chandler Normal School*	Cong	0	6	0	2	8	60	130	30	70
56	Louisville	Colored High and Normal School.	Nonsect	0	0	12	11	23	330	565	280	415
57	do	Christian Bible School	Christian	1	0	1	0	2	18	0		
58	Paris	Paris High School (colored)	Nonsect	2	9	2	5	18	380	460	160	230
	LOUISIANA.											
59	Alexandria	Alexandria Public School	Nonsect	3	3	0	0	6	105	147	85	120
60	Baldwin	Gilbert Academy and Industrial College.	M. E	1	0	7	7	15	126	146	113	132
	New Iberia	Mount Carmel Convent *a*										
61	New Orleans	Leland University	Nonsect	3	5	7	7	22	340	353	280	313
62	do	New Orleans University	M. E	5	4	9	4	22	132	232	80	136
63	do	Southern University	Nonsect	4	2	1	6	13	152	291	129	252
64	do	Straight University	Cong	3	19	1	0	23	207	273	166	264
	MARYLAND.											
65	Baltimore	Baltimore City Colored High School.	Nonsect	1	6			7	40	125		
66	do	Morgan College	M. E	2	2	4	1	9	67	27	24	9
67	do	St. Frances Academy	R. C	0	0	0	9	9	0	42	0	27
68	Hebbville	Baltimore Normal School for Training of Colored Teachers.	Nonsect			1	1	2	9	25		
69	Melvale	Industrial Home for Colored Girls.*	Nonsect		5		1	6	0	134	0	134
70	Princess Anne	Princess Anne Academy	Meth	5	0	1	4	10	47	38	15	10
	MISSISSIPPI.											
71	Clinton	Mount Hermon Female Seminary.	Nonsect	0	4	0	2	6	9	70	8	46
72	Edwards	Southern Christian Institute.	Christian	3	4	0	0	7	38	45	31	41
73	Holly Springs	Mississippi State Normal School.	Nonsect	1	1	1	1	4	82	92	38	45
74	do	Rust University	M. E	3	5	3	0	11	135	65	55	20

* Statistics 1896-97. *a* No report.

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race—teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
93	82	6	6											5	1					40
20	38	0	0	0	0	0	0	0	0	0	0	0	0	7	14	0	0	0	0	41
71	0	9	0	9	0			80	0	15	0	0	0			7	0	1	0	42
18	16							183	227	18	16					6	1			43
20	50									20	50					0	6			44
41	42	0	0	0	0	41	42	80	95	0	0	0	0	2	4	0	0	0	0	45
5	30					5	23	0	7	2	16			0	0	2	16	0	0	46
38	67	10	3	4	3	7	0	165	191	4	43					0	5			47
6	42							6	84	0	3			0	3	0	3			48
20	33			0	0	0	0	20	33	0	0	0	0	1	4	0	0	0	0	49
36	42					36	42							5	3					50
10	14													20	28					51
60	86	12	3							20	21	15	2							52
51	57									51	57					7	5			53
																				54
30	60			0	0	1	0	15	70	7	12	0	0			0	3			55
50	150	0	0	0	0	50	150	0	0	5	30	0	0			5	30	0	0	56
18	0							18	0											57
220	230	0	0	15	23	11	13	51	61	1	4	0	0	1	4	1	4	0	0	58
15	27	0	0	0	0	0	0	15	27	0	0	0	0	1	1	0	0	0	0	59
13	14			11	6	1	0	114	131	1	8			3	1					60
21	19	39	21							4	3					4	3	2	1	61
45	89	7	7	17	8	3	1	0	0	1	22	0	0	4	8	0	5	2	0	62
20	32	3	7	3	7	0	0	152	291	0	5	0	0	3	6	0	5	0	0	63
18	8	23	1	17	15	15	18	36	45	4	6					4	6			64
40	125													3	10					65
20	5	23	13	23	13					8	11					8	11			66
0	15																			67
9	25									7	8					3	3			68
								0	134											69
32	28							47	38	7	7					7	7			70
1	24																			71
4	4	3	0	3	0	0	0	0	0	4	6	0	0	0	0	0	0	0	0	72
44	47			4	4	7	4	78	87	44	47	0	0	0	0	4	6	0	0	73
50	20	30	25	30	25			50	60	3	5	0	0			3	5	3	1	74

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TABLE 12.—*Schools for the education of the colored*

	State and post-office.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	MISSISSIPPI—continued.											
75	Jackson	Jackson College	Bapt.	1	6	1	2	10	57	65	20	40
76	Meridian	Lincoln School	Cong	....	6	....	1	7	100	130	60	70
77	....do	Meridian Academy	Meth	....	....	3	2	5	135	150	80	120
78	Natchez	Natchez College	Bapt.	....	....	1	2	3	53	99	45	87
79	Tougaloo	Tougaloo University	Cong	5	16	....	....	21	135	137	113	113
80	Westside	Alcorn Agricultural and Mechanical College.	Nonsect	....	....	6	8	14	248	0	....	....
	MISSOURI.											
81	Boonville	Sumner Public School	Nonsect	0	0	2	4	6	133	144	115	120
82	Hannibal	Douglass High School*	Nonsect	....	....	1	1	2	30	36	....	....
83	Jefferson City	Lincoln Institute	Nonsect	1	0	7	2	10	117	104	53	47
84	Kansas City	Lincoln High School	Nonsect	0	0	4	1	5	73	116	0	0
85	Sedalia	George R. Smith College	Meth	1	2	3	2	8	90	96	22	27
	NEW JERSEY.											
86	Bordentown	Manual Training and Industrial School.	Nonsect	2	0	3	7	12	59	57	....	....
	NORTH CAROLINA.											
87	Beaufort	Washburn Seminary	Cong	2	1	1	1	5	38	40	28	38
88	Charlotte	Biddle University	Presb	1	0	10	0	11	213	0	16	0
89	Clinton	Clinton Colored Graded School.	Nonsect	....	....	1	2	3	63	67	30	27
90	Concord	Scotia Seminary	Presb	1	10	0	5	16	0	273	0	259
91	Elizabeth City	State Normal School	Nonsect	0	0	2	3	5	58	161	9	25
92	Fayetteville	State Colored Normal School.*	Nonsect	0	0	2	2	4	50	75	20	35
93	Franklinton	Albion Academy and State Normal School.	Nonsect	....	....	6	5	11	121	143	16	23
94	....do	Franklinton Christian College.	Christian	0	3	1	0	4	83	78	48	49
	....do	State Colored Normal School. *a*		....	....	....	....	....	....	....	....	....
95	Goldsboro	State Colored Normal School.	Nonsect	....	....	3	2	5	59	96	22	42
96	Greensboro	Agricultural and Mechanical College for the Colored Race.	Nonsect	3	0	7	1	11	73	43	....	....
	Greensboro	Bennett College *a*		....	....	....	....	....	....	....	....	....
	High Point	High Point Normal and Industrial School. *a*		....	....	....	....	....	....	....	....	....
97	Kings Mountain	Lincoln Academy	Cong	....	....	0	7	7	70	149	62	127
98	Lumberton	Whitin Normal School	Nonsect	....	....	1	1	2	20	25	8	11
99	Pee Dee	Barrett Collegiate and Industrial Institute.	Nonsect	0	0	8	4	12	63	38	30	30
100	Plymouth	Plymouth State Normal School.	Nonsect	0	0	3	2	5	72	133	24	40
101	Raleigh	St. Augustine's School	P. E	7	3	5	5	20	148	167	118	129
102	....do	Shaw University	Bapt.	11	6	5	2	24	178	174	0	0
103	Reidsville	Colored Graded School*	Nonsect	0	0	2	4	6	177	256	160	220
104	Salisbury	Livingstone College	A. M. E. Z.	....	....	10	4	14	103	92	61	58
	....do	State Colored Normal School. *a*		....	....	....	....	....	....	....	....	....
105	Wilmington	Gregory Normal Institute	Cong	1	9	0	1	11	70	158	70	158
106	Windsor	Rankin-Richards Institute	Nonsect	....	....	1	2	3	30	56	20	36
107	Winton	Waters Normal Institute	Bapt.	....	....	3	2	5	111	118	68	53
	OHIO.											
108	Wilberforce	Wilberforce University	A. M. E.	1	2	11	6	20	177	146	45	45
109	Xenia	Colored High School*	Nonsect	....	1	1	1	3	24	33	....	....

* Statistics of 1896-97.

a No report.

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race—teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
37	25	.....	.....	10	1	.....	.....	47	64	.....	.....	.....	.....	9	1	.....	.....	.....	.....	75
40	60	.....	.....	15	20	10	15	30	40	18	14	.....	.....	8	8	.....	.....	.....	.....	76
55	30	.....	.....	.....	.....	.....	.....	110	130	2	4	.....	.....	2	4	.....	.....	.....	.....	77
6	9	2	3	2	3	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	78
20	22	2	2	15	5	.....	.....	7	16	20	22	.....	.....	4	4	4	4	.....	.....	79
224	0	24	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	80
18	24	.....	.....	2	5	.....	.....	3	7	.....	.....	.....	.....	2	5	.....	.....	0	0	81
30	36	.....	.....	2	5	10	12	18	20	.....	.....	.....	.....	3	3	.....	.....	.....	.....	82
64	57	.....	.....	5	0	.....	.....	.....	.....	64	52	.....	.....	.....	.....	12	8	1	0	83
73	116	0	0	0	0	73	116	0	0	.....	.....	.....	.....	2	10	0	0	0	0	84
10	6	58	63	7	3	27	13	17	21	7	9	11	6	0	0	0	0	1	3	85
59	57	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	86
10	2	0	0	0	0	.....	.....	38	40	.....	.....	.....	.....	0	0	0	0	.....	.....	87
138	0	59	0	58	0	1	0	138	0	38	0	37	0	32	0	37	0	12	0	88
33	40	.....	.....	.....	.....	.....	.....	63	67	27	30	.....	.....	15	11	15	11	.....	.....	89
0	14	0	0	0	0	0	14	.....	.....	0	14	0	0	0	0	0	0	0	0	90
49	136	0	0	0	0	0	0	49	16	12	28	0	0	0	0	0	0	0	0	91
30	40	.....	.....	.....	.....	.....	.....	.....	.....	30	40	.....	.....	.....	.....	3	6	.....	.....	92
105	120	.....	.....	.....	.....	.....	.....	121	143	69	93	.....	.....	.....	.....	1	7	.....	.....	93
14	14	21	15	0	0	16	9	14	14	5	5	0	0	0	0	.....	.....	0	0	94
37	54	.....	.....	.....	.....	.....	.....	.....	.....	37	54	.....	.....	0	0	0	0	0	0	95
36	31	37	12	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	96
8	22	.....	.....	.....	.....	.....	.....	.....	.....	8	22	.....	.....	.....	.....	.....	.....	.....	.....	97
12	14	.....	.....	.....	.....	.....	.....	9	10	12	14	.....	.....	.....	.....	0	0	.....	.....	98
33	8	.....	.....	0	0	6	3	25	25	10	10	.....	.....	0	0	0	0	0	0	99
48	93	0	0	0	0	0	0	72	133	48	93	0	0	0	0	2	0	.....	.....	100
18	32	12	6	12	6	.....	.....	.....	.....	18	32	.....	.....	.....	.....	1	1	.....	.....	101
63	127	115	47	19	20	18	6	0	0	0	0	0	0	0	0	0	0	3	0	102
17	36	.....	.....	.....	.....	2	4	15	32	.....	.....	.....	.....	2	2	.....	.....	.....	.....	103
28	32	14	2	14	2	.....	.....	.....	.....	7	10	.....	.....	.....	.....	7	10	4	0	104
.....	.....	0	0	.....	.....	.....	.....	.....	.....	10	51	.....	.....	0	0	1	3	0	0	105
10	20	.....	.....	.....	.....	.....	.....	30	56	7	10	.....	.....	.....	.....	.....	.....	.....	.....	106
43	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	3	.....	.....	107
17	8	115	93	14	7	24	9	45	45	51	52	16	5	4	4	3	6	13	1	108
24	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	8	.....	.....	.....	.....	109

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TABLE 12.—*Schools for the education of the colored*

	State and post-office.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	PENNSYLVANIA.											
110	Carlisle	Colored High School	Nonsect	0	0	1	0	1	11	16	....	....
111	Lincoln University.	Lincoln University	Presb	9	0	1	0	10	203	0	0	0
112	Philadelphia	Institute for Colored Youth	Friends	0	1	3	9	13	114	211	60	132
	SOUTH CAROLINA.											
113	Aiken	Schofield Normal and Industrial School.	Nonsect	1	6	6	4	17	140	132	56	50
114	Beaufort	Beaufort Public School	Nonsect	1	2	0	0	3	75	65	45	45
115	do	Harbison Institute	Presb	....	....	2	2	4	58	67	....	....
116	Camden	Browning Home School	M. E	....	6	....	....	6	80	100	60	60
117	Charleston	Avery Normal Institute	Cong	1	3	1	3	8	112	268	72	146
118	do	Wallingford Academy	Presb	....	....	1	5	6	78	157	71	143
119	Chester	Brainerd Institute*	Presb	1	5	1	1	8	80	88	76	81
	Columbia	Allen University *a*		....	....	....	....	....	....	....	....	....
120	do	Benedict College	Bapt	3	6	3	0	12	93	159	0	0
121	Frogmore	Penn Normal and Industrial School.	Nonsect	0	3	4	5	12	147	121	127	109
122	Greenwood	Brewer Normal School	Cong	1	7	0	0	8	116	156	108	152
123	Orangeburg	Claflin University	Meth	5	3	9	13	30	352	311	242	231
	TENNESSEE.											
124	Chattanooga	Howard High School	Nonsect	0	0	2	1	3	355	489	348	463
125	Dickson	Wayman Academy	Nonsect	....	....	2	1	3	75	85	72	83
126	Gordonsville	The Gordonsville High School.	Nonsect	....	....	1	2	3	27	24	26	17
	Jonesboro	Warner Institute *a*		....	....	....	....	....	....	....	....	....
127	Knoxville	Austin High School	Nonsect	....	....	5	2	7	110	170	98	152
128	do	Knoxville College	U. Presb	7	14	13	1	35	127	138	71	93
129	Maryville	Freedmen's Normal Institute.	Friends	2	2	7	4	15	100	110	60	74
130	Memphis	Le Moyne Normal Institute.	Cong	2	10	0	4	16	321	429	239	287
131	Morristown	Morristown Normal College.	M. E	1	11	1	2	15	132	179	101	119
132	Murfreesboro	Bradley Academy	Nonsect	....	....	2	4	6	145	188	135	163
133	Nashville	Central Tennessee College	M. E	3	5	6	2	16	383	165	105	113
134	do	Fisk University	Cong	7	21	2	0	30	187	272	62	175
135	do	Pearl High School	Nonsect	0	0	5	9	14	286	480	220	317
136	do	Roger Williams University	Bapt	2	5	2	2	11	132	84	62	45
	TEXAS.											
	Austin	Colored High School *a*		....	....	....	....	....	....	....	....	....
137	do	Tillotson College	Cong	3	10	0	0	13	93	128	65	90
138	Brenham	East End High School	Nonsect	....	....	1	4	5	172	229	166	212
139	Crockett	Mary Allen Seminary*	Presb	1	13	....	1	15	0	229	0	170
140	Galveston	Central High School	Nonsect	....	....	4	2	6	86	123	59	95
	Hearne	Hearne Academy, Normal and Industrial Institute. *a*		....	....	....	....	....	....	....	....	....
141	Marshall	Bishop College	Bapt	2	7	3	1	13	187	163	123	131
142	do	Wiley University	M. E	....	2	12	4	18	164	189	132	175
143	Palestine	Colored High School	Nonsect	....	....	1	4	5	180	160	160	140
	Prairie View	Prairie View State Normal School. *a*		....	....	....	....	....	....	....	....	....
144	Waco	Paul Quinn College	A. M. E	....	....	3	4	7	111	77	14	16
	VIRGINIA.											
145	Burkeville	Inglesido Seminary	Presb	....	9	....	....	9	0	109	....	....
146	Cappahosic	Gloucester Agricultural and Industrial School.	Nonsect	....	....	4	3	7	41	43	35	32
147	Hampton	The Hampton Normal and Agricultural Institute.	Nonsect	18	42	12	6	78	477	394	368	329
148	Lawrenceville	St. Paul Normal and Industrial School.	P. E	....	....	14	12	26	153	175	35	45

* Statistics of 1896-97.

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race—teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
11	16	0	0	.....	.....	.....	.....	11	16	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	110
0	0	203	0	148	0	0	0	8	0	0	0	0	0	0	0	0	0	28	0	111
51	79	.....	.....	.....	.....	.....	.....	54	81	32	49	6	8	6	7	6	7	.....	.....	112
74	70	10	12	.....	.....	.....	.....	130	120	10	12	.....	.....	.....	.....	7	5	.....	.....	113
30	20	.....	.....	9	16	.....	.....	75	65	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	114
58	67	0	0	.....	.....	2	0	58	67	0	4	.....	.....	2	0	0	4	.....	.....	115
20	40	.....	.....	.....	.....	.....	.....	80	100	.....	.....	.....	.....	1	10	.....	.....	.....	.....	116
40	122	0	0	1	1	10	22	15	77	0	16	3	6	5	9	0	16	0	0	117
7	14	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	118
4	7	.....	.....	4	0	.....	.....	4	7	4	7	.....	.....	1	0	1	0	.....	.....	119
92	154	1	5	0	0	0	0	70	146	0	0	0	0	12	14	0	0	1	0	120
20	12	0	0	0	0	0	0	20	12	20	12	0	0	5	4	5	4	0	0	121
8	4	0	0	.....	.....	.....	.....	.....	.....	8	4	.....	.....	.....	.....	3	1	.....	.....	122
98	75	12	5	50	21	.....	.....	.....	.....	60	59	.....	.....	18	8	0	12	1	1	123
7	26	0	0	.....	.....	3	9	4	17	.....	.....	.....	.....	21	43	.....	.....	.....	.....	124
3	2	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....	125
1	7	.....	.....	.....	.....	.....	.....	1	7	1	7	0	0	1	7	.....	.....	.....	.....	126
12	18	.....	.....	.....	.....	12	18	.....	.....	.....	.....	.....	.....	3	1	.....	.....	.....	.....	127
39	36	17	9	8	6	4	2	0	1	39	36	.....	.....	.....	.....	9	4	6	1	128
40	36	.....	.....	.....	.....	.....	.....	.....	.....	40	36	.....	.....	.....	.....	4	2	.....	.....	129
82	142	0	0	0	0	0	0	.....	.....	82	142	0	0	0	0	4	9	0	0	130
31	60	.....	.....	.....	.....	.....	.....	.....	.....	31	60	.....	.....	.....	.....	21	19	.....	.....	131
10	25	.....	.....	.....	.....	4	9	10	25	10	25	.....	.....	3	6	3	6	.....	.....	132
27	36	251	16	19	9	21	11	105	113	27	36	.....	.....	.....	.....	1	4	7	3	133
80	88	45	9	43	9	2	0	2	81	0	15	0	0	22	4	0	15	9	1	134
66	163	.....	.....	33	89	.....	.....	33	89	.....	.....	.....	.....	13	17	0	0	0	0	135
53	35	17	4	11	0	6	0	.....	.....	2	8	.....	.....	9	0	2	8	6	0	136
28	38	0	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	0	0	0	0	137
6	17	.....	.....	.....	.....	.....	.....	6	17	.....	.....	.....	.....	2	6	.....	.....	.....	.....	138
0	59	.....	.....	.....	.....	.....	.....	.....	.....	0	13	.....	.....	.....	.....	0	5	.....	.....	139
27	28	.....	.....	.....	.....	27	28	.....	.....	.....	.....	.....	.....	8	23	.....	.....	.....	.....	140
38	26	26	6	26	6	3	0	38	26	3	0	.....	.....	3	0	3	0	2	0	141
23	14	9	0	9	0	.....	.....	147	160	5	12	.....	.....	.....	.....	0	5	1	0	142
20	20	.....	.....	.....	.....	13	13	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	143
80	47	17	14	0	1	16	10	.....	.....	3	4	.....	.....	.....	.....	0	5	.....	.....	144
0	109	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	145
6	11	.....	.....	.....	.....	.....	.....	.....	.....	13	13	.....	.....	.....	.....	13	13	.....	.....	146
109	65	0	0	0	0	0	0	201	135	97	43	0	0	0	0	29	16	0	0	147
118	130	.....	.....	5	1	5	1	148	174	8	12	.....	.....	2	0	5	12	.....	.....	148

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TABLE 12.—*Schools for the education of the colored*

	State and post-office.	Name of school.	Religious denomination.	Teachers.					Pupils enrolled.			
				White.		Colored.			Total.		Elementary grades.	
				Male.	Female.	Male.	Female.	Total.	Male.	Female.	Male.	Female.
	1	2	3	4	5	6	7	8	9	10	11	12
	VIRGINIA—cont'd.											
149	Lynchburg	Virginia Collegiate and Industrial Institute.	M. E.	0	0	2	3	5	18	23	13	19
150	Manassas	Manassas Industrial School*	Nonsect	0	0	3	3	6	40	53	40	53
151	Manchester	Public High School	Nonsect	....	....	4	5	9	305	367	288	351
152	Norfolk	Norfolk Mission College	U. Presb.	4	8	...	3	15	287	417	271	384
153	Petersburg	Bishop Payne Divinity School.	Epis.	1	0	2	0	3	9	0	....	....
154	Petersburg	Peabody High School	Nonsect	....	....	1	11	12	313	502	295	424
155	Petersburg	Virginia Normal and Collegiate Institute.	Nonsect	....	....	7	6	13	162	154	67	86
156	Richmond	Hartshorn Memorial College	Bapt.	1	6	0	2	9	2	89	....	....
157	Richmond	Richmond High and Normal School.	Nonsect	0	11	0	0	11	88	380	0	0
158	Richmond	Richmond Theological Seminary.	Bapt.	....	....	4	0	4	59	0	....	....
	WEST VIRGINIA.											
159	Farm	West Virginia Colored Institute.*	Nonsect	....	....	4	2	6	44	56	....	....
160	Harpers Ferry	Storer College	Free Bapt.	1	5	3	2	11	76	92	19	48
161	Parkersburg	Sumner High School	Nonsect	2	...	1	3	6	78	93	73	76

* Statistics of 1896-97.

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race—teachers, students, and courses of study—Continued.

Pupils enrolled.				Students.										Graduates.						
Secondary grades.		Collegiate classes.		Classical courses.		Scientific courses.		English course.		Normal course.		Business course.		High school course.		Normal course.		Collegiate course.		
Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	Male.	Female.	
13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
5	4	0	0	5	4	0	0	13	19	1	2	0	0	1	1	1	2	0	0	149
0	0	0	0	0	0	0	0	40	53	0	0	0	0	0	0	0	0	0	0	150
17	16	.....	.....	.....	.....	.....	.....	17	16	.....	.....	.....	.....	5	7	.....	.....	.....	.....	151
16	33	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	9	.....	.....	.....	.....	152
.....	.....	9	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	0	0	.....	.....	.....	.....	153
18	78	0	0	6	41	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	154
68	68	27	0	27	0	.....	.....	.....	.....	58	68	.....	.....	.....	.....	9	10	4	0	155
2	89	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	156
83	380	0	0	0	0	0	0	88	380	0	0	0	0	5	29	0	0	0	0	157
.....	.....	59	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	158
44	56	0	0	0	0	0	0	0	0	44	56	0	0	.....	.....	2	4	0	0	159
57	44	0	0	.....	.....	.....	.....	.....	.....	25	24	0	0	0	0	10	2	0	0	160
5	17	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	4	.....	.....	.....	.....	161

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TABLE 13.—*Schools for the education of the colored race—*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	ALABAMA.																			
	Trinity Normal School *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
1	Calhoun Colored School	...	...	...	61	30	91	61	...	...	...	...	...	...	...	...	...	24	6	...
	Central Alabama Academy *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
2	Huntsville Graded and Industrial School.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
3	Kowaliga Institute	...	...	...	132	0	132	125	2	5	...	...	...	...	...	...	...	...	...	...
4	Lincoln Normal School	...	...	...	10	60	70	10	...	...	...	...	...	...	...	...	...	60	...	...
	State Normal School for Colored Students. *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
5	Agricultural and Mechanical College.	0	5	5	198	260	458	167	25	...	...	2	...	20	10	34	29	27	31	130
6	Burrell Academy	...	...	...	80	110	190	...	80	...	...	6	...	8	...	...	...	110	...	...
7	Alabama Baptist University.*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
8	Talladega College	17	0	17	80	55	135	38	72	...	...	1	...	...	...	...	4	55	...	...
9	Stillman Institute	8	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	Oak City Academy*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
11	Tuskegee Normal and Industrial Institute.	61	23	84	712	335	1047	208	51	...	50	18	12	27	25	21	28	54	60	701
	ARKANSAS.																			
12	Arkadelphia Academy	...	...	...	4	19	23	3	2	...	...	6	...	...	...	...	...	...	18	...
	Shorter University *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
13	Arkansas Baptist College	21	0	21	12	25	37	...	...	...	...	...	...	...	...	2	8	25	...	...
14	Philander Smith College	...	...	...	23	81	104	...	...	...	...	...	...	...	...	...	13	42	46	...
15	Union High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
16	Columbia High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
17	Branch Normal College	...	...	...	50	38	88	...	14	...	...	...	...	12	8	...	...	38	12	16
18	Southland College and Normal Institute.*	...	...	...	45	35	80	25	8	...	...	...	...	...	...	3	8	35	35	...
	DELAWARE.																			
19	State College for Colored Students.	...	...	...	26	14	40	6	14	...	...	2	...	...	2	...	2	12	...	...
	DISTRICT OF COLUMBIA.																			
20	High School (colored)	0	0	0	24	40	64	0	11	0	0	0	0	3	10	0	0	0	40	...
21	Howard University	286	37	323	127	57	184	0	69	0	0	0	8	0	0	0	48	54	0	...
22	Normal School (colored)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
23	Wayland Seminary and College.	10	0	10	0	20	20	...	...	...	...	...	...	...	...	...	...	20	...	...
	FLORIDA.																			
24	District School No. 1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
25	Cookman Institute	...	...	...	5	8	13	...	3	...	...	...	...	...	...	...	2	8	8	...
26	Edward Waters College	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Florida Institute *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
27	Emerson Memorial Home and School.	...	...	...	0	53	53	...	...	...	...	...	...	...	...	...	...	53	19	...
28	Orange Park Normal and Manual Training School.	...	...	...	31	35	66	...	31	...	...	...	...	...	...	...	...	35	...	...
29	Florida State Normal and Industrial College.	0	0	0	39	108	147	16	15	0	0	5	0	0	0	0	3	57	57	0

* Statistics of 1896-97.

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professional and industrial training—equipment and income.

Chief sources of support.	Value of benefactions or bequests in 1897-98.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1897-98.	
21	22	23	24	25	26	27	28	29	
Contributions	$26,047	400	$25,038	.....	$538	$145	$1,240	$1,923	1
City	.....	.....	2,000	$100	150	.....	450	700	2
State and private donations	.....	185	3,500	.....	.....	.....	.....	.....	3
American Miss. Ass'n	.....	100	8,000	.....	500	.....	1,200	1,700	4
State and United States	20,865	3,500	50,000	4,000	268	.....	34,924	39,192	5
Amer. Miss. Ass'n	1,000	500	7,000	.....	.....	.....	.....	.....	6
	.....	500	30,000	0	872	.....	3,933	4,805	7
Tuition and benevolence	.....	6,000	133,266	0	1,500	3,350	8,000	12,850	8
Church	0	2,000	5,000	0	0	0	4,000	4,000	9
Tuition	10	.....	.....	.....	400	.....	.....	400	10
State and Slater and Peabody funds.	.....	6,000	237,333	3,750	95,619	1,474	1,034	101,877	11
	.....	500	18,000	.....	264	100	275	639	12
Amer. Bapt. Home Miss. Society	1,200	500	25,000	.....	500	.....	.....	500	13
Freedmen's Aid and S. Ed. Society.	.....	800	30,000	.....	1,166	2,187	.....	3,353	14
	.....	.....	22,250	.....	.....	.....	.....	.....	15
Columbia Dist. Ass'n and tuition.	.....	40	1,000	.....	300	50	150	500	16
State	.....	3,800	60,000	5,025	432	.....	6,273	11,730	17
Donations, endowment, and tuition.	1,020	1,200	27,000	.....	3,396	2,000	.....	5,396	18
State and United States	200	500	20,000	4,600	.....	.....	.....	4,600	19
United States	0	1,200	135,800	25,975	0	0	0	25,975	20
United States and endowments	0	13,200	700,000	34,500	6,500	8,500	6,800	56,300	21
United States	0	565	.....	.....	.....	.....	.....	.....	22
Amer. Bapt. Home Miss. Society	450	2,000	60,000	.....	500	125	4,700	5,325	23
State and county	.....	.....	.....	.....	.....	.....	.....	.....	24
Freedmen's Aid and Ed. So. of M. E. Ch.	18	.....	250,000	.....	300	.....	1,800	2,100	25
A. M. E. Church and tuition	0	100	25,000	0	125	0	1,500	1,625	26
W. H. M. S. M. E. Ch	.....	125	4,000	0	117	.....	942	1,059	27
Amer. Miss. Ass'n	.....	300	27,000	0	400	0	2,800	3,200	28
State and United States	0	739	35,000	4,000	389	0	12,000	16,389	29

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TABLE 13.—*Schools for the education of the colored race—*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.											
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	GEORGIA.																			
30	Jeruel Academy	0	20	20	0	80	80											80		
31	Knox Institute				33	108	141		26								12	103		
32	West Broad Street School*				0	5	5												5	
33	Atlanta Baptist College	17	0	17	20	0	20	10									10			
34	Atlanta University				73	141	214		38		0	0	0	23	0	0	12	141	40	23
35	Gammon Theological Seminary.	80	0	80																
36	Morris Brown College				45	43	88	9	5		4	2				3	7	35	8	
37	Spelman Seminary	0	35	35	0	400	400										23	390	50	35
38	Storrs School	0	0	0	0	125	125	0	0	0	0	0	0	0	0	0	0	125	0	0
39	Haines Normal and Industrial School.*																			
40	The Paine Institute																			
41	Walker Baptist Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
42	Georgia State Industrial College.	0	0	0	80	0	80	52	32				19					0	0	
	Lagrange Baptist Academy.a																			
43	Dorchester Academy	0	0	0	135	197	332		135									197	5	
44	Ballard Normal School				0	310	310											310		
45	Roswell Public School*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
46	Beach Institute				0	50	50											50		
47	Clark University				45	272	317		13					10		10	12	168	44	44
48	Allen Normal and Industrial School.				0	90	90											90	10	
	ILLINOIS.																			
49	Sumner High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	INDIANA.																			
50	Clark High School																			
51	Scribner High School																			
	KENTUCKY.																			
52	Berea College																			
53	State Normal School for Colored Persons.				70	72	142	63	7									65	36	
54	St. Augustine's Academy				25	30	55													55
55	Chandler Normal School*	0	0	0	0	120	120	0	0	0	0	0	0	0	0	0	0	0	0	120
56	Central Colored High and Normal School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
57	Christian Bible School	18	0	18																
58	Paris High School (colored)	0	0	0	2	4	6	0	0	0	0	0	0	0	0	0	2	4	4	0
	LOUISIANA.																			
59	Alexandria Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
60	Gilbert Academy and Industrial College.				117	108	225	30	17			3		7			5	57	40	40
	Mount Carmel Convent a																			
61	Leland University																			
62	New Orleans University	17	3	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
63	Southern University	0	0	0	109	69	178	62	50	0	0	10	0	0	50	0	0	55	0	30
64	Straight University	21	0	21	87	92	179		87								24	92		

* Statistics of 1896-97. a No report.

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professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1897-98.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1897-98.	
21	22	23	24	25	26	27	28	29	
Amer. Bapt. Home Miss. So., Jerue1 Ass'n.	$1,043	212	$2,500	0	$475	0	$2,136	$2,611	30
Amer. Miss. Ass'n	.....	125	4,000	.....	.....	.....	.....	.....	31
City	.....	.....	3,000	.....	.....	.....	.....	.....	32
	.....	.....	.....	.....	.....	.....	.....	.....	33
Tuition, donations, and endowment.	24,720	10,000	250,000	0	2,100	$059	1,558	4,617	34
Endowment	.....	11,300	100,000	.....	.....	16,800	.....	16,800	35
A. M. E. Church	2,600	1,000	75,000	.....	.....	.....	.....	.....	36
W. A. H. M. S. Slater fund	12,086	3,000	160,000	0	2,086	428	14,512	17,026	37
Tuition	0	150	3,108	0	2,013	0	371	2,384	38
	.....	.....	.....	.....	.....	.....	.....	.....	39
M. E. Ch. South, endowment	.....	.....	14,484	.....	290	1,873	5,974	8,137	40
Amer. Bapt. Home Miss. Society	.....	.....	4,500	0	585	0	2,054	2,639	41
United States	0	400	25,000	0	0	.....	.....	.....	42
	.....	.....	.....	.....	.....	.....	.....	.....	...
Tuition	524	300	12,000	.....	713	.....	2,582	3,297	43
Amer. Miss. Ass'n and tuition	100	3,000	40,000	0	2,000	300	600	2,900	44
City and tuition	600	0	3,000	$1,300	200	0	0	1,500	45
Amer. Miss. Ass'n	0	100	.....	0	1,150	.....	100	1,250	46
Freedmen's Aid and Southern Ed. Society.	.....	1,500	350,000	.....	1,951	.....	9,500	11,451	47
Amer. Miss. Ass'n	.....	216	8,560	.....	559	.....	1,440	1,999	48
State	0	175	2,800	1,400	.....	.....	.....	1,400	49
	.....	.....	.....	.....	.....	.....	.....	.....	50
City and State	.....	480	2,500	.....	.....	.....	.....	.....	51
	27,981	13,436	114,525	.....	4,429	4,935	463	9,827	52
State	.....	410	18,417	3,000	135	.....	3,190	6,325	53
	.....	.....	.....	.....	.....	.....	.....	.....	54
Tuition and Amer. Miss. Ass'n	132	500	18,000	0	913	0	800	1,713	55
City and State	0	400	800	.....	.....	.....	.....	.....	56
Amer. Christian Miss. Society	.....	725	.....	0	0	138	1,819	1,957	57
State and city	0	700	30,000	2,289	70	.....	.....	2,359	58
State and parish	0	0	3,000	3,120	0	0	95	3,215	59
Endowment	.....	2,000	100,000	.....	405	2,800	.....	3,205	60
	.....	.....	.....	.....	.....	.....	.....	.....	...
Endowment	3,646	1,000	160,000	0	0	3,500	.....	3,500	61
Freedmen's Aid Soc. M. E. Church	0	5,000	100,000	0	345	300	6,600	7,245	62
State and United States	0	1,398	61,553	9,000	0	0	11,862	20,862	63
	200	2,500	125,000	.....	1,900	.....	4,000	5,900	64

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TABLE 13.—*Schools for the education of the colored race—*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	MARYLAND.																			
65	Baltimore City Colored High School.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
66	Morgan College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
67	St. Frances' Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
68	Baltimore Normal School for Training of Colored Teachers.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
69	Industrial Home for Colored Girls.*	...	...	...	0	134	134	...	...	...	...	...	...	...	...	...	...	134	134	...
70	Princess Anne Academy	...	...	...	47	38	85	10	9	...	...	2	...	10	...	5	4	...	...	7
	MISSISSIPPI.																			
71	Mount Hermon Female Seminary.	...	...	...	9	70	79	9	...	...	...	...	...	...	...	...	...	71	71	...
72	Southern Christian Institute.	3	0	3	15	8	23	4	12	...	...	4	...	...	...	...	6	...	3	3
73	Mississippi State Normal School.	0	0	0	0	80	80	0	0	0	0	0	0	0	0	0	0	80	0	0
74	Rust University	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
75	Jackson College	...	...	...	0	60	60	...	...	...	...	...	...	...	...	...	...	...	...	60
76	Lincoln School	0	18	18	16	100	116	10	6	...	...	...	...	...	...	...	...	100	4	...
77	Meridian Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
78	Natchez College	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
79	Tougaloo University	...	...	...	90	87	177	14	70	...	...	...	...	15	...	...	...	80	59	...
80	Alcorn Agricultural and Mechanical College.	...	...	...	157	0	157	60	...	...	...	...	...	...	...	47	50	...	...	...
	MISSOURI.																			
81	Sumner Public School	0	0	0	12	0	12	0	12	..	...	...	...	...	...	...	...	...	...	...
82	Douglass High School*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
83	Lincoln Institute	...	...	...	69	72	141	...	27	...	...	...	...	20	12	...	4	72	...	...
84	Lincoln High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
85	George R. Smith College	0	0	0	13	70	83	0	0	0	0	0	0	0	0	0	13	70	0	0
	NEW JERSEY.																			
86	Manual Training and Industrial School.	0	0	0	22	57	79	8	22	0	0	0	0	0	0	2	0	18	20	4
	NORTH CAROLINA.																			
87	Washburn Seminary	0	0	0	38	40	78	...	38	...	...	...	...	...	...	...	...	40	...	...
88	Biddle University	16	0	16	138	0	138	...	22	3	7	...	...	...	...	9	26	...	...	18
89	Clinton Colored Graded School.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
90	Scotia Seminary	...	...	...	0	273	273	...	...	...	...	...	...	...	...	...	...	273	68	...
91	State Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
92	State Colored Normal School.*	...	...	...	...	...	...	...	...	...	...	...	...	...	•	...	...	...	...	...
93	Albion Academy and State Normal School.	...	...	...	121	143	264	...	...	...	...	...	...	...	...	...	...	...	...	264
94	Franklinton Christian College.	4	0	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	State Colored Normal School. *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
95	State Colored Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
96	Agricultural and Mechanical College for the Colored Race.	...	...	...	73	43	116	10	55	...	...	...	...	15	4	...	...	43	...	...
	Bennett College *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	High Point Normal and Industrial School. *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

* Statistics of 1896-97. *a* No report.

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professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1897–98.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1897–98.	
21	22	23	24	25	26	27	28	29	
City									65
M. E. Church and tuition		3,000	$50,000		$550	$1,000	$8,380	$9,930	66
									67
		2,000							68
State and city		100	35,000	$6,200			4,610	10,810	69
M. E. Church		200	11,600	4,600	1,025			5,625	70
Tuition and donations			25,000		400		1,500	1,900	71
Amer. Christian Miss. Soc. and tuition.	0	1,000	35,000	0	170	0	3,830	4,000	72
State	0	3,300	12,000	2,250	0	0	318	2,568	73
F. A. S. Ed. Soc. M. E. Ch	$250	5,000	125,000		2,000		5,000	7,000	74
Amer. Bapt. Miss. Society	424	800	25,000		592			592	75
Amer. Miss. Ass'n	200	300	2,500		600			600	76
F. A. S. Ed. Soc., and tuition			4,000		679		171	850	77
			1,200						78
Amer. Miss. Ass'n		4,000	80,000		925		13,075	14,000	79
State and United States		3,520	157,500	46,948	0	6,815		53,763	80
City and State		300	8,000	2,700	160	0	0	2,860	81
State		500	15,000	2,000				2,000	82
State and United States		225	70,800	17,275	138		1,233	18,646	83
State									84
Freedmen's Aid Society of the M. E. Ch.	0	2,500	70,500	0	1,444	0	1,800	3,244	85
State and private contributions	0	50	2,000	4,000	0	0	832	4,832	86
Amer. Miss. Ass'n	0	0	5,000	0					87
Presb. Ch. and tuition		8,500	130,500		4,000	240	3,760	8,000	88
City									89
Presb. Ch. North	9,400	1,700	65,000	0	450		15,024	15,474	90
State	0	152	1,000	2,000				2,000	91
State	290	250	1,500	1,600				1,600	92
State		350	10,000	2,200			2,780	4,980	93
		2,500		90			1,260	1,350	94
State		100		1,800				1,800	95
State and United States		714	62,750	12,500				12,500	96
Donations and tuition									

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TABLE 13.—*Schools for the education of the colored race—*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	NORTH CAROLINA—cont'd.																			
97	Lincoln Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
98	Whitin Normal School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
99	Barrett Collegiate and Industrial Institute.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
100	Plymouth State Normal School.	...	...	...	0	90	90	...	...	...	...	...	...	...	...	...	...	90	...	...
101	St. Augustine's School	0	10	10	11	40	51	...	10	11	...	...	...	...	...	...	...	40	40	...
102	Shaw University	95	0	95	75	99	174	0	75	0	0	0	0	25	0	0	0	99	0	0
103	Colored Graded School*	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
104	Livingstone College	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	State Colored Normal School. *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
105	Gregory Normal Institute	...	...	...	0	100	100	...	...	...	...	...	...	...	...	...	...	100	...	...
106	Rankin-Richards Institute	...	...	...	0	17	17	...	...	...	...	...	...	...	...	...	...	17	...	...
107	Waters Normal Institute	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	OHIO.																			
108	Wilberforce University	18	0	18	111	59	170	7	38	0	0	0	0	0	38	0	43	41	53	30
109	Colored High School*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
	PENNSYLVANIA.																			
110	Colored High School	0	0	0	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
111	Lincoln University	47	0	47	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
112	Institute for Colored Youth	...	...	...	104	146	250	...	28	15	...	...	...	...	...	16	14	42	70	65
	SOUTH CAROLINA.																			
113	Schofield Normal and Industrial School.	...	...	...	80	132	212	21	32	...	...	...	...	...	...	10	7	132	76	10
114	Beaufort Public School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
115	Harbison Institute	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
116	Browning Home School	...	...	...	0	136	136	...	...	...	...	...	...	...	...	...	...	100	36	...
117	Avery Normal Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
118	Wallingford Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
119	Brainerd Institute*	...	...	...	43	80	123	...	20	...	...	2	...	...	...	5	6	47	33	10
	Allen University *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
120	Benedict College	24	0	24	62	107	169	12	6	0	0	10	0	0	0	3	27	107	107	...
121	Penn Normal and Industrial School.	0	12	12	114	70	184	0	114	0	0	0	0	0	0	0	12	70	0	0
122	Brewer Normal School	...	...	...	0	156	156	...	...	...	...	...	...	...	...	...	...	156	20	...
123	Claflin University	26	17	43	252	211	463	15	76	50	50	36	...	50	...	...	13	121	17	97
	TENNESSEE.																			
124	Howard High School	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
125	Wayman Academy	...	...	...	0	10	10	...	...	...	...	...	...	...	...	...	...	10	...	...
126	The Gordonsville High School.	0	0	0	7	0	7	...	...	...	...	...	...	4	...	...	...	...	...	3
	Warner Institute *a*	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
127	Austin High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
128	Knoxville College	5	0	5	35	75	110	6	8	...	...	...	...	...	...	...	14	55	...	30
129	Freedmen's Normal Institute.	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
130	Le Moyne Normal Institute	0	0	0	60	245	305	...	36	0	0	0	0	0	0	0	23	260	46	...
131	Morristown Normal College	...	...	...	35	179	214	...	...	...	...	...	...	...	...	...	15	179	48	...
132	Bradley Academy	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
133	Central Tennessee College	222	0	222	34	109	143	...	9	...	...	...	8	...	...	...	30	65	...	...
134	Fisk University	4	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
135	Pearl High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
136	Roger Williams University	...	...	...	6	46	52	...	...	...	...	...	...	...	...	...	...	...	...	52

* Statistics of 1896-97. *a* No report.

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professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1897–98.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1897–98.	
21	22	23	24	25	26	27	28	29	
			$3,500	$200	$226			$426	97
Tuition	$75	450	1,200		125		$75	200	98
									99
State		100	1,600	1,857	0	0	150	2,007	100
									101
Amer. Bapt. H. M. Soc. and tuition.	4,167	1,500	90,000	0	3,192	$175	7,280	10,647	102
County and city	0	50	1,500	1,150			50	1,200	103
Church		1,500	125,000		1,100	200	6,128	7,428	104
Amer. Miss. Ass'n, tuition	300	200	15,000	0	1,100		2,900	4,000	105
Benevolence	600	700	5,555	75	40	35	600	750	106
		250		200	75		1,300	1,575	107
State, tuition, endowment		6,600	135,000	17,800	1,750	1,447	4,830	25,827	108
									109
City									110
Endowment and benevolence	20,000	15,000	234,000	0	1,250	30,000	10,000	41,250	111
Society of Friends		3,453							112
Endowment, contributions	2,500	2,000	35,000	150	104	1,828	5,606	7,688	113
State		200	5,000	2,000		400		2,400	114
	0	200	5,000						115
		300							116
Amer. Miss. Ass'n and tuition	0	600	25,000	0	2,700	0	2,500	5,200	117
Tuition			2,000		365			365	118
Board of Freedmen of the Presb. Ch.		250	10,000	0			2,209	2,209	119
Amer. Bapt. H. Miss. Soc	1,127	2,500	73,000	0	1,278	0		1,278	120
Contributions	1,000	200	3,000	0	0	0	1,268	1,268	121
Contributions		250	12,000		700			700	122
J. F. Slater Fund, F. A. and S. E. Soc.		3,000	100,000		4,000		11,000	15,000	123
City and State		75	35,000						124
Tuition			1,500		700		50	750	125
State and tuition	0	124	1,000	100	168	0	160	428	126
		619							127
United Presb. Church		2,000	100,000	3,300	450		10,870	14,620	128
Society of Friends									129
Tuition, Amer. Miss. Ass'n	4,695	3,000	45,000	0	4,275		4,695	8,970	130
	8,000	500	75,000		706		9,494	10,200	131
State and county			2,100	1,550				1,550	132
Meth. Episcopal Church		4,200	105,000	0	4,530	694	6,095	11,319	133
Amer. Miss. Ass'n, donations and tuition.		6,500	350,000	672	3,715	2,400	10,877	17,664	134
	0	20	9,000						135
Amer. Bapt. Home Miss. Society		4,800	130,000		1,500	60	7,000	8,560	136

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TABLE 13.—*Schools for the education of the colored race—*

	Name of school.	Students in professional courses.			Pupils receiving industrial training.			Students trained in industrial branches.												
		Male.	Female.	Total.	Male.	Female.	Total.	Farm or garden work.	Carpentry.	Bricklaying.	Plastering.	Painting.	Tin or sheet-metal work.	Forging.	Machine-shop work.	Shoemaking.	Printing.	Sewing.	Cooking.	Other trades.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	TEXAS.																			
	Colored High School *a*																			
137	Tillotson College	0	0	0	75	80	155	0	75	0	0	0	0	0	0	0	0	80	0	0
138	East End High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
139	Mary Allen Seminary *				0	229	229											229	50	
140	Central High School																			
	Hearne Academy, Normal and Industrial Institute. *a*																			
141	Bishop College	3	0	3	175	158	333		42						7	17	28	154	16	28
142	Wiley University				20	98	118									6	20	109	33	
143	Colored High School																			
	Prairie View State Normal School. *a*																			
144	Paul Quinn College	12	0	12	30	55	85	10	1			1					20	55	18	
	VIRGINIA.																			
145	Ingleside Seminary				0	109	109											109	109	
146	Gloucester Agricultural and Industrial School.				41	43	84									1		10	25	50
147	The Hampton Normal and Industrial Institute.				477	394	871	69	49	8	8	8	0	15	16	8	8	171	44	467
148	St. Paul Normal and Industrial School.				118	130	248	20	11	5	6	2		6		9	7	50	30	22
149	Virginia Collegiate and Industrial Institute.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
150	Manassas Industrial School*	0	0	0	40	53	93	40	40									47	44	
151	Public High School	0	0	0																
152	Norfolk Mission College				20	236	256										28	228		
153	Bishop Payne Divinity School.	9	0	9																
154	Peabody High School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
155	Virginia Normal and Collegiate Institute.				0	154	154											154	10	
156	Hartshorn Memorial College																			
157	Richmond High and Normal School.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
158	Richmond Theological Seminary.	59	0	59																
	WEST VIRGINIA.																			
159	West Virginia Colored Institute.*	0	0	0	44	56	100		40		8			4	40	0		56	4	
160	Storer College	0	0	0	12	68	80		12								5	68	40	
161	Sumner High School																			

* Statistics of 1896-97. *a* No report.

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professional and industrial training—equipment and income—Continued.

Chief sources of support.	Value of benefactions or bequests in 1897-98.	Volumes in library.	Value of grounds, buildings, furniture, and scientific apparatus.	Amount of State, United States, or municipal aid.	Amount received from tuition fees.	Amount received from productive funds.	Amount received from other sources.	Total income for the year 1897-98.	
21	22	23	24	25	26	27	28	29	
Amer. Miss. Ass'n and tuition		2,000		0		0			137
State			$2,000	$1,200	$16			$1,216	138
Donations		400	40,000	0			$5,500	5,500	139
		75							140
Amer. Bapt. Home Miss. So., Slater Fund and tuition.		980	94,000		2,444		8,131	10,575	141
Freedmen's Aid Society		2,000	50,000		1,450		2,500	3,950	142
			4,000						143
A. M. E. Ch. and tuition		900	75,000		900		6,100	7,000	144
Presb. Church	$4,000	400	20,000	0					145
Charity	5,924	500	20,000		300		475	775	146
United States	203,698	9,641	684,000	17,996	0	$29,226	85,136	132,358	147
Contributions		350	55,000		3,340	7,910	12,418	23,668	148
M. E. Church	0		40,000		297	0	0	297	149
Tuition and donation		300	10,000						150
									151
Contributions		1,000	60,000		1,743		5,860	7,603	152
Contributions	3,000	300	10,000	0	0	240	2,760	3,000	153
City and State	0	0							154
State			157,000	15,000	834		4,605	20,439	155
			50,000		502	0	5,488	5,990	156
State, city, and tuition		334	26,300	8,550	80			8,630	157
	5,100	5,000							158
tate	0	600	50,000	15,000			5,000	20,000	159
Free Bapt. Miss. Soc., State		5,000	60,000	1,000	341	1,376	2,000	4,717	160
		82							161

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CHAPTER LI.

SCHOOLS FOR THE DEFECTIVE CLASSES.

Schools for the blind.—The total number of schools reported was 36. The total number of instructors was 383—male, 137; female, 246: in music, 127; and in the industrial departments, 113. The total number of pupils reported was 3,744—male, 1,942; female, 1,802: in kindergarten departments, 467; in vocal music, 1,952; in instrumental music, 1,893. In the industrial department the total number of pupils was 2,131. The total number of volumes in the libraries was 89,641. The value of scientific apparatus was $83,815, and the value of grounds and buildings was $6,060,900. The total expenditure for support was $707,435.

Schools for the deaf.—The total number of schools for the deaf reporting to this Bureau is 105, with 1,100 instructors and 10,878 pupils. The 51 State public schools report 945 instructors—male, 332; female, 613; in articulation, 377; in aural development, 49; in industrial department, 260. The total number of pupils was 9,832, of which number 3,205 were taught by the combined system, 2,946 by the purely oral method, and 3,616 by the manual method; 670 were taught in the kindergartens. The number of graduates was 180. The libraries of these institutions contained 94,269 volumes. The value of the scientific apparatus was $13,845; of grounds and buildings, $11,175,933. The total expenditures for support was $2,208,704.

The private schools for the deaf reported 81 instructors—41 in articulation, 16 in aural development, and 34 in the industrial departments. The number of pupils reported was 483, of which number 249 were taught by the combined system, 138 by the purely oral method, and 78 by the manual method; 56 were taught in the kindergartens.

The public day schools for the deaf reported 74 instructors—59 in articulation, 26 in aural development, and 59 in the industrial departments. The number of pupils reported was 563, of which number 116 were taught by the combined system, 406 by the purely oral method, and 23 by the manual method. The number taught in the kindergartens was 36. The amount expended for support reported was $41,675.

Schools for the feeble-minded.—The number of schools reported to this Bureau was 29, with 259 instructors in the school departments, 180 in the industrial departments, and 610 in caring for the inmates. The total number of pupils reported was 9,232, of which number 943 were enrolled in the kindergartens and 1,749 in music.

The 19 State public schools report 213 instructors in the school departments, 135 in the industrial departments, and 556 assistants in caring for inmates. The number of inmates or pupils reported was 8,866. Of these, 815 were in kindergartens and 1,590 in music. The value of grounds and buildings was $4,922,537; the expenditures were $1,414,451.

Of the private institutions for the feeble-minded Connecticut had 1, Illinois 1, Maryland 1, Massachusetts 3, Michigan 1, and New Jersey 3, making a total of 10 schools, with 56 instructors in school departments, 45 in industrial departments, and 60 assistants in caring for inmates. There were in the schools 366 pupils, 128 of them in kindergartens and 159 in music.

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TABLE 1.—*Summary of statistics of schools for the blind, 1897-98.*

States and Territories.	Number of institutions.	Instructors.				
		Male.	Female.	Total.	Music.	Industrial.
1	2	3	4	5	6	7
United States	36	137	246	383	127	113
North Atlantic Division	5	25	61	86	35	23
South Atlantic Division	8	33	36	69	23	23
South Central Division	8	28	50	78	25	33
North Central Division	10	44	85	129	36	25
Western Division	5	7	14	21	8	9
North Atlantic Division:						
Maine						
New Hampshire						
Vermont						
Massachusetts	1	13	36	29	19	9
Rhode Island						
Connecticut						
New York	a 2	6	8	14	4	3
New Jersey						
Pennsylvania	2	6	17	23	12	11
South Atlantic Division:						
Delaware						
Maryland	2	10	7	17	4	6
District of Columbia						
Virginia	1	3	5	8	3	2
West Virginia	1	0	1	1	2	1
North Carolina	1	9	17	26	9	9
South Carolina	1	3	2	5	2	2
Georgia	1	8	3	11	3	3
Florida	1		1	1		
South Central Division:						
Kentucky	1	5	8	13	3	2
Tennessee	1	3	7	10	6	4
Alabama	1	5	5	10	2	3
Mississippi	1	1	5	6	1	13
Louisiana	1	2	4	6	3	5
Texas	2	9	10	19	7	4
Arkansas	1	3	11	14	3	2
Oklahoma						
Indian Territory						
North Central Division:						
Ohio	1	7	13	20	5	1
Indiana	1	5	8	13	4	2
Illinois	1	5	9	14	3	4
Michigan	1	4	8	12	3	4
Wisconsin	1	3	12	15	3	4
Minnesota	1	4	5	9	4	2
Iowa	1	5	8	13	4	2
Missouri	1	5	9	14	4	2
North Dakota						
South Dakota						
Nebraska	1	4	5	9	3	2
Kansas	1	2	8	10	3	2
Western Division:						
Montana	1	0	1	1	0	4
Wyoming						
Colorado	1	4	6	10	3	3
New Mexico						
Arizona						
Utah						
Nevada						
Idaho						
Washington	1	0	1	1	2	1
Oregon	1	1	4	5	1	1
California	1	2	2	4	2	0

a One school not reporting.

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TABLE 2.—*Summary of statistics of schools for the blind, 1897–98.*

States and Territories.	Pupils.							
	Male.	Female.	Total.	Kindergarten.	Vocal music.	Instrumental music.	Graduates 1896–97.	Industrial department.
1	2	3	4	5	6	7	8	9
United States	1,942	1,802	3,744	467	1,952	1,893	194	2,131
North Atlantic Division	331	305	636	156	261	276	47	503
South Atlantic Division	332	286	618	57	494	358	25	384
South Central Division	371	431	802	85	453	455	43	429
North Central Division	826	708	1,534	169	631	709	71	755
Western Division	82	72	154	0	113	95	8	60
North Atlantic Division:								
Maine	.....	.....	.....	.....	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	123	114	237	76	59	116	9	210
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....	.....	.....	.....
New York	a 78	64	142	19	6	57	10	77
New Jersey	.....	.....	.....	.....	.....	.....	.....	.....
Pennsylvania	130	127	257	61	196	103	28	216
South Atlantic Division:								
Delaware	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	78	53	131	14	65	56	13	98
District of Columbia	.....	.....	.....	.....	.....	.....	.....	.....
Virginia	30	28	58	0	30	52	2	46
West Virginia	18	25	43	0	43	35	1	35
North Carolina	115	99	214	43	199	110	2	110
South Carolina	23	25	48	.....	48	46	1	48
Georgia	63	52	115	.....	109	110	6	47
Florida	5	4	9	.....	.....	5	.....	.....
South Central Division:								
Kentucky	57	71	128	23	128	87	23	5
Tennessee	51	63	114	.....	110	102	11	93
Alabama	39	43	82	0	82	69	0	74
Mississippi	13	20	33	.....	.....	.....	.....	.....
Louisiana	24	23	47	15	47	28	0	.....
Texas	79	111	190	17	26	104	9	49
Arkansas	108	100	208	30	60	65	0	208
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:								
Ohio	189	141	330	56	13	119	19	111
Indiana	80	78	158	.....	159	71	3	107
Illinois	153	99	252	46	57	113	5	80
Michigan	60	46	106	20	77	61	0	90
Wisconsin	65	60	125	10	95	70	7	66
Minnesota	40	30	70	14	41	52	0	60
Iowa	98	94	192	.....	84	85	9	150
Missouri	58	62	120	23	50	75	5	7
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	38	45	83	.....	50	63	12	52
Kansas	45	53	98	.....	.....	.....	11	.....
Western Division:								
Montana	4	2	6	0	0	5	0	0
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	28	27	55	.....	43	34	1	32
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....
Washington	7	6	13	0	12	4	0	7
Oregon	14	14	28	0	14	22	0	21
California	29	23	52	0	41	30	7	0

a One school not reporting.

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TABLE 3.—*Summary of statistics of schools for the blind, 1897-98.*

States and Territories.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Grounds and buildings.	For support.
1	2	3	4	5	6
United States	89,641	$82,815	$6,060,900	$364,266	$707,435
North Atlantic Division	30,030	6,280	1,337,916	262,459	136,169
South Atlantic Division	10,125	10,500	765,500	41,800	75,888
South Central Division	11,061	23,625	702,500	24,950	167,594
North Central Division	35,071	35,160	2,890,484	34,782	290,141
Western Division	3,354	7,250	364,500	275	37,643
North Atlantic Division:					
Maine	.....	.....	.....	.....	.....
New Hampshire	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....
Massachusetts	15,640	.....	565,610	.....	80,000
Rhode Island	.....	.....	.....	.....	.....
Connecticut	.....	.....	.....	.....	.....
New York	a 4,527	4,280	355,000	4,213	39,171
New Jersey	.....	.....	.....	.....	.....
Pennsylvania	9,863	2,000	417,306	b 258,246	66,998
South Atlantic Division:					
Delaware	.....	.....	.....	.....	.....
Maryland	2,675	5,500	385,000	.....	35,672
District of Columbia	.....	.....	.....	.....	.....
Virginia	3,000	1,500	45,000	9,000	11,948
West Virginia	550	1,500	60,000	.....	6,880
North Carolina	1,200	2,000	100,000	28,800	13,500
South Carolina	.....	.....	58,000	.....	5,288
Georgia	2,650	.....	110,000	4,000	1,600
Florida	50	.....	7,500	.....	1,000
South Central Division:					
Kentucky	2,500	5,000	100,000	.....	25,209
Tennessee	4,600	5,075	100,000	.....	15,909
Alabama	1,336	1,500	50,000	4,000	18,860
Mississippi	.....	1,500	50,000	.....	8,600
Louisiana	1,000	2,000	40,000	15,000	19,354
Texas	125	4,050	112,500	1,950	56,332
Arkansas	1,500	4,500	250,000	4,000	28,330
Oklahoma	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....
North Central Division:					
Ohio	3,917	675	650,000	12,000	53,521
Indiana	1,800	2,000	400,000	2,500	27,500
Illinois	5,000	12,000	175,000	0	45,000
Michigan	4,000	.....	165,000	1,682	25,098
Wisconsin	3,100	185	200,000	12,000	23,000
Minnesota	1,400	4,000	50,000	6,600	17,074
Iowa	4,200	5,000	200,000	.....	30,720
Missouri	8,560	5,000	150,000	.....	27,800
North Dakota	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....
Nebraska	1,794	1,300	100,000	.....	22,428
Kansas	1,200	5,000	300,000	.....	18,000
Western Division:					
Montana	100	450	2,500	.....	1,404
Wyoming	.....	.....	.....	.....	.....
Colorado	31	2,000	120,000	.....	14,790
New Mexico	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....
Washington	140	.....	.....	.....	.....
Oregon	513	800	17,000	275	7,738
California	2,510	4,000	225,000	0	13,711

a One school not reporting. b $256,746 expended by the Philadelphia school for new building.

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TABLE 4.—*Statistics of State institutions for the blind, 1897–98.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1897–98.	Industrial department.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	Talladega, Ala	Alabama Academy for the Blind	J. H. Johnson	5	5	2	3	39	43	82	69	0	0	74	1,336	$230	$1,500	$50,000	$4,000	$18,860
2	Little Rock, Ark	Arkansas School for the Blind	Oliver C. Gray	3	11	3	2	108	100	60	65	30	0	208	1,500	131	4,500	250,000	4,000	28,330
3	Berkeley, Cal	California Institution for the Deaf and the Blind.	Warring Wilkinson	2	2	2	0	29	23	44	30	0	7	0	2,510	264	4,000	225,000	0	13,711
4	Colorado Springs, Colo	Colorado School for the Deaf and the Blind.	D. C. Dudley	4	6	3	3	28	27	43	34	....	1	32	31	290	2,000	120,000	.....	14,790
5	St. Augustine, Fla	State Institute for the Deaf and the Blind.	Frederick Pasco	....	1	....	....	5	4	....	5	....	....	....	50	.....	.....	7,500	.....	1,000
6	Macon, Ga	Georgia Academy for the Blind	W. D. Williams	8	3	3	3	63	52	109	110	....	6	47	2,650	175	.....	110,000	4,000	1,600
7	Jacksonville, Ill	Illinois Institution for the Education of the Blind.	Frank H. Hall	6	14	5	3	153	99	57	113	46	5	80	5,000	205	12,000	175,000	0	45,000
8	Indianapolis, Ind	Indiana Institute for the Education of the Blind.	Geo. S. Wilson	5	9	3	4	80	78	159	71	....	3	107	1,800	191	2,000	400,000	2,500	27,500
9	Vinton, Iowa	Iowa College for the Blind	T. F. McCune	5	8	4	2	98	94	84	85	....	9	150	4,200	.....	5,000	200,000	.....	30,720
10	Kansas City, Kans	Kansas State Institution for the Education of the Blind.	W. P. Toothaker	2	8	3	2	45	53	....	....	....	11	....	1,200	.....	5,000	300,000	.....	18,000
11	Louisville, Ky	Kentucky Institution for the Education of the Blind.	Benj. B. Huntoon	5	8	3	2	57	71	128	87	23	5	128	2,500	195	5,000	100,000	.....	25,209
12	Baton Rouge, La	Louisiana State Institution for the Education of the Blind.	W. H. N. Magruder	2	4	3	5	24	23	47	28	15	0	....	1,000	300	2,000	40,000	15,000	19,354
13	Baltimore, Md	Maryland School for Colored Blind and Deaf.	Frederick D. Morrison	4	1	1	2	19	9	28	18	0	1	28	350	.....	.....	35,000	.....	9,855
14	Do	Maryland School for the Blind	do	6	6	3	4	59	44	37	38	14	12	70	2,325	292	5,500	350,000	.....	25,817
15	South Boston, Mass	Perkins Institute and Massachusetts School for the Blind.	M. Anagnos	13	36	19	9	123	114	59	116	76	9	210	15,640	.....	.....	565,610	.....	30,000
16	Lansing, Mich	Michigan School for the Blind *	Edward P. Church	4	8	3	4	60	46	77	61	20	0	90	4,000	264	.....	165,484	1,682	25,098
17	Faribault, Minn	Minnesota School for the Blind *	James J. Dow	4	5	4	2	40	30	41	52	14	0	60	1,400	288	4,000	50,000	6,600	17,074
18	Jackson, Miss	Institution for the Blind of Mississippi.	W. S. Sims	1	5	1	1	13	20	....	....	....	....	....	150	.....	1,500	50,000	.....	3,600
19	St. Louis, Mo	Missouri School for the Blind	John T. Sibley	5	9	4	2	58	62	50	75	23	5	7	8,560	240	5,000	150,000	.....	27,800
20	Boulder, Mont	Montana Deaf and Dumb Asylum.	E. S. Tillinghast	0	1	1	0	4	2	0	5	0	0	0	100	234	450	2,500	.....	1,404

*From 1896–97.

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TABLE 4.—*Statistics of State institutions for the blind, 1897-98*—Continued.

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Music.	Industrial department.	Male.	Female.	Vocal music.	Instrumental music.	Kindergarten.	Graduates in 1897-98.	Industrial department.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	Nebraska City, Nebr.	Nebraska Institute for the Blind	Wm. A. Jones	4	5	3	2	38	45	50	63	....	12	52	1,794	$270	$1,300	$100,000	.....	$22,428
22	Batavia, N. Y.	New York State School for the Blind.	Gardner Fuller	6	8	4	3	78	64	6	57	19	10	77	4,527	314	4,280	355,000	$4,213	39,171
23	New York, N. Y	New York Institution for the Blind. *a*																		
24	Raleigh, N. C	North Carolina Institution for Education of the Deaf and Dumb and the Blind.	John E. Ray	9	17	9	9	115	99	199	110	43	2	110	1,200	150	2,000	100,000	28,800	13,500
25	Columbus, Ohio	Ohio Institution for the Blind	R. W. Wallace	7	13	5	1	189	141	18	119	56	19	111	3,917	292	675	650,000	12,000	53,521
26	Salem, Oreg	Oregon School for the Blind	J. L. Carter	1	4	1	1	14	14	14	22	0	0	21	513	.....	800	17,000	275	7,738
27	Philadelphia, Pa.	Pennsylvania Institution for the Instruction of the Blind.	Edward E. Allen	3	11	9	7	94	95	130	70	21	28	166	9,453	326	2,000	157,306	*b*256,746	51,772
28	Pittsburg, Pa.	Western Pennsylvania Institution for the Blind.*	H. B. Jacobs	3	6	3	4	36	32	66	83	40	0	50	410	252	0	260,000	1,500	15,226
29	Cedar Springs, S. C	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	3	2	2	2	23	25	48	46	....	1	48	.....	150	.....	58,000	.....	5,288
30	Nashville, Tenn	Tennessee School for the Blind.	John V. Armstrong	3	7	6	4	51	63	110	102	....	11	93	4,600	175	5,075	100,000	.....	15,909
31	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Youth.	Samuel J. Jenkins	1	2	1	0	16	14	18	11	0	5	0	125	.....	50	37,500	1,200	17,215
32	Do	Texas State Institution for the Blind.	E. P. Becton	8	8	6	4	63	97	8	93	17	4	49	.....	244	4,000	75,000	750	39,117
33	Staunton, Va	Virginia Institution for the Deaf and Dumb and the Blind.	W. A. Bowles	3	5	3	2	30	28	30	52	0	2	46	3,000	206	1,500	45,000	9,000	11,948
34	Vancouver, Wash	Washington School for Defective Youth.	James Watson	0	1	2	1	7	6	12	4	0	0	7	140	....	.....	.....	.....	.....
35	Romney, W. Va.	West Virginia Schools for the Deaf and the Blind.	James T. Rucker	3	7	3	4	18	25	43	35	0	1	35	550	160	1,500	60,000	.....	6,880
36	Janesville, Wis	Wisconsin School for the Blind*	H. F. Bliss	3	12	3	4	65	60	95	70	10	7	66	3,100	181	185	200,000	12,000	23,000

* From 1896-97. *a* No report. *b* New building.

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TABLE 5.—*Summary of statistics of State institutions for the deaf, 1897–98.*

States and Territories.	Number of institutions.	Instructors.					
		Male.	Female.	Total.	Articulation.	Auricular perception.	Industrial department.
1	2	3	4	5	6	7	8
United States	57	332	613	945	377	49	260
North Atlantic Division	19	79	273	352	221	27	107
South Atlantic Division	10	57	62	119	33	4	38
South Central Division	9	53	71	124	31	4	33
North Central Division	12	112	185	297	83	12	65
Western Division	7	31	22	53	9	2	17
North Atlantic Division:							
Maine	1	0	8	8	7	.....	3
New Hampshire	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....
Massachusetts	2	1	25	26	19	18	5
Rhode Island	1	.....	8	8	.....	.....	4
Connecticut	2	14	15	29	18	1	6
New York	8	41	136	177	106	8	60
New Jersey	1	4	10	14	4	.....	5
Pennsylvania	4	19	71	90	67	0	24
South Atlantic Division:							
Delaware	.....	.....	.....	.....	.....	.....	.....
Maryland	2	10	12	22	5	0	8
District of Columbia	1	18	11	29	12	3	2
Virginia	1	6	4	10	1	.....	5
West Virginia	1	5	4	9	1	0	6
North Carolina	2	10	16	26	7	1	7
South Carolina	1	3	6	9	3	.....	5
Georgia	1	4	7	11	3	0	3
Florida	1	1	2	3	1	.....	2
South Central Division:							
Kentucky	1	10	15	25	10	0	5
Tennessee	1	4	7	11	3	3	4
Alabama	1	8	7	15	7	.....	4
Mississippi	1	4	5	9	.....	.....	.....
Louisiana	1	3	4	7	2	0	4
Texas	2	11	18	29	6	1	7
Arkansas	1	11	14	25	3	.....	9
Oklahoma	1	2	1	3	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....
North Central Division:							
Ohio	1	10	24	34	10	1	5
Indiana	1	15	18	33	10	0	5
Illinois	1	17	32	49	17	2	6
Michigan	1	10	29	39	10	0	8
Wisconsin	1	11	9	20	9	.....	6
Minnesota	1	7	12	19	6	.....	5
Iowa	1	13	12	25	4	0	6
Missouri	1	14	18	32	5	.....	7
North Dakota	1	2	3	5	1	1	2
South Dakota	1	3	3	6	1	.....	4
Nebraska	1	6	11	17	8	8	5
Kansas	1	4	14	18	2	.....	6
Western Division:							
Montana	1	2	1	3	1	0	0
Wyoming	.....	.....	.....	.....	.....	.....	.....
Colorado	1	8	5	13	4	0	5
New Mexico	1	1	0	1	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....
Utah	1	6	6	12	1	1	6
Nevada	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....
Washington	1	3	2	5	1	1	1
Oregon	1	2	2	4	.....	.....	2
California	1	9	6	15	2	0	3

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TABLE 6.—*Summary of statistics of State institutions for the deaf, 1897–98.*

States and Territories.	Pupils.							
	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1897–98.
1	2	3	4	5	6	7	8	9
United States	5,480	4,352	9,832	3,205	2,946	3,616	670	180
North Atlantic Division	1,742	1,442	3,184	710	1,837	560	440	59
South Atlantic Division	636	508	1,144	497	116	303	35	27
South Central Division	826	665	1,491	675	138	566	18	6
North Central Division	1,994	1,533	3,527	914	828	1,953	177	80
Western Division	282	204	486	409	27	234	0	8
North Atlantic Division:								
Maine	39	34	73	65	0	8	10	0
New Hampshire	.....	.....	.....	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	102	86	188	17	160	11	0	8
Rhode Island	34	24	58	0	58	.....	11	.....
Connecticut	110	94	204	100	45	59	0	0
New York	909	716	1,625	378	915	387	384	36
New Jersey	79	70	149	.....	.....	.....	45	.....
Pennsylvania	469	418	887	150	659	95	0	15
South Atlantic Division:								
Delaware	.....	.....	.....	.....	.....	.....	.....	.....
Maryland	74	56	130	41	48	41	14	2
District of Columbia	87	60	147	147	.....	.....	.....	20
Virginia	74	62	136	121	15	.....	0	0
West Virginia	67	64	131	21	8	123	.....	3
North Carolina	147	118	265	70	15	.....	21	0
South Carolina	58	43	101	.....	30	.....	.....	2
Georgia	104	79	183	46	0	139	0	0
Florida	25	26	51	51	.....	.....	.....	.....
South Central Division:								
Kentucky	187	163	350	60	93	197	0	2
Tennessee	152	107	259	227	45	182	.....	.....
Alabama	75	57	132	.....	.....	.....	.....	.....
Mississippi	60	54	114	.....	.....	.....	18	2
Louisiana	41	46	87	87	.....	.....	.....	.....
Texas	174	127	301	301	0	187	0	2
Arkansas	125	99	224	.....	.....	.....	.....	.....
Oklahoma	12	12	24	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:								
Ohio	293	239	532	.....	161	301	.....	6
Indiana	181	138	319	.....	87	196	36	9
Illinois	348	197	545	77	200	291	50	0
Michigan	214	198	412	412	0	251	0	10
Wisconsin	121	102	223	.....	106	117	.....	9
Minnesota	137	95	232	22	53	157	44	13
Iowa	190	145	339	74	40	225	.....	11
Missouri	236	171	407	.....	57	350	.....	7
North Dakota	21	29	50	43	7	.....	0	0
South Dakota	24	22	46	46	0	0	.....	0
Nebraska	97	64	161	.....	96	65	22	10
Kansas	132	129	261	240	21	.....	25	5
Western Division:								
Montana	14	11	25	25	0	25	0	0
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	47	36	83	18	27	38	0	2
New Mexico	7	5	12	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....
Utah	48	23	71	71	0	0	0	3
Nevada	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....
Washington	31	38	69	69	0	0	0	0
Oregon	31	24	55	55	.....	.....	.....	3
California	104	67	171	171	0	171	0	.....

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TABLE 7.—*Summary of statistics of State institutions for the deaf, 1897-98.*

States and Territories.	Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Grounds and buildings.	For support.
1	2	3	4	5	6
United States	94,269	$13,845	$11,175,933	$253,136	$2,208,704
North Atlantic Division	38,918	8,365	4,025,593	124,763	863,633
South Atlantic Division	11,933	2,880	1,488,000	28,875	255,718
South Central Division	5,350	500	1,167,500	32,421	259,682
North Central Division	34,812	1,150	3,769,840	65,577	694,832
Western Division	3,256	950	725,000	1,500	134,839
North Atlantic Division:					
Maine	600	.....	30,000	.....	14,000
New Hampshire	.....	.....	.....	.....	.....
Vermont	.....	.....	.....	.....	.....
Massachusetts	2,566	.....	165,000	.....	47,756
Rhode Island	200	.....	65,000	25,000	19,000
Connecticut	2,248	.....	258,500	300	48,600
New York	21,470	8,265	1,955,009	81,063	474,351
New Jersey	2,000	.....	150,000	5,000	40,000
Pennsylvania	9,834	100	1,467,084	13,400	219,926
South Atlantic Division:					
Delaware	.....	.....	.....	.....	.....
Maryland	3,033	780	290,000	.....	37,259
District of Columbia	4,300	1,000	700,000	3,000	70,049
Virginia	300	200	90,000	.....	18,016
West Virginia	500	.....	40,000	.....	34,850
North Carolina	1,750	100	200,000	25,875	48,350
South Carolina	850	.....	58,000	.....	13,231
Georgia	1,200	800	85,000	.....	24,963
Florida	.....	.....	25,000	.....	9,000
South Central Division:					
Kentucky	2,000	500	140,000	1,421	51,800
Tennessee	900	.....	150,000	1,000	35,000
Alabama	.....	.....	100,000	.....	31,407
Mississippi	600	.....	90,000	15,000	16,000
Louisiana	.....	.....	300,000	1,500	16,500
Texas	1,050	0	287,500	12,000	67,975
Arkansas	800	.....	100,000	1,500	41,000
Oklahoma	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....
North Central Division:					
Ohio	8,000	.....	650,000	.....	105,000
Indiana	3,209	.....	530,460	2,623	61,698
Illinois	11,500	.....	500,000	2,500	97,500
Michigan	3,657	450	433,755	14,854	76,796
Wisconsin	3,000	200	110,000	6,100	53,962
Minnesota	1,761	50	271,625	.....	45,455
Iowa	2,800	.....	500,000	10,000	65,100
Missouri	2,000	200	360,000	12,000	103,383
North Dakota	300	50	24,000	.....	11,588
South Dakota	185	.....	60,000	.....	12,250
Nebraska	1,400	200	120,000	.....	27,100
Kansas	2,000	.....	210,000	17,500	35,000
Western Division:					
Montana	100	150	50,000	.....	5,824
Wyoming	.....	.....	.....	.....	.....
Colorado	581	200	120,000	.....	24,170
New Mexico	280	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....
Utah	95	100	200,000	1,500	18,500
Nevada	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....
Washington	.....	.....	100,000	.....	29,000
Oregon	200	.....	30,000	.....	12,256
California	2,000	500	225,000	.....	45,089

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TABLE 8.—*Summary of statistics of public and private day schools for the deaf, 1897-98.*

PUBLIC DAY SCHOOLS.

States.	Number of institutions.	Instructors.						Pupils.								Expenditures.
		Male.	Female.	Total.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Total.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1897-98.	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Total	29	6	68	74	59	26	59	317	246	563	116	406	23	36	9	$41,675
California *a*	1	....	....	....	....	....	....	....	....	....	....	....	....	....	....	.....
Illinois	12	3	20	23	19	16	14	104	77	181	60	111	0	....	....	.....
Indiana	1	1	0	1	....	....	....	8	6	14	3	0	11	0	....	.....
Massachusetts	1	1	15	16	12	0	40	60	61	121	0	121	0	....	4	21,840
Michigan	1	0	1	1	1	1	0	5	5	10	0	10	0	0	0	.....
Missouri	1	1	3	4	1	0	0	28	19	47	47	0	0	0	0	.....
Ohio	4	0	10	10	9	4	0	51	28	79	6	53	12	25	0	5,945
Wisconsin	8	0	19	19	17	5	5	61	50	111	0	111	0	11	5	13,890

PRIVATE DAY SCHOOLS.

Total	19	21	60	81	41	16	34	248	235	483	249	138	78	56	1	.....
California	3	1	5	6	2	0	3	11	24	35	23	11	0	0	0	.....
Illinois	3	0	19	19	9	5	9	89	63	152	117	35	0	25	0	.....
Iowa	1	1	0	1	0	0	0	2	3	5	0	0	0	5	0	.....
Louisiana	1	3	5	8	3	0	6	32	17	49	24	0	24	0	0	.....
Maryland	1	1	2	3	3	0	0	20	12	32	0	32	0	0	0	.....
Massachusetts	1	0	2	2	1	0	0	8	3	11	0	11	0	10	1	.....
Michigan	1	3	1	4	3	0	0	20	19	39	39	0	0	0	0	.....
Missouri	2	1	9	10	3	3	4	24	42	66	43	8	45	0	0	.....
Nebraska	1	2	3	5	3	2	2	5	5	10	0	0	1	6	0	.....
New Mexico	1	1	0	1	0	0	0	5	3	8	0	0	8	0	0	.....
New York	1	3	7	10	10	6	0	8	15	23	0	23	0	0	0	.....
Ohio	1	0	3	3	2	0	1	8	5	13	0	10	0	0	0	.....
Oklahoma	1	1	0	1	0	0	4	0	4	4	0	0	0	0	0	.....
Wisconsin	1	4	4	8	2	0	5	16	20	36	23	8	0	0	0	.....

a School recently established.

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TABLE 9.—*Statistics of State institutions for the deaf, 1897–98.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1897–98.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Talladega, Ala.	Alabama Institute for the Deaf.	Joseph H. Johnson.	8	7	7	....	4	75	57	....	....	....	....	....	.....	.....	.....	$100,000	.....	$31,407
2	Little Rock, Ark.	Arkansas Deaf-Mute Institute.	Frank B. Yates.	11	14	3	....	9	125	99	....	....	....	....	....	800	.....	.....	100,000	$1,500	41,000
3	Berkeley, Cal.	California Institution for the Education of the Deaf and the Blind.	Warring Wilkinson.	9	6	2	0	3	104	67	171	0	171	0	....	2,000	$264	$500	225,000	.....	45,089
4	Colorado Springs, Colo.	Colorado School for the Deaf and Blind.	D. C. Dudley.	8	5	4	0	5	47	36	18	27	38	....	2	581	290	200	120,000	.....	24,170
5	Hartford, Conn.	American School, at Hartford, for the Deaf.	Job Williams.	7	14	4	0	4	98	72	100	11	59	0	0	2,000	.....	.....	250,000	.....	43,100
6	Mystic, Conn.	Mystic Oral School for the Deaf.	Miss Ella Scott.	....	8	8	....	2	12	22	....	34	....	....	....	248	.....	.....	8,500	300	5,500
7	Washington, D. C.	The Columbia Institution for the Deaf.	Edward M. Gallaudet, president.	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	4,300	.....	1,000	700,000	3,000	70,049
		a Gallaudet College	Edward M. Gallaudet.	14	7	10	1	....	50	38	38	....	....	....	12	.....	.....	.....	.....	.....	.....
		b Kendall School	James Dennison.	4	4	2	2	2	37	22	59	....	....	....	8	.....	.....	.....	.....	.....	.....
8	St. Augustine, Fla.	State Institution for the Deaf and the Blind.	Frederick Pasco.	1	2	1	....	2	25	26	51	....	....	....	....	.....	.....	.....	25,000	.....	9,000
9	Cave Spring, Ga.	Georgia School for the Deaf.	W. O. Connor.	4	7	3	0	3	104	79	46	0	139	0	0	1,200	186	800	85,000	.....	24,963
10	Jacksonville, Ill.	Illinois Institution for the Education of the Deaf and Dumb.	Dr. J. C. Gordon.	17	32	17	2	6	348	197	77	200	291	50	0	11,500	190	.....	500,000	2,500	97,500
11	Indianapolis, Ind.	Indiana Institution for the Education of the Deaf.	Richard O. Johnson.	15	18	10	0	5	181	138	....	87	196	36	9	3,209	.....	.....	530,460	2,623	61,698
12	Council Bluffs, Iowa.	Iowa School for the Deaf.	Henry W. Rothert.	13	12	4	0	6	190	149	74	40	225	....	11	2,800	.....	.....	500,000	10,000	65,100
13	Olathe, Kans.	Kansas Institution for the Deaf and Dumb	A. A. Stewart.	4	14	2	....	6	132	129	240	21	....	22	5	2,000	185	.....	210,000	17,500	35,000
14	Danville, Ky.	Kentucky Institution for the Education of Deaf-Mutes.	Augustus Rogers.	10	15	10	0	5	187	163	60	93	197	0	2	2,000	181	500	140,000	1,421	51,800
15	Baton Rouge, La.	Louisiana Institution for the Deaf and Dumb.	Dr. John Jastremski.	3	4	2	0	4	41	46	87	....	....	....	....	.....	250	.....	300,000	1,500	16,500

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TABLE 9.—*Statistics of State institutions for the deaf, 1897-98*—Continued.

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1897-98.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
16	Portland, Me	Maine School for the Deaf	Elizabeth R. Taylor.	0	8	7	....	3	39	34	65	0	8	10	0	600	$200	.....	$30,000	.....	$14,000
17	Baltimore, Md	Maryland School for the Colored Blind and Deaf.	Frederick D. Morrison.	4	2	1	0	3	20	15	11	24	....	0	1	100	.....	.....	35,000	.....	10,645
18	Frederick, Md	Maryland School for the Deaf and Dumb.	Charles W. Ely	6	10	4	....	5	54	41	30	24	41	14	1	2,933	280	$780	255,000	.....	26,614
19	Beverly, Mass	New England Industrial School for Deaf-Mutes.	Nellie H. Swett	....	3	1	....	....	18	12	17	2	11	....	....	300	.....	.....	15,000	.....	4,000
20	Northampton, Mass	Clarke School for the Deaf	Caroline A. Yale	1	22	18	18	5	84	74	0	158	0	0	8	2,266	260-287	.....	150,000	.....	43,756
21	Flint, Mich	Michigan School for the Deaf	Francis D. Clarke	10	29	10	0	8	214	198	412	0	251	0	10	3,657	175	450	433,755	$14,854	70,796
22	Faribault, Minn	Minnesota School for the Deaf	James N. Tate	7	12	6	....	5	137	95	22	53	157	44	13	1,761	.....	50	271,625	.....	45,455
23	Jackson, Miss	Institution for the Education of the Deaf and Dumb.	J. R. Dobyns	4	5	....	....	....	60	54	....	....	....	18	2	600	.....	.....	90,000	15,000	16,000
24	Fulton, Mo	Missouri School for the Deaf	Noble B. McKee	14	18	5	....	7	236	171	....	57	350	....	7	2,000	185	200	360,000	12,000	103,383
25	Boulder, Mont	Montana Deaf and Dumb Asylum.	E. S. Tillinghurst	2	1	1	0	0	14	11	25	0	25	0	0	100	234	150	50,000	.....	5,824
26	Omaha, Nebr	Institution for the Deaf and Dumb.	Henry E. Dawes	6	11	8	8	5	97	64	....	96	65	22	10	1,400	170	200	120,000	.....	27,100
27	Trenton, N. J	New Jersey School for Deaf-Mutes.	Weston Jenkins	4	10	4	....	5	79	70	....	....	....	45	....	2,000	304	.....	150,000	5,000	40,000
28	Santa Fe, N. Mex	New Mexico School for the Deaf and the Blind.	Lars M. Larson	1	....	....	....	....	7	5	....	....	....	....	....	280	.....	.....	....	.....	.....
29	Albany, N. Y	Albany Home School for the Oral Instruction of the Deaf.	Mary McGuire	0	3	3	3	1	11	7	0	18	0	0	0	34	200	.....	10,000	.....	3,593
30	Buffalo, N. Y	Le Conteulx St. Mary's Institute for the Improved Instruction of Deaf-Mutes.	Sister Mary Anne Burke.	2	18	12	2	6	85	83	145	9	14	74	16	744	254	.....	234,000	45,318	32,118
31	Fordham, N. Y	St. Joseph's Institute for the Improved Instruction of Deaf-Mutes.	Miss Ellen A. Coughlan.	7	39	30	0	12	203	172	0	375	10	89	2	1,900	275	.....	512,239	4,023	98,008

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32	Malone, N. Y	Northern New York Institution for Deaf-Mutes.	Edward C. Rider	3	9	9	0	5	53	37		19	71	30	0	538	313	265	86,936	8,168	24,752
33	New York (904 Lexington avenue), N. Y.	Institution for the Improved Instruction of Deaf-Mutes.	D. Greene	7	18	19		6	111	93	0	204	0		3	820	325	590	198,717	9,387	55,909
34	New York (Sta. M), N. Y.	New York Institution for the Instruction of the Deaf and Dumb.	E. H. Currier	7	23	24	3	14	287	157	233	106	105	105	14	7,391	335	5,000	526,000	13,264	161,742
35	Rochester, N. Y	Western New York Institution for Deaf-Mutes.	Z. F. Westervelt	5	18	5		10	86	101		187	187	86	1	7,000	312	2,500	130,000	903	50,767
36	Rome, N. Y	Central New York Institution for Deaf-Mutes.	Edward B. Nelson	10	8	4		6	73	66						3,043			257,117		47,462
37	Morganton, N. C	North Carolina School for the Deaf and Dumb.	E. McK. Goodwin	6	11	6	0	4	95	91	0			0		1,250			175,000	20,000	35,000
38	Raleigh, N. C	North Carolina Institution for the Deaf, Dumb, and Blind.	John E. Ray	4	5	1	1	3	52	27	70	15		21	0	500	150	100	25,000	5,875	13,350
39	Devils Lake, N. Dak.	Deaf and Dumb Asylum	Dwight F. Bangs	2	3	1	1	2	21	20	43	7		0	0	300	232	50	24,000		11,588
40	Columbus, Ohio	Ohio Institution for the Education of the Deaf and Dumb.	J. W. Jones	10	24	10	1	5	293	239		161	301		6	3,000	207		650,000		105,000
41	Guthrie, Okla	Oklahoma Institute for the Deaf.	H. C. Beamer	2	1				12	12											
42	Salem, Oreg	Oregon School for Deaf-Mutes	P. S. Knight	2	2			2	31	24	55				3	200	223		30,000		12,256
43	Edgewood Park, Pa.	Western Pennsylvania Institution for the Deaf and Dumb.	William H. Burt	8	13	5		6	104	90	150	53	0	0	3	3,043		100	257,117		47,557
44	Philadelphia, Pa	Home for the Training in Speech of Deaf Children before they are of school age.	Miss Mary S. Ganett.	0	5	5		2	28	22		50				210	300		54,467	5,200	16,014
45	Mount Airy, Philadelphia, Pa.	Pennsylvania Institution for the Deaf and Dumb.	A. L. E. Crouter	9	44	49	0	13	301	273	0	479	95	0	12	6,500	291		1,000,000	8,400	138,506
46	Scranton, Pa	Pennsylvania Oral School for the Deaf.	Mary B. C. Brown	2	9	8	0	3	35	42	0	77	0	0	0	81	238		155,500		17,855
47	Providence, R. I	Rhode Island Institute for the Deaf.	Laura De L. Richards.		8			4	34	24	0	58		11		200			65,000	25,000	19,000
48	Cedar Springs, S.C.	South Carolina Institution for the Education of the Deaf and the Blind.	N. F. Walker	3	6	3		5	58	43		30			2	850	131		58,000		13,231
49	Sioux Falls, S. Dak.	South Dakota School for Deaf-Mutes.	James Simpson	3	3	1		4	24	22	46	0	0		0	185			60,000		12,250
50	Knoxville, Tenn	Tennessee Deaf and Dumb School	Thomas L. Moses	4	7	3	3	4	152	107	227	45	182			900	160		150,000	1,000	35,000
51	Austin, Tex	Deaf, Dumb, and Blind Institute for Colored Children.	S. J. Jenkins	1	3	0	0	2	21	14	35	0	0	0	1	150		50	37,500	12,000	17,215
52	Austin, Tex	Texas School for the Deaf	A. T. Rose	10	15	6	1	5	153	113	266	0	187	0	1	900	190		250,000		50,760
53	Ogden, Utah	Utah State School for the Deaf and Dumb.	Frank W. Metcalf	6	6	1	1	6	48	23	71	0	0	0	3	95	250	100	200,000	1,500	18,500
54	Staunton, Va	Virginia Institution for the Deaf and the Blind.	Wm. A. Bowles	6	4	1		5	74	62	121	15		0	0	300	200	200	90,000		18,016
55	Vancouver, Wash	Washington School for Defective Youth.	James Watson	3	2	1	1	1	31	38	69	0	0	0	0	0			100,000		29,000
56	Romney, W. Va	West Virginia Schools for the Deaf and the Blind.	James T. Rucker	5	4	1	0	6	67	64	21	8	123		3	500			40,000		34,850
57	Delavan, Wis	Wisconsin School for the Deaf	John W. Swiler	11	9	9		6	121	102		106	117		9	3,000	225	200	110,000	6,100	53,962

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TABLE 10.—*Statistics of public day schools for the deaf, 1897-98.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.							Volumes in library.	Annual cost per capita.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1897-98.					Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
1	Los Angeles, Cal..	Los Angeles Oral School for the Deaf. *a*	.....	...	...	...	...	...	...	...	...	...	...	...	...	.....	.....	.....	.....	.....	.....
2	Chicago, Ill.....	Burr Public Day School for the Deaf.	Mary McCowan...	...	2	1	....	1	5	1	....	6	....	....	....	.....	.....	.....	.....	.....	.....
3	.....do	Froebel Public Day School for the Deaf.	.....do	...	2	1	....	1	5	1	....	6	....	....	....	.....	.....	.....	.....	.....	.....
4	.....do	Darwin Public Day School for the Deaf.	.....do	0	1	1	1	1	6	4	0	10	0	....	....	.....	.....	.....	.....	.....	.....
5	.....do	Hartigan Public Day School for the Deaf.	.....do	0	1	1	1	1	8	3	11	0	0	....	....	.....	.....	.....	.....	.....	.....
6	.....do	Kozminski Public Day School for the Deaf.	.....do	0	1	1	1	1	8	3	0	11	0	....	....	.....	.....	.....	.....	.....	.....
7	.....do	Lyman Trumball Public Day School for the Deaf.	.....do	0	2	2	2	2	8	10	0	18	0	....	....	.....	.....	.....	.....	.....	.....
8	.....do	Monroe Public Day School for the Deaf.	.....do	2	2	3	3	....	18	10	28	0	0	....	....	.....	.....	.....	.....	.....	.....
9	.....do	Prescott Public Day School for the Deaf.	.....do	0	1	1	1	1	5	3	8	0	0	....	....	.....	.....	.....	.....	.....	.....
10	.....do	Seward Public Day School for the Deaf.	.....do	0	1	1	1	1	2	5	0	7	0	....	....	.....	.....	.....	.....	.....	.....
11	.....do	Wicker Park Public Day School for the Deaf.	.....do	1	1	1	1	....	7	6	13	0	0	....	....	.....	.....	.....	.....	.....	.....
12	.....do	Yale Public Day School for the Deaf.	.....do	0	5	5	5	5	26	27	0	53	0	....	....	.....	.....	.....	.....	.....	.....
13	La Salle, Ill.....	La Salle Day School for the Deaf.	Miss Katharine Grimes.	0	1	1	.....	.....	6	4	....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
14	Evansville, Ind....	Day School for the Deaf.....	Paul Lange.....	1	0	...	.....	.....	8	6	3	0	11	0	.....	.....	.....	.....	.....	.....	.....
15	Boston, Mass	The Horace Mann School for the Deaf.	Miss Sarah Fuller.	1	15	12	0	4	60	61	0	121	0	....	4	1,028	$200	.....	$98,000	$1,584	$20,256

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16	Detroit, Mich.....	The Detroit Day School for the Deaf.	Wales C. Martindale.	0	1	1	1	0	5	5	0	10	0	0	0	.....	.....	.....	.....	.....	.....
17	St. Louis, Mo	Public Day School for the Deaf...	James H. Cloud...	1	3	1	0	0	28	19	47	0	0	0	0	.....	60	.....	.....	.....	.....
18	Cincinnati, Ohio ...	Oral School for the Deaf.....	Virginia A. Osborne.	0	5	5	1	0	19	9	0	27	0	5	0	75	100	.....	.....	.....	2,670
19	.....do	Public School for the Deaf.....	Caroline Fesenbeck.	0	1	...	....	....	4	4	....	....	8	....	....	.....	.....	.....	.....	.....	800
20	Cleveland, Ohio....	Cleveland Day School for the Deaf.	Miss Kathrine King.	....	3	3	3	....	22	14	6	26	4	20	0	0	.....	.....	.....	.....	2,475
21	Elyria, Ohio	Lorain County Oral Deaf School.	Miss Emma L. Carrigan.	...	1	1	....	....	6	1	....	....	....	....	....	.....	.....	.....	.....	.....	.....
22	Eau Claire, Wis ...	Eau Claire Oral Day School for the Deaf.	Otis C. Gross.....	...	1	1	....	....	1	6	....	7	....	....	....	.....	.....	.....	.....	.....	610
23	Fond du Lac, Wis..	School for the Deaf.....	L. A. Williams....	0	1	1	1	3	3	3	0	6	0	0	0	15	150	.....	.....	.....	775
24	Manitowoc, Wis ...	Manitowoc Day School for the Deaf.	Ada S. Locke.....	...	1	1	1	....	7	3	0	10	0	2	1	20	150	.....	.....	.....	1,027
25	Marinette, Wis	Marinette School for the Deaf....	.....	0	1	1	1	0	3	3	0	6	0	0	0	.....	150	.....	.....	.....	705
26	Milwaukee, Wis ...	Milwaukee Day School for the Deaf.	Francis Wettstein.	0	10	9	0	1	29	25	0	54	0	9	4	399	138	.....	.....	.....	7,444
27	Oshkosh, Wis.....	Oshkosh Day School for the Deaf.	Katharine Grimes.	0	2	2	2	1	6	6	0	12	0	0	0	0	150	.....	.....	.....	1,250
28	Sheboygan, Wis ...	Sheboygan School for the Deaf...	Geo. Heller	0	1	...	....	....	5	1	....	6	....	....	....	.....	.....	.....	.....	.....	750
29	Wausau, Wis	Wausau Day School for the Deaf.	Miss Margaret Hurley.	...	2	2	....	....	7	3	....	10	....	....	1	.....	133	.....	.....	.....	1,329

a School recently established.

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TABLE 11.—*Statistics of private schools for the deaf, 1897-98.*

	Post-office.	Name.	Executive officer.	Instructors.					Pupils.						
				Male.	Female.	Articulation.	Aural development.	Industrial department.	Male.	Female.	Taught by combined system.	Taught by purely oral method.	Taught by manual method.	Kindergarten.	Graduates in 1897-98.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	Oakland, Cal	Oakland Kindergarten Home	Miss Charlotte L. Morgan.	....	2	1	....	1	2	2	.....	4	.....	.....	.....
2	San Francisco, Cal	San Francisco School for the Deaf	A. N. Holden	1	....	....	....	....	3	2	.....	5	.....	.....	.....
3	North Temescal, Cal	St. Joseph's School and Home for Deaf-Mutes	Sister M. Valeria	....	3	1	....	2	6	20	23	2	.....	.....	.....
4	Chicago (4725 St. Lawrence ave.), Ill.	Chicago Kindergarten Home for Deaf	Charlotte L. Morgan	....	3	....	....	....	4	1	.....	5	.....	5	.....
5	Chicago (409 S. May st.), Ill.	Ephpheta School	Miss Margaret Cosgrove.	....	11	4	....	4	65	52	117	.....	.....	.....	.....
6	Chicago (6550 Yale ave.), Ill.	The McCowen Oral School for Young Deaf Children	Miss Emma Firth	0	5	5	5	5	20	10	0	30	0	20	.....
7	Dubuque, Iowa	Eastern Iowa School for the Deaf	De Coursey French	1	0	0	0	0	2	3	0	0	5	0	0
8	Chinchuba, La	Deaf-Mute Institute of the Holy Rosary	Very Rev. Canon H. C. Mignot.	3	5	3	....	6	32	17	24	0	24	.....	.....
9	Baltimore, Md	The F. Knapp Institute	William A. Knapp	1	2	3	....	....	20	12	.....	32	.....	.....	.....
10	West Medford, Mass	The Sarah Fuller Home for Little Children who can not Hear.	Eliza L. Clark	0	2	1	0	0	8	3	0	11	0	10	1
11	North Detroit, Mich	German Evangelical Lutheran Deaf and Dumb Institute.	D. H. Uhlig	3	1	3	....	....	20	19	39	.....	.....	0	.....
12	St. Louis (1849 Cass ave.), Mo.	Maria Consilia School for the Deaf	Sister M. Adele	....	6	2	2	3	6	42	34	7	37	.....	.....
13	St. Louis (Longwood Place), Mo.	St. Joseph's Deaf-Mute Institute	Rev. Mother Agatha	1	3	1	1	1	18	0	9	1	8	0	0
14	Omaha, Nebr	Gillespie School for the Deaf	J. A. Gillespie	2	3	3	2	2	5	5	0	.....	1	6	0
15	Santa Fe, N. Mex	Mr. Larson's School for the Deaf	Lars M. Larson	1	0	0	0	0	5	3	0	0	8	0	0
16	New York (42 W. 76th st.), N. Y.	The Wright-Humason School	Thos. A. Humason	3	7	10	6	....	8	15	0	23	0	.....	.....
17	Cincinnati (E. 6th st.), Ohio.	Notre Dame School for the Deaf	Sister Mary of the Sacred Heart.	....	3	2	....	1	8	5	.....	10	.....	.....	.....
18	Byron, Okla	Western Oklahoma School for the Deaf	Ellsworth Long	1	....	....	....	....	....	4	.....	.....	.....	.....	.....
19	St. Francis, Wis	St. John's Catholic Deaf-Mute Institute	Rev. M. A. Gerend	4	4	2	0	5	16	20	23	8	0	0	.....

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TABLE 12.—*Summary of statistics of public and private schools for the feeble-minded, 1897–98.*

PUBLIC INSTITUTIONS.

State.	Number of institutions.	Instructors.					Pupils.					Value of grounds and buildings.	Expenditures.
		Male.	Female.	Total.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Total.	Kindergarten.	Music.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14
Total	19	45	168	213	135	556	4,584	4,282	8,866	815	1,590	$4,922,537	$1,414,451
Massachusetts	1	5	9	14	6	87	392	255	647	193	110	343,600	76,234
New York	3	1	16	17	21	77	402	950	1,352	114	183	587,053	155,523
New Jersey	2	7	14	21	7	45	161	176	337	53	254	225,000	75,387
Pennsylvania	1	2	19	21	17	103	572	408	980	60	36	565,000	162,709
Kentucky	1	1	5	6	2	5	70	65	135	0	0	100,000	25,000
Ohio	1	2	25	27	10	52	660	436	1,096	.....	309	705,870	143,231
Indiana	1	14	12	26	18	26	306	295	601	45	318	330,000	77,000
Illinois	1	1	10	11	5	....	390	335	725	75	20	350,000	130,000
Michigan	1	....	5	5	4	10	100	100	200	20	7	93,100	69,760
Minnesota	1	2	10	12	3	40	373	309	682	43	70	399,829	129,145
Iowa	1	7	19	26	13	36	474	342	816	40	105	315,915	123,104
Nebraska	1	1	7	8	2	10	112	104	216	10	55	150,000	25,000
Kansas	1	0	3	3	0	9	68	48	116	30	0	61,470	22,358
Washington	1	0	2	2	3	4	28	27	55	.....	44	25,000	.....
California	1	2	6	8	14	18	285	255	540	100	37	500,000	80,000
Wisconsin	1	0	6	6	10	34	191	177	368	32	42	170,700	120,000

PRIVATE INSTITUTIONS.

Total	10	7	49	56	45	60	222	144	366	128	159	.....	.....
Connecticut	1	0	3	3	....	13	111	70	181	68	53	.....	.....
Illinois	1	0	1	1	0	4	4	2	6	5	0	.....	.....
Maryland	1	....	1	1	3	....	21	6	27	9	13	.....	.....
Massachusetts	3	2	10	12	25	19	46	15	61	16	19	.....	.....
Michigan	1	3	6	9	9	9	15	15	30	12	30	.....	.....
New Jersey	3	2	28	30	8	15	25	36	61	18	44	.....	.....

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TABLE 13.—*Statistics of State institutions for the feeble-minded, 1897–98.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.				Volumes in library.	Value of scientific apparatus.	Value of grounds and buildings.	Expenditures.	
				Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.				Buildings and improvements.	For support.
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1	Eldridge, Cal	California Home for the Care and Training of Feeble-Minded Children.	Austin E. Osborne	2	6	14	18	285	255	100	37	.....	.....	$500,000	.....	$80,000
2	Lincoln, Ill	Illinois Asylum for Feeble-Minded Children.	Dr. W. L. Athon	1	10	5	....	390	335	75	20	.....	.....	350,000	$25.000	105,000
3	Fort Wayne, Ind	Indiana School for Feeble-Minded Youth	Alexander Johnson	14	12	18	26	306	295	45	318	440	$550	330,000	7.000	70,000
4	Glenwood, Iowa	Iowa Institution for Feeble-Minded Children	F. M. Powell, M. D.	7	19	13	36	474	342	40	105	1,092	1,060	315,915	.....	123.104
5	Winfield, Kans	Kansas State Asylum for Idiotic and Imbecile Youth.*	Dr. C. S. Newlon	0	3	0	9	68	48	30	0	150	.....	61,470	4,370	17,988
6	Frankfort, Ky	Institution for the Education and Training of Feeble-Minded Children.*	Dr. J. B. Huff	1	5	2	5	70	65	0	0	0	0	100,000	.....	25,000
7	Waverly, Mass	Massachusetts School for the Feeble-Minded.	Water E. Fernald	5	9	6	87	392	255	193	110	900	.....	343,600	5,861	70,373
8	Lapeer, Mich	Michigan Home for the Feeble-Minded and Epileptic.	W. A. Polglase	....	5	4	10	100	100	20	7	50	500	93,100	34,760	35,000
9	Faribault, Minn	Minnesota School for Feeble-Minded	Arthur C. Rogers, M.D.	2	10	3	40	373	309	43	70	200	2,639	399,829	34,500	94,645
10	Beatrice, Nebr	Nebraska Institution for Feeble-Minded Youth.	C. G. Sprague, M. D.	1	7	2	10	112	104	10	55	500	1,000	150,000	.....	25,000
11	Vineland, N. J	New Jersey Training School for Feeble-Minded Children.	S. Olin Garrison	7	9	7	37	161	73	37	164	500	1,000	175,000	6,696	48,691
12	.....do	New Jersey State Institution for Feeble-Minded Women.	Mary J. Dunlap, M. D.	....	5	....	8	.....	103	16	90	600	1,000	50,000	.....	20,000
13	Newark, N. Y	New York State Custodial Asylum for Feeble-Minded Women.	C. W. Winspear	0	1	3	28	0	435	35	24	195	443	163,475	6,406	47,945
14	New York, N. Y	School for Feeble-Minded	M. C. Dunphy	0	3	8	11	108	217	35	130	.....	.....	.....	.....	.....
15	Syracuse, N. Y	Syracuse State Institution for Feeble-Minded Children.	James C. Carson, M.D.	1	12	10	38	294	298	44	29	.....	.....	423,578	6,766	94,766
16	Columbus, Ohio	Ohio Institution for the Education of Feeble-Minded Youth.	G. A. Doren, M. D.	2	25	10	52	660	436	....	309	.....	.....	705,870	.....	143,231
17	Elwyn, Pa	Pennsylvania Training School for Feeble-Minded Children.	Martin W. Barr, M. D.	2	19	17	103	572	408	60	36	920	.....	565,000	8,886	153,823
18	Vancouver, Wash	Washington School for Defective Youth	James Watson	0	2	1	4	28	27	....	44	0	250	25,000	.....	.....
19	Chippewa Falls, Wis	Wisconsin Home for Feeble-Minded	Alfred A. Wilmarth	0	6	10	34	191	177	32	42	95	125	170,700	75,000	45,500

*From 1896–97.

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TABLE 14.—*Statistics of private schools for the feeble-minded, 1897–98.*

	Post-office.	Name.	Executive officer.	Instructors.				Pupils.			
				Male.	Female.	Industrial department.	Assistants caring for inmates.	Male.	Female.	Kindergarten.	Music.
	1	2	3	4	5	6	7	8	9	10	11
1	Lakeville, Conn...	Connecticut School for Imbeciles.	Geo. W. Knight, M. D	...	3	....	13	111	70	68	53
2	Godfrey, Ill.....	Home and School for Nervous and Delicate Children.	Wm. H. Smith, M. D .	0	1	0	4	4	2	5	0
3	Ellicott City, Md .	Font Hill Institution for Feeble-Minded and Epileptic children.	Samuel J. Fort, M. D.	...	1	3	....	21	6	9	13
4	Amherst, Mass ...	Home School for Nervous and Delicate Children.	Mrs. W. D. Herrick ..	1	3	2	3	7	2	.....	...
5	Barre, Mass.....	Private Institution for the Education of Feeble-Minded Youth.	Catherine W. Brown.	1	5	18	14	36	9	12	16
6	Fayville, Mass....	Emmanuel School....	M. A. F. D. Green....	...	2	5	2	3	4	4	3
7	Kalamazoo, Mich .	Wilbur Home and School for the Feeble-Minded.	C. T. Wilbur, M. D...	3	6	9	9	15	15	12	30
8	Cranbury, N. J....	Private Home and School for Enfeebled and Undeveloped Minds.*	Rev. C. F. Garrison ..	2	5	4	3	9	8	4	0
9	Haddonfield, N. J .	Haddonfield Training School.	Margaret Bancroft...	0	9	3	8	6	13	3	19
10	Orange, N. J	Seguin Physiological School for Children of Arrested Mental Development.	Mrs. Elsie M. Seguin.	0	14	1	4	10	15	11	25

* From 1896–97.

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CHAPTER LII.

REFORM SCHOOLS.

In the 87 reform schools represented in the Annual Report for 1897–98, there were 518 instructors and 23,501 pupils in the school departments and 18,080 pupils in the industrial departments. The total number of inmates was 25,308. The value of grounds and buildings was $18,631,147; the expenditures on buildings and grounds amounted to $569,555, and for support $3,546,767, making a total expenditure of $4,116,322. The number of assistants, not including instructors in the school departments, was 1,861. There were 19,771 white inmates and 3,267 colored inmates. There were reported 8,033 inmates of native parents and 5,771 of foreign-born parents. When admitted 2,718 could read only, and 2,370 could neither read nor write. The number committed to the institutions during the year was 12,773, and the number discharged was 12,003. When discharged from the schools all could read and write and a large number had received the equivalent of a common-school education.

The North Atlantic Division reports 35 schools, 240 instructors, 11,301 pupils in the school departments, and 8,504 in the industrial departments. The number of inmates reported was 11,595, of which number 9,754 were males and 1,841 females. The value of grounds and buildings was $9,430,916. The expenditures on grounds and buildings amounted to $139,627, for support $1,814,281, making a total expenditure of $1,953,902. The number of assistants, not including the teachers in the school departments, was 820.

The South Atlantic Division reports 12 schools, 54 instructors, 1,945 pupils in the school departments, and 1,185 in the industrial departments. Of the 1,955 inmates reported in the institutions, 1,730 were males and 225 females. The total value of grounds and buildings was $1,458,297. The amount expended for buildings and improvements was $41,916, and for support $210,891, making a total expenditure of $252,807. The number of assistants, not including teachers in the school departments, was 141.

The South Central Division reports 5 schools, 24 teachers, and 1,336 pupils in the school departments. The value of grounds and buildings was $497,000. The total amount expended was $154,285, for buildings and improvements $22,208, and for support $132,077. The total number of assistants, not including the teachers in the school departments, was 5.

The North Central Division reports 28 schools, 258 instructors, and 8,375 pupils in the school departments. The total number of inmates reported was 9,552, of which number 6,992 were males and 2,560 females. The value of grounds and buildings was $6,599,264. The amount expended was $1,588,705, for buildings and improvements $352,387, and for support $1,236,318. The number of assistants, not including teachers in the school departments, was 724.

The Western Division reports 7 schools, 12 instructors, 574 pupils in the school departments, and 574 in the industrial departments. The total number of inmates was 574—males 524, and females 50. The value of grounds and buildings was $654,670. The amount expended was $163,623, for buildings and improvements $13,423, and for support $153,200. The number of assistants in caring for inmates, not including teachers in the school departments, was 96.

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TABLE 1.—*Summary of statistics of reform schools, 1897–98.*

States and Territories.	Number of schools.	Number of teachers.	Number of pupils.	Number taught trades.	Inmates.			Value of grounds and buildings.	Expenditures.	
					Male.	Female.	Total.		Buildings and improvements.	For support.
1	2	3	4	5	6	7	8	9	10	11
United States	87	518	23,531	18,080	20,092	5,216	25,308	$18,031,147	$569,555	$3,546,767
North Atlantic Division	35	240	11,301	8,504	9,754	1,841	11,595	9,430,916	139,621	1,814,281
South Atlantic Division	12	54	1,945	1,185	1,730	225	1,955	1,458,297	41,916	210,891
South Central Division	5	24	1,336	1,010	1,092	540	1,632	497,000	22,208	132,077
North Central Division	28	258	8,375	8,375	6,992	2,560	9,552	6,599,264	352,387	1,226,318
Western Division	7	12	574	574	524	50	574	654,670	13,423	153,200
North Atlantic Division:										
Maine	2	7	216	216	144	72	216	160,000	14,000	38,952
New Hampshire	1	3	128	128	107	21	128	100,000	18,000	55,000
Vermont	1	3	102	62	85	22	107	50,000	.....	15,000
Massachusetts	a11	30	831	653	670	161	831	510,065	16,706	173,156
Rhode Island	2	10	419	119	369	50	419	223,700	.....	56,420
Connecticut	2	17	687	645	440	247	687	600,000	.....	123,278
New York	b9	137	6,122	5,002	5,485	786	6,271	4,479,878	64,510	804,942
New Jersey	3	6	642	308	620	162	782	484,877	15,070	120,478
Pennsylvania	4	27	2,154	1,371	1,834	320	2,154	2,822,396	11,215	427,055
South Atlantic Division:										
Delaware	3	10	133	101	111	26	137	150,400	.....	10,681
Maryland	5	28	1,190	822	995	199	1,194	985,000	34,816	121,332
District of Columbia	1	8	248	80	248	0	248	250,000	.....	41,825
Virginia	1	4	163	.....	163	0	163	25,897	0	16,895
West Virginia	1	3	180	182	182	0	182	35,000	7,070	17,665
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	1	1	31	0	31	0	31	14,000	.....	3,100
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:										
Kentucky	2	11	464	289	320	351	671	460,000	8,000	50,000
Tennessee	1	10	701	701	512	189	701	.....	13,708	64,659
Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	1	1	103	0	109	0	109	47,000	.....	7,497
Texas	1	2	68	20	151	0	151	50,000	500	9,921
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:										
Ohio	3	39	1,642	1,017	1,169	473	1,642	1,377,050	66,619	203,930
Indiana	2	8	738	738	538	277	815	375,000	1,561	103,499
Illinois	5	32	1,592	1,664	1,748	336	2,048	1,575,000	156,000	239,098
Michigan	4	79	1,231	897	1,078	662	1,740	870,880	14,311	170,070
Wisconsin	2	16	562	562	319	243	562	278,760	12,820	84,951
Minnesota	2	23	473	489	442	47	489	602,574	44,000	103,300
Iowa	2	14	667	667	573	164	737	270,000	8,000	84,866
Missouri	3	16	812	430	672	153	825	460,000	23,082	122,292
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	1	6	107	107	85	22	107	75,000	500	17,000
Nebraska	2	10	220	150	148	72	220	215,000	6,496	74,568
Kansas	2	15	331	331	220	111	331	440,000	18,998	32,804
Western Division:										
Montana	1	2	61	0	49	12	61	50,000	2,500	16,875
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	2	122	52	122	0	122	111,700	6,032	38,787
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	1	3	148	148	110	38	148	83,000	.....	20,000
Oregon	1	2	102	.....	102	0	102	200,000	.....	18,000
California	2	3	141	129	141	0	141	200,970	4,891	59,538

a Two schools not reporting. *b* One school not reporting.

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TABLE 2.—*Summary of statistics of reform schools, 1897–98.*

States and Territories.	Number of assistants.	Race.		Nativity.		Illiteracy.		During year.	
		White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.
1	2	3	4	5	6	7	8	9	10
United States	1,861	19,771	3,267	8,033	5,771	2,718	2,370	12,773	12,003
North Atlantic Division	820	8,891	989	3,102	3,016	781	909	5,603	5,468
South Atlantic Division	141	1,269	618	1,504	195	250	311	830	855
South Central Division	80	1,095	343	474	165	330	152	927	840
North Central Division	724	8,268	1,284	2,699	2,244	1,209	965	5,211	4,562
Western Division	96	513	33	260	151	148	33	202	278
North Atlantic Division:									
Maine	8	215	1	65	7	.....	.....	70	50
New Hampshire	16	127	1	56	51	1	1	56	56
Vermont	15	103	4	77	40	.....	30	60	40
Massachusetts	a 137	795	36	96	181	22	27	475	342
Rhode Island	43	380	39	142	273	91	22	275	236
Connecticut	84	606	81	196	51	.....	37	284	319
New York	b 264	4,252	304	1,396	1,917	383	587	3,433	3,464
New Jersey	70	682	100	77	42	.....	3	120	79
Pennsylvania	183	1,731	423	987	454	294	202	830	882
South Atlantic Division:									
Delaware	18	26	43	84	10	26	0	33	28
Maryland	80	817	377	1,041	153	131	220	504	587
District of Columbia	40	98	150	218	30	82	64	130	106
Virginia	.....	163	0	161	2	11	27	68	72
West Virginia	1	163	19	.....	.....	.....	.....	83	54
North Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	2	2	29	.....	.....	.....	0	12	8
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:									
Kentucky	54	364	118	344	144	306	142	319	272
Tennessee	.....	648	53	.....	.....	.....	.....	257	203
Alabama	.....	.....	.....	.....	.....	.....	.....	.....	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	6	21	83	.....	.....	.....	.....	322	333
Texas	20	62	89	130	21	24	10	29	40
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:									
Ohio	161	1,227	415	276	179	81	108	539	529
Indiana	49	711	100	271	6	9	31	59	33
Illinois	49	1,801	283	833	702	303	342	2,172	1,648
Michigan	105	1,630	110	259	332	102	48	1,046	929
Wisconsin	77	551	11	75	487	139	48	388	474
Minnesota	71	462	26	183	306	11	54	236	223
Iowa	57	527	80	147	17	250	250	181	162
Missouri	93	668	157	354	153	39	57	265	196
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	16	102	5	.....	.....	15	10	37	37
Nebraska	14	200	20	96	50	.....	3	115	134
Kansas	32	254	77	208	12	200	14	182	197
Western Division:									
Montana	11	57	2	.....	.....	.....	12	27	20
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	17	109	13	80	42	120	2	70	71
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	12	145	3	85	63	28	19	77	86
Oregon	21	100	2	.....	.....	.....	.....	.....	.....
California	b 35	128	13	95	46	0	0	28	101

a Two schools not reporting. b One school not reporting.

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TABLE 3.—*Statistics of reform*

	Post-office.	Name.	Executive officer.	Number of assistants.
	1	2	3	4
1	Whittier, Cal	City and County Industrial School	No report	.....
2	Waterman, Cal	Preston School of Industry	D. S. Hershberg	35
3	Golden, Colo	State Industrial School for Boys	B. L. Olds	17
4	Meriden, Conn	Connecticut School for Boys	Chas. M. Williams	45
5	Middletown, Conn	Connecticut Industrial School for Girls	W. G. Fairbank	39
6	Clayton, Del	St. Joseph's Industrial School for Boys	Rev. L. J. Welbers	8
7	Marshallton, Del	Ferris Industrial School	H. E. Haines	8
8	Wilmington, Del	Delaware Industrial School for Girls	Mrs. L. E. Brown	2
9	Washington, D. C	Reform School of the District of Columbia	G. A. Shallenberger	40
10	Augusta, Ga	Richmond County Reformatory Institute.*	Henry Miller	2
11	Chicago, Ill	Erring Woman's Refuge of Reform	Helen M. Woods	9
12	Do	John Worthy Manual Training School	Robert M. Smith	7
13	Glenwood, Ill	Illinois School of Agriculture and Manual Training for Boys.	O. L. Dudley	53
14	Pontiac, Ill	Illinois State Reformatory	George Torrence	.....
15	South Evanston, Ill	Illinois Industrial School for Girls*	Miss K. S. Mills	.....
16	Indianapolis, Ind	The Indiana Reform School for Girls	Sarah F. Keely	16
17	Plainfield, Ind	Indiana Reform School for Boys	T. J. Charlton	33
18	Eldora, Iowa	Iowa Industrial School	B. J. Miles	38
19	Mitchellville, Iowa	Iowa Industrial School, girls' department	A. H. Leonard	19
20	Beloit, Kans	State Industrial School for Girls	Phoebe J. Barr	.....
21	North Topeka, Kans	State Industrial School for Boys	J. M. Hart	32
22	Louisville, Ky	Industrial School of Reform	P. Caldwell	35
23	Newport, Ky	Convent of the Good Shepherd	Mother of St. Scholastic.	19
24	New Orleans, La	Boys' Reform School	M. T. Mokler	6
25	Hallowell, Me	Maine Industrial School for Girls	Miss Helen M. Staples	7
26	Portland, Me	State Reform School	Edwin P. Wentworth	1
27	Baltimore, Md	House of Refuge	Robert J. Kirkwood	25
28	Do	Female House of Refuge	Miss Martha D. Stuart	7
29	Baltimore (Sta. D), Md	St. Mary's Industrial School for Boys	Brother Dominic	20
30	Cheltenham, Md	House of Reformation for Colored Boys	Nathan Thompson	24
31	Melvale, Md	Industrial Home for Colored Girls	Mrs. H. F. Whittemore	4
32	Rainsford Island, Boston, Mass.	House of Reformation	L. D. Perkins	22
33	Goshen, Mass	Hampshire and Franklin Counties Truant School.*	W. A. Barrus	1
34	Lancaster, Mass	State Industrial School for Girls	Mrs. L. L. Brackett	24
35	Lawrence, Mass	Essex County Truant School	Henry E. Swan	8
36	North Chelmsford, Mass.	Middlesex County Truant School	M. A. Warren	12
37	Oakdale, Mass	County Truant School	No report	.....
38	Salem, Mass	Plummer Farm School	Charles A. Johnson	4
39	Springfield, Mass	Hampden County Truant School	Edwin G. Ward	2
40	Walpole, Mass	Norfolk, Plymouth, and Bristol Union Truant School.	Aaron R. Morse	8
41	Westboro, Mass	Lyman School for Boys	Theodore F. Chapin	56
42	West Roxbury, Mass	Parental School	No report	.....
43	Adrian, Mich	State Industrial Home for Girls	Lucy M. Sickles	42
44	Detroit, Mich	House of the Good Shepherd	Mother Stanislaus	.....
45	Ionia, Mich	State House of Correction and Reformatory.	Otis Fuller	13
46	Lansing, Mich	Industrial School for Boys	J. E. St. John	50
47	Red Wing, Minn	State Training School for Boys and Girls	J. W. Brown	38
48	St. Cloud, Minn	Minnesota State Reformatory	W. H. Houston	33
49	Boonville, Mo	Missouri State Reform School for Boys	L. D. Drake	36
50	Chillicothe, Mo	State Industrial Home for Girls	Miss Anna L. Clark	11
51	St. Louis, Mo	House of Refuge	Wm. C. Noble	46
52	Miles City, Mont	Montana State Reform School*	Burton C. White	11
53	Geneva, Nebr	Girls' Industrial School	B. R. B. Weber	13
54	Kearney, Nebr	State Industrial School for Boys	C. W. Hoxie	1
55	Manchester, N. H	Industrial School	Tom W. Robinson	16
56	Jamesburg, N. J	State Reform School	Ira Otterson	30

* From 1896-97.

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schools, 1897–98.

Pupils.															Expenditures.		
Sex.		Race.		Nativity.		Illiteracy.		During year.		School.							
Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily sessions.	Number taught mechanical trades.	Value of grounds and buildings.	Buildings and improvements.	For support.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
																	1
141	0	128	13	95	46	0	0	28	101	3	141	4	129	$200,970	$4,891	$59,533	2
122	0	109	13	80	42	120	2	70	71	2	122	7	52	111,700	6,032	38,787	3
440	0	400	40	.....	.....	.....	.....	239	265	8	440	3	398	400,000	.....	82,630	4
0	247	206	41	196	51	.....	37	45	54	9	247	5	247	200,000	.....	40,648	5
43	0	0	43	.....	.....	.....	.....	8	2	8	43	2½	35	100,000	.....	.....	6
68	0	.....	.....	64	4	.....	.....	19	20	1	64	3	40	40,400	.....	10,081	7
0	26	26	0	20	6	26	0	6	6	1	26	3½	26	10,000	.....	.....	8
248	0	98	150	218	30	82	64	130	106	8	248	4	80	250,000	.....	41,825	9
31	0	2	29	.....	.....	.....	0	12	8	1	31	2	0	12,000	.....	3,100	10
0	82	75	7	40	42	4	0	83	75	1	82	2–4	82	85,000	.....	11,214	11
83	0	74	9	38	45	2	23	1094	1011	6	83	6	83	130,000	50,000	24,000	12
295	0	275	20	.....	.....	.....	50	263	.....	8	295	3–5	129	250,000	6,000	33,040	13
1370	0	1146	224	755	615	261	236	732	562	14	1,000	4	1370	960,000	100,000	165,000	14
0	254	231	23	.....	.....	36	23	.....	.....	3	132	3½	.....	150,000	.....	5,844	15
0	277	249	28	271	6	9	31	50	33	3	200	3½	200	175,000	1,561	38,939	16
538	0	462	72	.....	.....	.....	.....	.....	.....	5	538	4–9	538	200,000	.....	64,560	17
513	0	448	65	.....	.....	250	250	140	130	12	513	4	513	190,000	8,000	61,884	18
0	164	149	15	147	17	.....	.....	41	32	2	164	3½	164	80,000	.....	22,982	19
0	111	89	22	.....	.....	2	2	72	57	10	111	4½	111	265,000	1,288	11,386	20
220	0	165	55	208	12	198	12	110	140	5	220	4	220	175,000	17,710	21,418	21
320	124	364	118	344	144	306	142	319	260	7	464	4½	289	400,000	8,000	50,000	22
0	227	.....	.....	.....	.....	.....	.....	.....	12	4	.....	.....	.....	.....	.....	.....	23
100	0	21	86	.....	.....	.....	.....	322	333	1	103	6	0	47,000	1,900	7,497	24
0	72	72	0	65	7	.....	.....	35	.....	2	72	3	72	35,000	14,000	8,500	25
144	0	143	1	.....	.....	.....	.....	35	50	5	144	4	144	125,000	.....	30,452	26
215	0	215	0	120	95	.....	22	102	116	7	215	4	150	300,000	9,000	40,000	27
0	86	86	0	68	18	0	1	32	38	2	82	3	86	50,000	2,178	10,376	28
516	0	516	0	476	40	78	46	262	284	8	516	3½–6	209	400,000	4,068	41,280	29
264	0	0	264	264	0	30	163	60	105	6	264	4½	264	200,000	18,000	22,176	30
0	113	0	113	113	0	23	11	48	44	5	113	6	113	35,000	1,600	7,500	31
143	0	141	2	.....	.....	.....	.....	103	99	3	143	5½	136	65,000	.....	43,969	32
2	0	2	0	0	2	0	0	2	1	1	2	6	0	.....	.....	.....	33
0	161	148	13	59	99	2	12	99	.....	6	161	3	161	101,315	16,796	29,558	34
42	0	38	4	11	31	4	7	27	29	1	42	4	0	20,000	.....	9,588	35
103	0	100	3	.....	.....	.....	.....	.....	.....	3	103	5½	60	100,000	.....	16,000	36
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	37
29	0	29	0	16	13	6	0	18	17	1	29	4	12	20,000	.....	5,742	38
21	0	21	0	.....	.....	3	5	20	14	1	21	5	.....	21,000	.....	4,440	39
46	0	44	2	10	36	7	3	39	47	1	46	4¾	.....	20,000	.....	9,000	40
284	0	272	12	.....	.....	.....	.....	167	135	13	284	4½	284	162,750	.....	64,447	41
																	42
0	297	283	14	.....	.....	3	9	212	112	30	297	9	297	190,757	3,311	42,570	43
0	365	364	1	.....	.....	.....	.....	178	100	36	108	3½	.....	65,000	.....	11,500	44
496	0	443	53	.....	.....	9	29	311	351	1	244	1½	300	365,123	6,000	56,000	45
582	0	540	42	250	332	150	10	345	364	12	582	4	300	250,000	5,000	60,000	46
269	46	295	20	105	210	.....	36	94	108	6	315	4½	315	332,574	1,800	57,000	47
173	1	167	6	78	96	11	18	142	115	17	158	.....	174	330,000	26,000	46,300	48
422	0	329	93	280	142	35	40	239	178	5	410	4	210	140,000	11,000	59,080	49
0	85	85	0	74	11	4	17	26	18	3	84	5	85	120,000	8,011	10,548	50
250	68	254	64	.....	.....	.....	.....	.....	.....	8	318	5	135	200,000	4,071	52,664	51
49	12	57	2	.....	.....	.....	12	27	20	2	61	4	0	50,000	2,500	16,875	52
0	72	64	8	.....	.....	0	0	27	29	6	72	5	72	55,000	.....	36,000	53
148	0	136	12	96	50	.....	3	88	105	4	148	5	80	160,000	6,496	38,508	54
107	21	127	1	56	51	1	1	56	55	3	128	5½	128	100,000	18,000	55,000	55
395	0	324	71	.....	.....	.....	.....	.....	.....	.....	395	3½	213	180,000	8,000	68,000	56

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TABLE 3.—*Statistics of reform*

	Post-office.	Name.	Executive officer.	Number of assistants.
	1	2	3	4
57	Trenton, N. J.	State Industrial School for Girls	Mrs. Myrtle B. Eyler	12
58	Verona, N. J.	Newark City Home	C. M. Harrison	28
59	Brooklyn, N. Y.	Brooklyn Truant School	No report	
60	Canaan Four Corners, N. Y.	Berkshire Custodial School*	Francis B. DuBois	15
61	Elmira, N. Y.	New York State Reformatory	Z. R. Brockway	35
62	Hudson, N. Y.	House of Refuge for Women*	Mrs. F. O. Abbott	53
63	New York, N. Y.	New York Juvenile Asylum	C. E. Bruce	2
64	New York (Station L), N. Y.	House of Refuge	Elisha M. Carpenter	70
65	Rochester, N. Y.	State Industrial School*	F. H. Briggs	4
66	Utica, N. Y.	St. Vincent Industrial School	Brother Julian	15
67	Westchester, N. Y.	New York Catholic Protectory	Brother Eusebius	80
68	Cincinnati, Ohio	Cincinnati House of Refuge	James Allison	41
69	Lancaster, Ohio.	Boys' Industrial School	D. M. Barrett	80
70	Rathbone, Ohio	Girls' Industrial Home	Albert W. Stiles	40
71	Turner, Oreg.	Oregon State Reform School	E. M. Broisan	21
72	Glen Mills, Pa.	Philadelphia House of Refuge	F. H. Nibecker	1
73	Huntingdon, Pa.	Pennsylvania Industrial Reformatory	T. B. Patten	98
74	Morganza, Pa.	Pennsylvania Reform School	J. A. Quay	71
75	Philadelphia, Pa.	House of Refuge, girls' department	M. A. Campbell	13
76	Howard, R. I.	Oaklawn School for Girls	James H. Eastman	4
77	Do.	Sockenossett School for Boys	do	39
78	Plankington, S. Dak.	State Reform School	C. W. Ainsworth	16
79	Nashville, Tenn.	Tennessee Industrial School	W. C. Kelvington	
80	Gatesville, Tex.	House of Correction and Reformatory	J. F. McGuire	20
81	Ogden, Utah.	Reform School	No report	
82	Vergennes, Vt.	Vermont Industrial School	S. A. Andrews	15
83	Glen Allen, Va.	Laurel Industrial School	W. C. Sampson	
84	Chehalis, Wash.	Washington State Reform School	Thos. P. Westendorf	12
85	Pruntytown, W. Va.	West Virginia Reform School	D. W. Shaw	1
86	Milwaukee, Wis.	Wisconsin Industrial School for Girls and Young Boys.	Emma F. Bland	27
87	Waukesha, Wis.	Wisconsin Industrial School for Boys	Chas. O. Merica	50

* From 1896-97.

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schools, 1897–98—Continued.

Pupils.														Value of grounds and buildings.	Expenditures.		
Sex.		Race.		Nativity.		Illiteracy.		During year.		School.							
Male.	Female.	White.	Colored.	Native parents.	Foreign-born parents.	Could only read.	Could neither read nor write.	Committed.	Discharged.	Number of teachers.	Number of pupils.	Hours of daily sessions.	Number taught mechanical trades.		Buildings and improvements.	For support.	
5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
0	119	100	19	77	42	.....	3	29	.....	2	119	3½–6	95	$112,522	.....	$20,744	57
225	43	258	10	.....	.....	.....	.....	91	79	4	268	3–5	.....	192,355	$7,070	31,734	58
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	59
47	0	47	0	42	5	47	0	25	22	1	47	3½	47	35,000	.....	16,000	60
1450	0	1361	89	580	870	193	114	525	634	26	1,450	1	1000	1,459,971	.....	218,836	61
0	288	271	17	121	167	50	67	99	105	5	277	3	60	294,449	3,056	71,595	62
725	288	910	103	.....	.....	29	301	1013	614	27	1,013	5	700	900,000	.....	130,000	63
592	98	618	72	229	445	0	56	524	612	21	600	4	600	535,000	.....	175,582	64
742	112	833	21	424	430	64	47	52	477	24	808	4½	684	529,308	59,483	176,105	65
214	0	212	2	.....	.....	.....	.....	166	87	4	212	5	196	90,000	2,001	16,824	66
1715	0	.....	.....	.....	.....	.....	.....	1029	913	29	1,715	4½	1715	636,150	.....	.....	67
304	124	318	110	276	179	81	108	455	445	8	428	3	208	400,000	7,818	55,682	68
865	0	625	240	.....	.....	.....	.....	.....	.....	22	865	5	460	536,300	46,000	113,000	69
0	349	284	65	.....	.....	.....	.....	84	84	9	349	5	349	440,750	23,801	35,248	70
102	0	100	2	.....	.....	.....	.....	.....	.....	2	102	4	.....	200,000	.....	18,000	71
809	0	644	165	239	211	156	40	450	382	13	809	4	354	900,000	.....	150,000	72
581	0	494	87	488	93	93	76	.....	.....	.....	581	2	500	1,114,705	4,573	131,479	73
444	144	490	98	179	112	.....	65	291	495	10	588	5	517	607,641	6,642	109,480	74
0	176	103	73	81	38	45	21	89	75	4	176	4	.....	200,000	.....	36,088	75
0	50	47	3	22	24	6	5	36	24	4	50	7	.....	23,700	.....	6,171	76
369	0	333	36	120	249	75	17	239	212	6	369	3	119	200,000	.....	50,249	77
85	22	102	5	.....	.....	15	10	37	37	6	107	4	107	75,000	500	17,000	78
512	189	648	53	.....	.....	.....	.....	257	203	10	701	6	701	.....	13,708	64,659	79
151	0	62	89	130	21	24	10	29	40	2	68	8½	20	50,000	500	9,921	80
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	81
85	22	103	4	77	40	.....	30	60	40	3	102	5–7	62	50,000	.....	15,000	82
163	.....	163	0	161	2	11	27	68	72	4	163	3	.....	25,897	0	16,895	83
110	38	145	3	85	63	28	19	77	86	3	148	3	148	83,000	.....	20,000	84
182	0	163	19	.....	.....	.....	.....	83	54	3	180	3½	182	35,000	7,070	17,665	85
14	243	252	5	7	250	64	18	82	99	8	257	4	257	104,600	4,820	20,632	86
305	0	299	6	68	237	75	30	306	375	8	305	4	305	174,160	4,000	64,319	87

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CHAPTER LIII.

PUBLIC AND PRIVATE KINDERGARTENS.

The most difficult statistical work of this Bureau for 1897–98, and the most unsatisfactory in its results, was that of collecting information concerning kindergartens. This applies with special force to private kindergartens. This office obtained from many sources a list of more than 3,500 private kindergartens. When requests for statistics were sent to the individual kindergartens it was learned that at least 500 of them were no longer in existence. Every year hundreds of these schools are started by young women who have no special training or aptitude for the work. The result is failure for the individual and more or less discredit for the kindergarten movement in the community.

After repeated requests for information 1,519 private kindergartens reported statistics to this office. Detailed information from 1,479 other private kindergartens reported as still in existence could not be obtained. The 1,519 kindergartens reporting had 3,232 teachers and 47,853 pupils. Allowing proportionate numbers of teachers and pupils, it may be estimated that the 1,479 kindergartens not giving statistics had 3,173 teachers and 45,884 pupils. Taking this as a liberal estimate, the 2,998 private kindergartens had 6,405 teachers and 93,737 pupils in 1897–98.

Public kindergartens to the number of 1,365 were maintained in 189 cities in the United States. These kindergartens had 2,532 teachers and 95,867 pupils. The total number of children in public and private kindergartens, according to reports and estimates, was 189,604. (See Table 3 of this chapter, which summarizes the combined statistics of public and private kindergartens.) Estimating for private kindergartens whose location may be unknown to this office, it is not probable that the total number of children in all the kindergartens in the United States in 1897–98 exceeded 200,000.

The growth of the kindergarten movement in the last twenty-five years may be shown in the following table, which gives the number of public and private kindergartens, the number of teachers, and the number of pupils, as reported to this office for certain years beginning with 1873:

Year.	Kindergartens.	Teachers.	Pupils.	Year.	Kindergartens.	Teachers.	Pupils.
1873	42	73	1,252	1882	348	814	16,916
1874	55	125	1,636	1884	354	831	17,002
1875	95	216	2,809	1885	415	905	18,832
1876	130	364	4,090	1886	417	945	21,640
1877	129	336	3,931	1887	544	1,256	25,925
1878	159	376	4,797	1888	521	1,202	31,227
1879	195	452	7,554	1892	1,311	2,535	65,296
1880	232	524	8,871	1898	2,884	5,764	143,720
1881	273	676	14,107				

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PUBLIC KINDERGARTENS.

The statistics in the above table prior to 1892 were never complete, even for the public kindergartens. Several cities failed to report for the first few years their experiments with the kindergarten. St. Louis was the first city to incorporate the kindergarten with its public school system. For the year ending June, 1874, there were 68 pupils in the public kindergartens of that city; 271 pupils in 1875; in 1876 there were 1,041; in 1877 the number had reached 3,333; in 1878 the number was 5,359, and in 1879 the kindergartens had 6,202 pupils.

The statistics of public kindergartens are summarized in the first six columns of Table 1 in this chapter. Of the 189 cities supporting kindergartens in connection with their public school systems 94 were in the North Atlantic Division and 68 in the North Central Division. In the first division 31 of the cities are in New York, 27 in Massachusetts, and 15 in Connecticut. In the North Central Division Michigan and Wisconsin each have 17 of the kindergarten cities.

In the 1,365 public kindergartens there were 2,532 teachers—hardly an average of 2 to the school. The 95,867 pupils would give an average of about 38 to the teacher. There were 2,783 more girls than boys in these kindergartens, or 46,542 boys and 49,325 girls.

In 1892 there were 137 cities reporting public kindergartens, as shown in Table 9. These cities had 459 kindergartens, 933 teachers, and 31,659 pupils.

Table 10 gives in detail the statistics of the public kindergartens in the 189 cities in 1898, as summarized in Table 1.

PRIVATE KINDERGARTENS.

The statistics of the 1,519 private kindergartens reporting to this office in 1897-98 are summarized in the last five columns of Table 1. There were 3,232 teachers, or an average of more than 2 to a school. There were 47,853 pupils, or scarcely 15 to a teacher. As already shown, the average number to a teacher in the public kindergartens was about 38, or 19 for each of the half day sessions.

The number of private kindergartens reporting to this office in 1892 was 852, with 1,602 teachers and 33,637 pupils, as shown in Table 9. The statistics of public kindergartens reported the same year will be found in the same table, while the combined statistics of public and private kindergartens for that year are given in the last three columns of Table 8.

The combined statistics of public and private kindergartens actually reporting for 1897-98 are summarized in Table 2. The same statistics combined with estimated figures for the 1,479 private kindergartens not reporting are given in Table 3.

Table 4 shows that of the 1,519 private kindergartens reporting 534 were mainly supported by kindergarten associations, 915 by tuition, and 70 by donations. Only 1,011 of the kindergartens reported their expenditures; these had 33,816 pupils and an aggregate expenditure of $519,252, or an average of $15.36 to the pupil.

Tables 5 to 8 summarize the statistics of public and private kindergartens from 1873 to 1892. These tables are compiled from returns made to this office and do not include estimates of schools not reporting.

Table 10 gives the detailed statistics of public kindergartens in the 189 cities whose returns are summarized in Table 1.

Table 11 is a list of the kindergarten associations reported to this office. A very large number of these associations failed to respond to requests from this office for information.

Table 12 is a list of training schools for kindergarten teachers and normal schools maintaining kindergarten training departments. Many of the training schools failed to respond to inquiries.

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STATE PROVISION FOR KINDERGARTENS.

Kindergartens in connection with the public school systems are authorized by State law in Connecticut, Vermont, New York, Pennsylvania, Ohio, Indiana, Illinois, Iowa, Michigan, Wisconsin, Colorado, Washington, Oregon, California, Arizona, and the District of Columbia. Many cities in other States support kindergartens under general municipal powers granted by their charters of incorporation. By such authority kindergartens are supported in connection with the public school systems of certain cities in Massachusetts, Rhode Island, Maine, New Hampshire, New Jersey, Georgia, Kentucky, Alabama, Mississippi, Louisiana, Texas, Minnesota, Missouri, South Dakota, and Nebraska.

The following States assist the kindergarten movement by maintaining departments or classes for the training of kindergartners in the public normal schools: Alabama, California, Colorado, Connecticut, Florida, Indiana, Kansas, Louisiana, Massachusetts, Michigan, Missouri, Nebraska, New Jersey, New York, North Carolina, Pennsylvania, Virginia, Washington, and Wisconsin.

In general it may be stated that any city through powers inherent in its charter granted by the State may maintain public kindergartens as part of its system of schools, provided such kindergartens are supported wholly by local taxation. In most of the States the age limit for free attendance at the public schools is from 6 to 20, or 6 to 21. Manifestly, kindergartens in these States could not derive support from State school funds, where the children attending were below 6 years of age, without special legislative enactment.

In Massachusetts there is no age limit for free attendance at the public schools; in Connecticut the age limit is from 4 to 16; in Wisconsin from 4 to 20, and in Oregon from 4 to 20. It would seem that in these States legislative provision for public kindergartens receiving children 4 years of age and over would be unnecessary.

The public schools of Massachusetts are supported almost wholly by local taxation, and as there is no age limit for free attendance public kindergartens are not provided for in the State law. This State has a larger number of public kindergartens than any other except New York. There are 181 maintained in 27 cities, with 358 teachers and 10,977 pupils.

Public kindergartens are permitted by legislative enactment in the State of New York. (See Consolidated School Law of 1898, Title XV, "Miscellaneous provision.") Article 9, under the head of "Free kindergartens," reads as follows:

> The school authorities of any union, free, or common school district, located in any county having less than 1,000,000 inhabitants, may establish and maintain one or more free kindergarten schools. The moneys for the support of such schools shall be raised in like manner as for the support of the other public schools of such district. No child under the age of 4 years shall be admitted to the schools, and the local school authorities are hereby empowered to fix the highest age limit of children who may attend. All teachers employed in these schools shall be licensed in accordance with rules and regulations established by the superintendent of public instruction, and shall each share in the distribution of district quotas. The attendance of children under the age of 5 years who may be enrolled in the schools shall be reported separately and shall be counted in the distribution of public money.

In New York 31 cities have 218 public kindergartens, with 371 teachers and 15,817 pupils. Of the entire school revenue of this State the portion derived from local taxation is about 59 per cent, from State taxes 14 per cent, from permanent funds 1 per cent, and from other sources 26 per cent.

The Connecticut State law permits the establishment of public kindergartens for children between the ages of 3 and 7 years. Under this law 15 cities have 57 kindergartens, with 147 teachers and 3,083 pupils. In that State the portion of school revenue derived from local taxation is nearly 80 per cent, from State taxes nearly 11 per cent, from permanent funds about 5 per cent, and from other sources about 4 per cent.

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New Jersey has no State law expressly providing for kindergartens, but local boards have organized them in 6 cities, where there are 46 kindergartens, with 64 teachers and 3,277 pupils. The State Normal School has a training course for kindergartners, using some of the organized kindergartens as model schools. The school-age limit in this State is from 5 to 20. Local taxation provides about 55 per cent of the school fund, State taxes 40 per cent, and permanent funds 5 per cent.

In Rhode Island kindergartens are not provided for by law, but they are maintained by five cities, in which there are 25 kindergartens, with 51 teachers and 1,511 pupils. The minimum age for attendance at the public common schools in this State is 5 years. More than 87 per cent of the entire school revenue of Rhode Island is derived from local taxation.

The Pennsylvania law allows the school directors to establish and maintain out of the public-school treasury kindergartens for children from 3 to 6 years of age. Under this provision two cities have 149 kindergartens, with 3,677 pupils. In this State over 59 per cent of the school revenue is derived from local taxes, 26 per cent from State taxes, 15 per cent from other sources.

In Wisconsin public kindergartens are expressly authorized by law. As the age limit in this State is from 4 to 20, and as local taxes provide more than three-fourths of the school revenue, there can be little controversy as to the means of support. In this State there are 17 cities maintaining 103 kindergartens, with 210 teachers and 11,735 pupils.

The Michigan school laws permit the establishment of kindergartens for children from 4 to 7. In that State 17 cities have 65 kindergartens, with 90 teachers and 4,013 pupils. More than 78 per cent of the public school revenue is derived from local taxation.

The Illinois legislature in 1895 passed the following act authorizing the establishment of kindergarten schools:

Be it enacted by the people of the State of Illinois, represented in the general assembly, That in addition to other grades or departments now established and maintained in the public schools of the State, any school district managed by a board of education or a board of directors is hereby empowered, when authorized by a majority of all the votes cast at an election for that purpose, such election to be called and held in accordance with the provisions of Article IX of an act entitled "An act to establish and maintain a system of free schools," approved and in force May 21, 1889, to establish, in connection with the public schools of such district, a kindergarten or kindergartens for the instruction of children between the ages of four and six years, to be paid for in the same manner as other grades and departments now established and maintained in the public schools of such district. No money accruing to such district from the school-tax fund of the State shall be used to defray the tuition or other expenses of such kindergarten, but the same shall be defrayed from the local tax and the special school revenue of said district.

All teachers in kindergartens established under this act shall hold a certificate issued as provided by law, certifying that the holder thereof has been examined upon kindergarten principles and is competent to teach the same.

Two cities in Illinois have 65 kindergartens, with 132 teachers and 5,671 pupils. The public schools of that State derive more than 86 per cent of their support from local taxation.

In Iowa independent districts are authorized to establish and maintain kindergartens. In this State 9 cities have 51 kindergartens, with 79 teachers and 2,675 pupils.

Indiana authorizes by law the establishment of kindergartens for children between the ages of 4 and 6, but they must be supported wholly by local taxation. In that State 8 cities have 26 kindergartens, with 43 teachers and 1,206 pupils. The public schools derive about 59 per cent of their support from local taxes, 26 per cent from State taxes, 9 per cent from permanent funds, and 6 per cent from other sources.

In Ohio kindergartens are authorized by the school law for children from 4 to 6 years but the support must be wholly local. In that State 7 cities support 27 kin-

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dergartens, with 37 teachers and 1,740 pupils. More than 80 per cent of the support of the public schools is derived from local taxes.

The California school law recognizes kindergartens established by cities and towns in section 1617 of the code, which prescribes that trustees of school districts shall "exclude from schools children under 6 years of age; provided, that in cities and towns in which the kindergarten has been adopted, or may hereafter be adopted, as a part of the public primary schools, children may be admitted to such kindergarten classes at the age of 4 years."

There are 10 cities in California supporting 65 kindergartens, with 136 teachers and 4,580 pupils. The public schools of this State derive 45 per cent of their support from local taxes, 49 per cent from State taxes, 5 per cent from permanent funds, and 1 per cent from other sources.

In Colorado there are 4 cities which maintain 29 kindergartens, with 60 teachers and 1,504 pupils. There is no State school tax in this State. The schools derive over 80 per cent of their support from local taxes, about 3 per cent from permanent funds, and 17 per cent from other sources.

The Colorado law of 1893, authorizing the establishment of kindergartens, is as follows:

> The school board of any school district in the State shall have power to establish and maintain free kindergartens in connection with the public schools of said district for the instruction of children between three and six years of age residing in said district, and shall establish such courses of training, study, and discipline, and such rules and regulations governing such preparatory or kindergarten schools as said board may deem best: *Provided*, That nothing in this act shall be construed to change the law relating to the taking of the census of the school population or the apportionment of State and county school funds among the several counties and districts in this State: *Provided further*, That the cost of establishing and maintaining such kindergartens shall be paid from the special school fund of said districts, and the said kindergartens shall be a part of the public school system and governed as far as practicable in the same manner and by the same officers as is now, or hereafter may be, provided by law for the government of the other public schools of the State: *Provided further*, That teachers of kindergarten schools shall have a diploma from some reputable kindergarten teachers' institute or pass such examination on kindergarten work as the kindergarten department of the State Normal School may direct.

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TABLE 1.—*Statistics of public and private kindergartens actually reporting for 1897–98.*

State or Territory.	Number of cities.	Public kindergartens.					Private kindergartens.				
		Number of schools.	Number of teachers.	Pupils.			Number of schools.	Number of teachers.	Pupils.		
				Male.	Female.	Total.			Male.	Female.	Total.
United States	189	1,365	2,532	46,542	49,325	95,867	1,519	3,232	22,387	25,466	47,853
North Atlantic Division	94	698	1,173	20,953	22,022	42,975	613	1,148	8,416	9,726	18,142
South Atlantic Division	2	6	7	134	165	299	142	282	1,874	2,167	4,041
South Central Division	8	27	50	1,037	1,046	2,083	90	209	1,348	1,528	2,876
North Central Division	68	535	1,095	20,542	22,064	42,607	499	1,271	8,390	9,351	17,737
Western Division	17	99	207	3,875	4,028	7,903	175	322	2,363	2,694	5,057
North Atlantic Division:											
Maine	3	10	22	278	303	581	28	43	218	315	533
New Hampshire	4	10	14	184	188	372	1	1	10	6	16
Vermont	1	2	3	53	59	112	10	13	65	86	151
Massachusetts	27	181	358	5,398	5,579	10,977	91	153	810	892	1,702
Rhode Island	5	25	51	730	781	1,511	11	22	178	180	358
Connecticut	15	57	147	1,493	1,590	3,083	44	80	475	548	1,023
New York	31	218	371	7,638	8,179	15,817	232	499	4,326	5,026	9,352
New Jersey	6	46	64	1,611	1,666	3,277	57	85	604	686	1,290
Pennsylvania	2	149	143	3,568	3,677	7,245	139	252	1,730	1,967	3,717
South Atlantic Division:											
Delaware							18	28	203	177	380
Maryland							28	61	391	540	931
District of Columbia							35	62	366	400	766
Virginia							7	14	87	111	198
West Virginia							2	7	62	68	130
North Carolina							14	28	283	342	625
South Carolina							3	6	48	56	104
Georgia	2	6	7	134	165	299	24	57	316	359	675
Florida							11	19	118	114	232
South Central Division:											
Kentucky	4	12	22	555	561	1,116	27	69	467	487	954
Tennessee							15	29	230	275	505
Alabama	1	1	1	57	65	122	9	17	83	133	216
Mississippi	1	1	1				3	4	58	44	102
Louisiana	1	12	23	352	344	696	16	58	288	343	631
Texas	1	1	3	73	76	149	13	18	119	128	247
Arkansas							2	6	43	47	90
Oklahoma							2	3	21	23	44
Indian Territory							3	5	39	48	87
North Central Division:											
Ohio	7	27	37	869	871	1,740	96	230	1,264	1,493	2,757
Indiana	8	26	43	568	638	1,206	60	183	2,023	2,022	4,045
Illinois	2	65	132	2,660	3,011	5,671	125	389	2,103	2,412	4,515
Michigan	17	65	90	1,973	2,050	4,023	64	110	811	948	1,759
Wisconsin	17	103	210	5,722	6,013	11,735	22	71	433	519	952
Minnesota	3	49	94	1,589	1,695	3,284	39	108	714	825	1,539
Iowa	9	51	79	1,325	1,350	2,675	18	35	195	215	410
Missouri	2	107	343	4,262	4,888	9,150	32	55	343	401	744
North Dakota							5	7	45	56	101
South Dakota	1	1	2	24	36	60	2	4	21	22	43
Nebraska	2	41	65	1,551	1,512	3,063	12	34	121	118	239
Kansas							24	45	313	320	633
Western Division:											
Montana							6	15	69	111	180
Wyoming							4	4	33	39	72
Colorado	4	29	60	1,482	1,504	2,986	13	27	154	153	307
New Mexico											
Arizona							1	3	17	13	30
Utah							15	41	217	314	531
Nevada							1	1	13	7	20
Idaho							2	2	13	9	22
Washington	2	3	9	158	155	313	32	53	293	363	656
Oregon	1	2	2	12	12	24	14	30	130	182	312
California	10	65	136	2,223	2,357	4,580	87	146	1,424	1,503	2,927

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TABLE 2.—*Combined statistics of public and private kindergartens actually reporting for 1897–98.*

State or Territory.	Number of kindergartens.	Number of instructors.	Pupils.		
			Male.	Female.	Total.
United States	2,884	5,764	68,929	74,791	143,720
North Atlantic Division	1,311	2,321	29,369	31,748	61,117
South Atlantic Division	148	289	2,008	2,332	4,340
South Central Division	117	259	2,385	2,574	4,959
North Central Division	1,034	2,366	28,929	31,415	60,344
Western Division	274	529	6,238	6,722	12,960
North Atlantic Division:					
Maine	38	65	496	618	1,114
New Hampshire	11	15	194	194	388
Vermont	12	16	118	145	263
Massachusetts	272	511	6,208	6,471	12,679
Rhode Island	36	73	908	961	1,869
Connecticut	101	227	1,968	2,138	4,106
New York	450	870	11,964	13,205	25,169
New Jersey	103	149	2,215	2,352	4,567
Pennsylvania	288	395	5,298	5,664	10,962
South Atlantic Division:					
Delaware	18	28	203	177	380
Maryland	28	61	391	540	931
District of Columbia	35	62	366	400	766
Virginia	7	14	87	111	198
West Virginia	2	7	62	68	130
North Carolina	14	28	283	342	625
South Carolina	3	6	48	56	104
Georgia	30	64	450	524	974
Florida	11	19	118	114	232
South Central Division:					
Kentucky	39	91	1,022	1,048	2,070
Tennessee	15	29	230	275	505
Alabama	10	18	140	198	338
Mississippi	4	5	58	44	102
Louisiana	28	81	640	687	1,327
Texas	14	21	192	204	396
Arkansas	2	6	43	47	90
Oklahoma	2	3	21	23	44
Indian Territory	3	5	39	48	87
North Central Division:					
Ohio	123	267	2,133	2,364	4,497
Indiana	86	226	2,591	2,660	5,251
Illinois	190	521	4,763	5,423	10,186
Michigan	129	200	2,784	2,998	5,782
Wisconsin	125	281	6,155	6,532	12,687
Minnesota	88	202	2,303	2,520	4,823
Iowa	69	114	1,520	1,565	3,085
Missouri	139	398	4,605	5,289	9,894
North Dakota	5	7	45	56	101
South Dakota	3	6	45	58	103
Nebraska	53	99	1,672	1,630	3,302
Kansas	24	45	313	320	633
Western Division:					
Montana	6	15	69	111	180
Wyoming	4	4	33	39	72
Colorado	42	87	1,636	1,657	3,293
New Mexico	.....	.....	.....	.....	.....
Arizona	1	3	17	13	30
Utah	15	41	217	314	531
Nevada	1	1	13	7	20
Idaho	2	2	13	9	22
Washington	35	62	451	518	969
Oregon	16	32	142	194	336
California	152	282	3,647	3,860	7,507

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TABLE 3.—*Statistics of public and private kindergartens in the United States in 1897–98, partly estimated.*

State or Territory.	Private kindergartens not reporting.			Private kindergartens reporting and not reporting.			Public and private kindergartens reporting and not reporting.		
	Number of kindergartens not reporting.	Estimated number of teachers.	Estimated number of pupils.	Total number of private kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.	Total number of kindergartens.	Total number of teachers, partly estimated.	Total number of pupils, partly estimated.
United States	1,479	3,173	45,884	2,998	6,405	93,737	4,363	8,937	189,604
North Atlantic Division	499	949	14,771	1,112	2,097	32,913	1,810	3,270	75,888
South Atlantic Division	152	304	4,336	294	586	8,377	300	593	8,676
South Central Division	88	203	2,816	178	412	5,692	205	462	7,775
North Central Division	541	1,356	18,209	1,040	2,627	35,946	1,575	3,722	78,553
Western Division	199	361	5,752	374	683	10,809	473	890	18,712
North Atlantic Division:									
Maine	19	36	563	47	79	1,096	57	101	1,677
New Hampshire	6	11	178	7	12	194	17	26	506
Vermont	5	10	148	15	23	299	17	26	411
Massachusetts	95	181	2,812	186	334	4,514	367	692	15,491
Rhode Island	12	23	355	23	45	713	48	96	2,224
Connecticut	40	76	1,184	84	156	2,207	141	303	5,290
New York	183	348	5,417	415	847	14,769	633	1,218	30,586
New Jersey	39	74	1,154	96	159	2,444	142	223	5,721
Pennsylvania	100	190	2,960	230	442	6,677	388	585	13,922
South Atlantic Division:									
Delaware	14	28	399	32	56	779	32	56	779
Maryland	37	74	1,055	65	135	1,986	65	135	1,986
District of Columbia	23	46	656	58	108	1,422	58	108	1,422
Virginia	11	22	314	18	36	512	18	36	512
West Virginia	1	2	29	3	9	159	3	9	159
North Carolina	13	26	371	27	54	996	27	54	996
South Carolina	3	6	86	6	12	190	6	12	190
Georgia	37	74	1,055	61	131	1,730	67	138	2,029
Florida	13	26	371	24	45	603	24	45	603
South Central Division:									
Kentucky	30	69	960	57	138	1,914	69	160	3,030
Tennessee	24	55	768	39	84	1,273	39	84	1,273
Alabama	5	12	160	14	29	376	15	30	498
Mississippi	3	7	96	6	11	198	7	12	198
Louisiana	10	23	320	26	81	951	38	104	1,647
Texas	10	23	320	23	41	507	24	44	716
Arkansas	3	7	96	5	13	180	5	13	186
Oklahoma	1	2	32	3	5	76	3	5	76
Indian Territory	2	5	64	5	10	151	5	10	151
North Central Division:									
Ohio	97	243	3,444	193	473	6,201	220	510	7,941
Indiana	32	80	1,136	92	263	5,181	118	306	6,387
Illinois	151	378	4,361	276	767	8,876	341	899	14,547
Michigan	61	153	2,166	125	263	3,925	190	353	7,948
Wisconsin	36	90	1,278	58	161	2,230	161	371	13,905
Minnesota	49	123	1,740	88	231	3,279	137	325	6,563
Iowa	36	90	1,278	54	125	1,688	105	204	4,363
Missouri	45	113	1,598	77	168	2,342	184	511	11,492
North Dakota	4	10	142	9	17	243	9	17	243
South Dakota	5	13	178	7	17	221	8	19	281
Nebraska	7	18	249	19	52	488	60	117	3,551
Kansas	18	45	639	42	90	1,272	42	90	1,272
Western Division:									
Montana	11	20	318	17	35	498	17	35	498
Wyoming	1	2	29	5	6	101	5	6	101
Colorado	17	31	491	30	58	798	59	118	3,784
New Mexico									
Arizona	2	4	58	3	7	88	3	7	88
Utah	15	27	434	30	68	965	30	68	965
Nevada	1	2	29	2	3	49	2	3	49
Idaho	2	4	58	4	6	80	4	6	80
Washington	21	38	607	53	91	1,263	56	100	1,576
Oregon	27	49	780	41	79	1,092	43	81	1,116
California	102	184	2,948	189	330	5,875	254	466	10,455

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TABLE 4.—*Sources of support of private kindergartens and average expenditure per pupil, 1897–98.*

State or Territory.	Number of kindergartens.	Source of support.			Number reporting total expenditure.	Number of pupils in schools reporting total expenditure.	Total expended.	Average expenditure per pupil.
		Association.	Tuition.	Donation.				
United States	1,519	534	915	70	1,011	33,816	$519,252	$15.36
North Atlantic Division	613	201	387	25	409	13,351	278,749	20.88
South Atlantic Division	142	51	72	19	97	3,078	40,260	13.08
South Central Division	90	25	58	7	56	2,129	25,633	12.04
North Central Division	499	199	286	14	336	11,769	132,833	11.29
Western Division	175	58	112	5	113	3,489	41,777	11.97
North Atlantic Division:								
Maine	28	10	17	1	13	268	4,750	17.72
New Hampshire	1	.....	1	.....	.....	.....	.....	.....
Vermont	10	2	8	.....	5	63	858	13.62
Massachusetts	91	13	75	3	51	1,077	29,716	27.59
Rhode Island	11	4	7	.....	6	283	3,495	12.35
Connecticut	44	7	35	2	27	763	11,157	14.62
New York	232	105	116	11	178	7,179	164,518	22.92
New Jersey	57	15	41	1	45	1,107	20,970	18.94
Pennsylvania	139	45	87	a 7	84	2,611	43,285	16.58
South Atlantic Division:								
Delaware	18	8	7	3	12	275	5,119	18.62
Maryland	28	9	15	a 4	20	733	10,835	14.78
District of Columbia	35	7	20	8	21	493	6,985	14.17
Virginia	7	3	4	.....	5	141	2,505	17.77
West Virginia	2	.....	1	1	1	80	1,000	12.50
North Carolina	14	5	6	3	10	550	4,000	7.27
South Carolina	3	.....	3	.....	2	74	350	4.73
Georgia	24	14	10	.....	18	548	7,597	13.86
Florida	11	5	6	.....	8	184	1,869	10.16
South Central Division:								
Kentucky	27	7	18	2	17	762	8,013	10.52
Tennessee	15	5	8	2	12	455	5,735	12.60
Alabama	9	3	6	.....	6	196	3,182	16.23
Mississippi	3	1	2	.....	2	95	700	7.37
Louisiana	16	6	7	3	8	381	4,900	12.86
Texas	13	.....	13	.....	7	113	895	7.92
Arkansas	2	2	.....	.....	1	40	1,200	30.00
Oklahoma	2	.....	2	.....	.....	.....	.....	.....
Indian Territory	3	1	2	.....	3	87	1,008	11.59
North Central Division:								
Ohio	96	41	53	a 2	68	2,147	26,607	12.39
Indiana	60	35	25	.....	28	1,086	8,705	8.02
Illinois	125	45	74	6	85	3,465	46,924	13.54
Michigan	64	34	28	2	55	1,592	14,960	9.40
Wisconsin	22	8	10	4	18	822	8,876	10.80
Minnesota	39	14	25	.....	29	1,295	11,489	8.87
Iowa	18	2	16	.....	14	355	5,416	15.26
Missouri	32	7	25	.....	18	379	4,132	10.90
North Dakota	5	2	3	.....	3	65	950	14.62
South Dakota	2	.....	2	.....	1	20	60	2.31
Nebraska	12	1	11	.....	6	136	1,792	13.18
Kansas	24	10	14	.....	11	401	2,922	7.29
Western Division:								
Montana	6	1	5	.....	4	94	1,340	14.26
Wyoming	4	.....	4	.....	1	22	100	4.55
Colorado	13	.....	13	.....	9	232	2,090	9.01
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	1	.....	1	.....	1	30	200	6.67
Utah	15	4	11	.....	3	111	287	2.59
Nevada	1	.....	1	.....	1	20	100	5.00
Idaho	2	.....	1	1	2	22	78	3.55
Washington	32	6	25	1	20	462	3,781	8.18
Oregon	14	2	12	.....	6	153	1,435	9.38
California	87	45	39	a 3	66	2,343	32,366	13.81

a Pennsylvania had 2 kindergartens, Maryland 2, Ohio 1, and California 1 supported from the proceeds of endowment funds.

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TABLE 5.—*Statistics of public and private kindergartens in the United States, 1873–1876.*

State or Territory.	1873.			1874.			1875.			1876.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	42	73	1,252	55	125	1,636	95	216	2,809	130	364	4,090
North Atlantic Division	30	51	856	34	65	892	50	100	1,372	62	130	1,720
South Atlantic Division	3	8	104	5	14	166	10	20	248	10	24	266
South Central Division	2	3	62	2	3	61	2	4	53	4	6	92
North Central Division	7	11	230	14	43	517	31	89	1,096	51	200	1,989
Western Division							2	3	40	3	4	43
North Atlantic Division:												
Maine				2	2	47	2	2	45	2	2	45
New Hampshire				1	1	20	1	1	14	2	4	30
Vermont												
Massachusetts	10	12	151	14	18	213	12	20	204	9	21	172
Rhode Island	1	1	24									
Connecticut				1	1	8	2	6	92	2	6	87
New York	11	23	359	10	27	345	16	33	424	20	45	656
New Jersey	6	13	296	5	13	229	13	28	505	14	31	580
Pennsylvania	2	2	26	1	3	30	4	10	88	13	21	200
South Atlantic Division:												
Delaware												
Maryland	1	2	14	2	3	29	3	5	91	3	8	83
District of Columbia	2	6	90	3	11	137	7	15	157	6	14	163
Virginia												
West Virginia												
North Carolina												
South Carolina										1	2	20
Georgia												
Florida												
South Central Division:												
Kentucky	2	3	62	2	3	61	2	4	53	4	6	92
Tennessee												
Alabama												
Mississippi												
Louisiana												
Texas												
Arkansas												
Oklahoma												
Indian Territory												
North Central Division:												
Ohio	2	2	53	2	3	50	4	6	78	5	9	96
Indiana							1	1	25	1	2	16
Illinois				2	10	43	5	8	109	8	21	207
Michigan	3	3	87	4	6	92	3	5	80	4	6	90
Wisconsin	1	3	48	4	17	238	5	17	290	5	15	273
Minnesota							1	1	18	2	2	29
Iowa										1	4	50
Missouri	1	3	42	2	7	94	12	51	496	25	141	1,208
North Dakota												
South Dakota												
Nebraska												
Kansas												
Western Division:												
Montana												
Wyoming												
Colorado										1	1	8
New Mexico												
Arizona												
Utah												
Nevada												
Idaho												
Washington							1	1	25			
Oregon												
California							1	2	15	2	3	35

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TABLE 6.—*Statistics of public and private kindergartens in the United States, 1877–1880.*

State or Territory.	1877.			1878.			1879.			1880.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	129	336	3,931	159	376	4,797	195	452	7,554	232	524	8,871
North Atlantic Division	65	129	1,634	86	188	2,220	93	202	2,687	113	251	3,545
South Atlantic Division	11	28	265	11	30	301	17	33	514	23	41	521
South Central Division	3	7	82	7	9	78	7	8	70	4	5	50
North Central Division	46	167	1,896	48	140	2,080	71	202	4,163	83	212	4,415
Western Division	4	5	54	7	9	118	7	7	120	9	15	340
North Atlantic Division:												
Maine	2	2	39	4	4	25	2	10	25	2	2	80
New Hampshire	2	4	30	.....	.....	.....	1	1	16	1	1	16
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Massachusetts	12	22	195	18	31	346	16	29	338	20	41	627
Rhode Island	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	6	64
Connecticut	1	5	80	2	5	55	3	8	76	4	6	71
New York	22	50	632	26	70	855	31	68	989	42	101	1,348
New Jersey	14	24	451	14	32	552	17	37	751	16	37	717
Pennsylvania	12	22	207	22	46	387	23	49	492	27	57	622
South Atlantic Division:												
Delaware	.....	.....	.....	.....	.....	.....	1	1	15	1	1	15
Maryland	4	10	48	3	10	56	3	8	83	5	9	83
District of Columbia	5	15	186	6	18	208	6	16	257	9	19	254
Virginia	.....	.....	.....	.....	.....	.....	2	2	40	2	3	15
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	.....	.....	.....	.....	.....	.....	1	2	.....	3	6	55
South Carolina	1	2	24	1	1	20	2	2	87	1	1	67
Georgia	1	1	7	1	1	17	1	1	12	1	1	12
Florida	.....	.....	.....	.....	.....	.....	1	1	20	1	1	20
South Central Division:												
Kentucky	3	7	82	4	7	78	3	4	35	1	2	15
Tennessee	.....	.....	.....	2	2	.....	2	2	12	1	1	12
Alabama	.....	.....	.....	.....	.....	.....	1	1	.....	1	1	.....
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	.....	.....	.....	1	.....	.....	1	1	23	1	1	23
Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Central Division:												
Ohio	6	9	89	12	19	196	18	34	383	12	28	285
Indiana	1	5	30	1	3	35	4	9	95	5	12	108
Illinois	6	13	141	7	22	274	10	23	336	15	23	538
Michigan	3	4	90	2	3	54	2	6	70	6	10	119
Wisconsin	6	17	291	7	14	305	5	10	200	12	23	452
Minnesota	3	9	70	2	8	50	1	1	.....	5	14	108
Iowa	1	5	40	1	5	37	3	9	70	2	8	88
Missouri	20	105	1,145	15	66	1,129	28	110	3,009	23	90	2,640
North Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	12
Kansas	.....	.....	.....	1	.....	.....	.....	.....	.....	2	3	65
Western Division:												
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	1	2	22	1	2	22	.....	.....	.....	.....	.....	.....
New Mexico	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nevada	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
California	3	3	32	6	7	96	7	7	120	9	15	340

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TABLE 7.—*Statistics of public and private kindergartens in the United States, 1881, 1882, 1884, 1885.*

State or Territory.	1881.			1882.			1884.			1885.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	273	676	14,107	348	814	16,910	354	831	17,002	415	905	18,832
North Atlantic Division	103	235	3,779	134	273	3,965	118	271	4,008	141	300	4,698
South Atlantic Division	23	47	475	23	47	517	28	50	504	27	51	542
South Central Division	2	5	63	6	9	140	6	11	165	12	18	227
North Central Division	126	357	9,178	154	432	11,207	172	448	11,053	195	462	11,573
Western Division	19	32	612	31	53	1,087	30	51	1,272	40	74	1,792
North Atlantic Division:												
Maine	2	2	104	2	3	58	2	3	48	2	3	51
New Hampshire	1	1	15	.....	.....	.....	.....	.....	.....	1	1	35
Vermont	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	15
Massachusetts	20	37	647	41	53	724	22	46	714	19	38	641
Rhode Island	2	6	68	4	13	135	4	9	110	3	9	122
Connecticut	4	6	81	6	12	160	6	11	156	7	19	228
New York	37	97	1,689	38	95	1,600	45	109	1,735	41	92	1,532
New Jersey	12	28	501	12	29	443	12	27	474	12	25	440
Pennsylvania	25	58	674	31	68	845	27	66	771	55	112	1,634
South Atlantic Division:												
Delaware	2	4	30	2	4	31	1	3	30	2	5	42
Maryland	3	9	69	6	10	93	7	10	105	7	15	168
District of Columbia	10	20	303	10	22	270	14	26	252	12	21	217
Virginia	4	8	48	3	7	63	1	2	22	1	2	22
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	4	6	25	2	4	60	2	4	60	3	3	38
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Georgia	.....	.....	.....	.....	.....	.....	3	5	35	2	5	55
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
South Central Division:												
Kentucky	.....	.....	.....	1	1	20	1	1	20	3	4	27
Tennessee	.....	.....	.....	.....	.....	.....	1	1	.....	1	.....	.....
Alabama	1	.....	.....	2	2	26	1	2	22	3	2	20
Mississippi	.....	.....	.....	1	.....	.....	.....	.....	.....	.....	.....	.....
Louisiana	1	5	63	2	6	94	2	6	99	2	9	128
Texas	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	.....
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	.....	.....	.....	.....	.....	.....	1	1	24	2	3	52
North Central Division:												
Ohio	12	34	448	18	36	539	21	49	582	26	53	641
Indiana	4	9	93	7	15	165	14	20	218	11	32	622
Illinois	19	34	611	27	55	701	25	53	921	37	71	1,715
Michigan	7	8	150	5	8	193	7	14	294	9	18	427
Wisconsin	12	24	457	17	42	918	24	64	1,286	31	64	1,885
Minnesota	5	18	173	7	23	243	9	14	204	7	12	170
Iowa	4	11	168	4	12	199	3	11	123	4	18	202
Missouri	60	214	7,002	65	233	8,076	64	211	7,213	62	181	5,655
North Dakota	.....	.....	.....	.....	.....	.....	1	2	15	3	5	82
South Dakota	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Nebraska	.....	.....	.....	1	3	57	1	3	57	2	3	40
Kansas	3	5	76	3	5	116	3	7	135	3	5	134
Western Division:												
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wyoming	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Colorado	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	4	137
New Mexico	.....	.....	.....	1	1	.....	.....	.....	.....	1	1	16
Arizona	1	1	16	1	1	16	.....	.....	.....	.....	.....	.....
Utah	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	1	.....
Nevada	1	2	50	.....	.....	.....	.....	.....	.....	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Oregon	.....	.....	.....	1	2	21	1	2	21	2	4	60
California	17	29	546	28	49	1,050	29	49	1,251	34	64	1,579

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TABLE 8.—*Statistics of public and private kindergartens in the United States, 1886, 1887, 1888, 1892.*

State or Territory.	1886.			1887.			1888.			1892.		
	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.	Kindergartens.	Teachers.	Pupils.
United States	417	945	21,640	544	1,256	25,925	521	1,202	31,227	1,311	2,535	65,296
North Atlantic Division	161	321	6,202	206	398	7,629	186	370	9,442	458	819	20,231
South Atlantic Division	19	42	529	25	47	563	23	66	799	58	117	2,409
South Central Division	8	20	327	12	24	401	10	26	365	55	127	2,558
North Central Division	185	479	12,400	233	645	14,110	225	600	16,614	606	1,219	32,616
Western Division	44	83	2,182	68	142	3,222	77	140	4,007	134	253	7,482
North Atlantic Division:												
Maine	2	3	51	3	5	69	3	5	95	5	7	119
New Hampshire	1	1	35	.....	.....	.....	.....	.....	.....	4	7	91
Vermont	1	2	14	1	2	17	1	1	13	4	5	56
Massachusetts	41	79	1,482	46	86	1,446	44	88	1,819	101	172	4,182
Rhode Island	3	11	156	5	15	186	6	16	359	12	37	616
Connecticut	10	18	347	13	30	519	13	32	673	30	80	1,954
New York	40	91	1,916	60	124	2,813	55	114	3,300	170	313	7,750
New Jersey	10	22	410	15	28	680	13	23	965	36	50	1,345
Pennsylvania	53	94	1,791	63	108	1,899	51	91	2,218	95	148	4,118
South Atlantic Division:												
Delaware	1	2	23	1	2	21	1	2	21	2	3	33
Maryland	5	16	236	10	19	286	10	29	434	18	39	702
District of Columbia	8	16	165	11	22	195	10	32	314	16	30	517
Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	7	86
West Virginia	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
North Carolina	2	3	54	1	1	30	1	2	30	5	10	152
South Carolina	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	7	412
Georgia	3	5	51	2	3	31	1	1	.....	8	15	388
Florida	.....	.....	.....	.....	.....	.....	.....	.....	.....	4	6	119
South Central Division:												
Kentucky	2	3	27	1	1	.....	1	1	.....	21	60	1,157
Tennessee	1	1	19	2	2	32	2	5	28	11	21	471
Alabama	1	3	35	1	3	35	.....	.....	.....	1	3	20
Mississippi	.....	.....	.....	.....	.....	.....	.....	.....	.....	2	2	92
Louisiana	2	10	160	3	11	192	3	13	227	10	28	525
Texas	1	1	15	4	6	116	4	7	110	8	10	224
Arkansas	.....	.....	.....	.....	.....	.....	.....	.....	.....	1	2	20
Oklahoma	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Indian Territory	1	2	71	1	1	26	.....	.....	.....	1	1	49
North Central Division:												
Ohio	27	66	788	33	74	850	30	75	1,170	80	153	2,758
Indiana	9	20	415	12	31	446	13	27	542	35	124	2,910
Illinois	31	105	2,246	48	157	2,684	50	144	3,048	197	271	7,491
Michigan	14	30	808	16	31	725	6	25	908	46	87	2,208
Wisconsin	22	41	2,286	31	58	2,491	31	56	3,295	60	113	5,704
Minnesota	5	12	177	10	19	336	9	8	341	32	66	1,673
Iowa	4	9	166	8	22	368	8	26	501	33	86	1,677
Missouri	66	181	5,236	71	244	6,081	74	230	6,678	90	270	7,003
North Dakota / South Dakota	2	4	52	1	2	28	1	1	16	.....	.....	.....
Nebraska	1	2	40	1	4	50	1	4	50	17	30	623
Kansas	4	9	156	2	3	51	2	4	65	16	19	569
Western Division:												
Montana	.....	.....	.....	.....	.....	.....	.....	.....	.....	5	6	71
Wyoming	.....	.....	.....	1	1	10	.....	.....	.....	.....	.....	.....
Colorado	2	3	144	1	3	105	1	3	105	28	50	1,250
New Mexico	1	1	10	1	1	10	1	1	19	.....	.....	.....
Arizona	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Utah	1	1	90	1	1	50	1	1	50	2	5	80
Nevada	.....	.....	.....	1	1	30	1	1	30	.....	.....	.....
Idaho	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Washington	.....	.....	.....	1	1	10	1	1	10	8	9	183
Oregon	4	8	124	6	13	192	6	14	243	2	4	77
California	36	70	1,814	56	121	2,815	66	119	3,550	89	179	5,821

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TABLE 9.—*Statistics of public and private kindergartens in the United States reporting in 1892.*

State or Territory.	Public kindergartens reporting.				Private kindergartens reporting. a			Private kindergartens not reporting.
	Number of cities.	Number of kindergartens.	Number of teachers.	Number of pupils.	Number of kindergartens.	Number of teachers.	Number of pupils.	
United States	137	459	933	31,659	852	1,602	33,637	1,148
North Atlantic Division	52	192	324	11,782	266	495	8,449	386
South Atlantic Division	3	6	18	732	52	99	1,677	57
South Central Division	8	12	21	783	43	106	1,775	73
North Central Division	65	213	507	16,612	393	712	16,004	485
Western Division	9	36	63	1,750	98	190	5,732	147
North Atlantic Division:								
Maine	1	1	1	25	4	6	94	5
New Hampshire	2	2	2	55	2	5	36	4
Vermont					4	5	56	1
Massachusetts	9	56	93	3,198	45	79	984	93
Rhode Island	3	6	10	366	7	27	259	18
Connecticut	9	19	55	1,655	11	25	299	32
New York	18	45	75	2,722	125	238	5,028	118
New Jersey	6	18	18	912	18	32	433	35
Pennsylvania	4	45	70	2,849	50	78	1,269	75
South Atlantic Division:								
Delaware					2	3	33	5
Maryland					18	39	702	21
District of Columbia					16	30	517	6
Virginia					4	7	86	3
West Virginia								1
North Carolina					5	10	152	4
South Carolina		1	7	412				2
Georgia	2	5	11	320	3	4	68	11
Florida					4	6	119	4
South Central Division:								
Kentucky	2	3	4	339	18	56	818	28
Tennessee					11	21	471	16
Alabama	1	1	3	20				3
Mississippi	2	2	2	92				
Louisiana	1	4	10	265	6	18	260	2
Texas	2	2	2	67	6	8	157	21
Arkansas					1	2	20	2
Oklahoma								
Indian Territory					1	1	49	1
North Central Division:								
Ohio	7	7	9	313	73	144	2,445	53
Indiana	4	6	7	210	29	117	2,700	30
Illinois	7	8	20	338	189	251	7,153	168
Michigan	10	26	46	1,412	20	41	796	50
Wisconsin	13	44	82	5,143	16	31	561	47
Minnesota	6	9	17	653	23	49	1,020	46
Iowa	9	20	53	1,215	13	33	462	33
Missouri	2	83	261	6,890	7	9	113	2
North Dakota								5
South Dakota								8
Nebraska	3	4	6	224	13	24	399	15
Kansas	4	6	6	214	10	13	355	28
Western Division:								
Montana					5	6	71	6
Wyoming								4
Colorado	4	14	20	592	14	30	658	12
New Mexico								6
Arizona								3
Utah					2	5	80	8
Nevada								6
Idaho								
Washington					8	9	183	10
Oregon					2	4	77	7
California	5	22	43	1,158	67	136	4,663	85

a As enumerated in the last column of this table, there were 1,148 private kindergartners in 1892 whose addresses were furnished to this Bureau but who failed to respond to inquiries.

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TABLE 10.—*Public kindergartens in cities of over 8,000 inhabitants.*

State and city.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
ALABAMA.					
1. Anniston	1	1	57	65	122
CALIFORNIA.					
2. Los Angeles	38	81	1,267	1,308	2,575
3. Oakland	1	1	16	33	49
4. Pomona *a*	3	5	55	60	115
5. Riverside *a*	1	3	26	31	57
6. Sacramento	5	11	136	172	308
7. Santa Ana *a*	1	2	21	24	45
8. Santa Barbara *a*	3	8	136	130	266
9. Santa Cruz	1	2	35	40	75
10. San Diego	5	6	207	200	407
11. San Jose	7	17	324	359	683
COLORADO.					
Denver:					
12. District No. 1	20	41	994	987	1,981
13. District No. 2	5	10	375	368	743
14. District No. 7	3	7	88	109	197
15. Pueblo (district No. 20)	1	2	25	40	65
CONNECTICUT.					
16. Branford *a*	1	2	36	39	75
17. Bristol	3	7	166	177	343
18. East Hartford *a*	2	4	72	78	150
19. Greenwich	1	1	40	60	100
20. Hartford	13	46	.....	.....	.....
21. Manchester (south district No. 9)	1	10	103	109	212
22. Naugatuck *a*	2	5	80	70	150
23. New Britain	7	14	200	224	424
24. New Haven	10	24	384	388	772
25. Norwalk	4	8	126	135	261
26. Norwich	4	8	68	72	140
27. Stamford	2	4	52	56	108
28. Wallingford	3	6	124	128	252
29. Winchester *a*	1	2	42	54	96
30. Windham	3	6	.....	.....	.....
GEORGIA.					
31. Augusta	4	5	69	95	164
32. Columbus	2	2	65	70	135
ILLINOIS.					
33. Chicago	63	128	2,600	2,946	5,546
34. Evanston (district No. 1)	2	4	60	65	125
INDIANA.					
35. Bluffton *a*	1	5	26	41	67
36. Hammond	1	2	69	70	139
37. Indianapolis	1	3	31	38	69
38. Laporte	3	5	78	73	151
39. Richmond	2	2	55	81	136
40. Terre Haute	16	10	238	255	493
41. Valparaiso	1	14	40	56	96
42. Vincennes	1	2	31	24	55
IOWA.					
43. Burlington	4	8	121	129	250
44. Cedar Rapids	11	16	411	395	806
45. Council Bluffs	4	6	165	143	308
46. Creston	1	3	32	40	72
Des Moines:					
47. North Side	4	7	.....	.....	.....
48. West Side	11	15	218	232	450
49. Dubuque	4	8	136	162	298
50. Marshalltown	7	10	141	124	265
51. Oskaloosa	5	6	101	125	226
KENTUCKY.					
52. Covington	5	12	260	275	535
53. Frankfort	2	4	75	74	149
54. Lexington	4	5	210	198	408
55. Winchester *a*	1	1	10	14	24

a Cities having less than 8,000 inhabitants.

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TABLE 10.—*Public kindergartens in cities of over 8,000 inhabitants*—Continued.

State and city.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
LOUISIANA.					
56. New Orleans	12	23	352	344	696
MAINE.					
57. Bangor	3	10	63	77	140
58. Portland	6	10	192	204	396
59. Saco *a*	1	2	23	22	45
MASSACHUSETTS.					
60. Andover *a*	2	2	45	54	99
61. Attleboro	1	2	32	29	61
62. Boston	69	136	1,873	1,991	3,864
63. Braintree *a*	5	7	90	89	179
64. Bridgewater *a*	1	2	34	38	72
65. Brookline	11	19	233	234	467
66. Cambridge	11	22	379	401	780
67. Easton *a*	1	2	26	29	55
68. Fall River	3	6	141	132	273
69. Lawrence	1	2	21	24	45
70. Lowell	12	25	510	515	1,025
71. Malden	2	5	65	57	122
72. Medford	4	8	193	206	399
73. Milton *a*	4	8	125	111	236
74. New Bedford	3	6	89	93	182
75. Newton	12	25	400	407	807
76. North Adams	3	6	119	122	241
77. Northampton	2	5	47	49	96
78. Peabody	3	6	66	71	137
79. Revere	1	2	26	30	56
80. Salem	8	17	217	214	431
81. Somerville	5	11	112	113	225
82. Springfield	6	14	297	286	583
83. Watertown	1	2	32	47	79
84. Westfield	1	.....	19	22	41
85. West Springfield	2	4	56	70	126
86. Worcester	7	14	151	145	296
MICHIGAN.					
87. Albion *a*	1	1	20	23	43
88. Big Rapids *a*	4	4	113	100	213
89. Cadillac *a*	5	5	130	145	275
90. Detroit	4	10	191	204	395
91. Grand Haven	1	3	51	45	96
92. Grand Rapids	7	7	151	154	305
93. Holland	2	4	121	142	263
94. Ionia *a*	3	3	50	70	120
95. Ironwood	4	12	160	190	350
96. Ishpeming	2	6	148	157	305
97. Jackson (district No. 1)	8	8	.....	.....	.....
98. Menominee	5	7	194	206	400
99. Mount Clemens *a*	4	4	123	117	240
100. Muskegon	8	9	311	278	589
101. Negaunee *a*	1	1	71	68	139
102. St. Joseph *a*	2	2	46	44	90
103. Traverse City	4	4	93	107	200
MINNESOTA.					
104. Duluth	14	27	513	652	1,165
105. St. Paul	28	54	1,015	1,035	2,050
106. Winona	7	13	61	8	69
MISSISSIPPI.					
107. Natchez	1	1	.....	.....	.....
MISSOURI.					
108. Kansas City	5	5	.....	.....	.....
109. St. Louis	102	338	4,262	4,888	9,150
NEBRASKA.					
110. Lincoln	15	30	369	343	712
111. Omaha	26	35	1,182	1,169	2,351

a Cities having less than 8,000 inhabitants.

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TABLE 10.—*Public kindergartens in cities of over 8,000 inhabitants*—Continued.

State and city.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
NEW HAMPSHIRE.					
112. Concord	5	7	103	93	196
113. Exeter *a*	1	1	14	11	25
114. Nashua	2	4	44	59	103
115. Portsmouth	2	2	23	25	48
NEW JERSEY.					
116. Newark	14	28	596	631	1,227
117. Passaic	5	8	301	319	620
118. Paterson	17	18	386	410	796
119. Plainfield	5	5	150	141	291
120. Red Bank *a*	3	3	62	68	130
121. Town of Union	2	2	116	97	213
NEW YORK.					
122. Albany	19	20	585	612	1,197
123. Binghamton	13	13	324	366	690
124. Buffalo	9	9	311	400	711
125. Catskill *a*	1	1	16	16	32
126. Cohoes	2	4	43	96	139
127. Geneva	4	5	80	74	154
128. Glens Falls	2	4	58	69	127
129. Gloversville	4	4	157	141	298
130. Haverstraw *a*	1	2	75	75	150
131. Hempstead *a*	1	2	26	21	47
132. Ilion *a*	3	3	53	72	125
133. Jamestown	9	23	251	257	508
134. Lansingburg	5	10	132	122	254
135. Mount Vernon	2	2	29	39	68
136. New Rochelle	5	7	230	232	462
137. New York	61	79	2,217	2,296	4,513
138. Niagara Falls	4	7	107	113	220
139. North Tonawanda	4	6	76	87	163
140. Nyack *a*	1	2	58	56	114
141. Olean	6	6	136	144	280
142. Port Chester	3	6	161	180	341
143. Rensselaer	1	1	19	18	37
144. Rochester	17	97	1,284	1,403	2,687
145. Saratoga Springs	5	11	168	189	357
146. Schenectady	2	2	54	56	110
147. Sing Sing	3	3	70	73	143
148. Syracuse	9	10	182	221	403
149. Troy	2	4	57	67	124
150. Utica	11	16	380	388	768
151. White Plains *a*	2	2	57	78	135
152. Yonkers	7	10	242	218	460
OHIO.					
153. Canton	1	1	20	30	50
154. Cleveland	12	23	448	442	890
155. Dayton	6	.....	186	197	383
156. Fostoria	2	3	58	68	126
157. Fremont	3	5	103	79	182
158. Mansfield	2	4	43	45	88
159. Newark	1	1	11	10	21
OREGON.					
160. Astoria	2	2	12	12	24
PENNSYLVANIA.					
161. Chambersburg	1	2	15	20	35
162. Philadelphia	148	141	3,553	3,657	7,210
RHODE ISLAND.					
163. Cranston	1	2	13	15	28
164. Newport	4	8	150	154	304
165. Pawtucket	4	8	149	178	327
166. Providence	15	31	390	413	803
167. Woonsocket	1	2	28	21	49
SOUTH DAKOTA.					
168. Sioux Falls	1	2	24	36	60

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TABLE 10.—*Public kindergartens in cities of over 8,000 inhabitants*—Continued.

State and city.	Kindergartens.	Instructors.	Pupils.		
			Male.	Female.	Total.
1	2	3	4	5	6
TEXAS.					
169. El Paso	1	3	73	76	149
VERMONT.					
170. St. Albans *a*	2	3	53	59	112
WASHINGTON.					
171. Seattle	1	2	28	26	54
172. Spokane	2	7	130	129	259
WISCONSIN.					
173. Appleton	1	2	47	43	90
174. Baraboo	4	4	148	158	306
175. Beaver Dam *a*	1	1	26	31	57
176. Beloit	3	6	75	94	169
177. Berlin *a*	2	3	48	51	99
178. Fond du Lac	5	11	206	219	425
179. Madison	2	2	69	65	134
180. Manitowoc	1	1	35	41	76
181. Menasha *a*	3	4	114	119	233
182. Milwaukee	42	82	3,051	3,121	6,172
183. Monroe *a*	3	4	110	131	241
184. Oshkosh	8	23	430	503	933
185. Racine	6	10	303	269	572
186. Sheboygan	6	19	438	465	903
187. Stevens Point	4	5	110	135	245
188. Superior	9	20	441	460	901
189. Wausau	3	3	71	108	179

a Cities having less than 8,000 inhabitants.

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TABLE 11.—*Kindergarten associations.*

[Kindergarten associations for which statistics are not given in this table failed to respond to the request for information.]

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
ALABAMA.										
Birmingham	Free Kindergarten Association									
Eufaula	Kindergarten Association									
ARKANSAS.										
Little Rock	Froebel Association	Mrs. Henry M. Cooper	1897	2	7	30	20	50	$1,400	Tuition fees.
CALIFORNIA.										
Fresno	Free Kindergarten Association	Mrs. Thos. E. Hughes	1892	1	1			35	550	Subscription.
Lakoport	W. C. T. U. Kindergarten Association									
Los Angeles	Kindergarten Association									
Oakland	Good Will Kindergarten Association									
Do	Free Kindergarten Association									
Do	West Oakland Home for Orphans Kindergarten Association.									
Do	Emeryville Free Kindergarten Association									
Do	Oak Chapel Kindergarten Association									
Do	M. E. Church Kindergarten Association									
Petaluma	W. H. Pepper Kindergarten Association	J. L. Winans	1893	1	2			75	900	Endowment fund.
Redwood City	Free Kindergarten Association									
Sacramento	Froebel Kindergarten Association									
Do	Marguerita Kindergarten Association									
San Diego	Froebel Society									
San Francisco	Pioneer Society Kindergarten Association									
Do	Christian Science Home Kindergarten Association.									
Do	Buford Free Kindergarten Association	Mrs. A. K. Durbidro	1889	1	2	30	25	55	900	Dues and donation.
Do	Ladies Protection and Relief Society									
Do	Occidental Kindergarten Association	Miss Florence A. Musto	1879	2	3	52	58	110	1,450	Do.

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
CALIFORNIA—cont'd.										
San Francisco	Pixley Memorial Free Kindergarten Association.	Mrs. J. G. Clark	1898	1	2	12	14	26	$400	Endowment and fees.
Do	First Presbyterian Church Kindergarten Association.									
Do	St. Luke's Free Kindergarten Association									
Do	Sisters of Mercy Kindergarten Association									
Do	Eureka Valley Kindergarten Association									
Do	Silver Street Kindergarten Association and Froebel Society.									
Do	Golden Gate Kindergarten Association	Mrs. Cyrus B. Walker	1879	23	39			2,000	16,625	Endowment fund.
San Mateo	Bishop Armitage Orphanage									
Do	Free Kindergarten Association	Mrs. A. B. Ford	1898	1	1	16	14	30	470	Subscription and donation.
Santa Barbara	Kindergarten Association									
COLORADO.										
Colorado Springs	C. S. Kindergarten Association									
Denver	Free Kindergarten Association	Mrs. N. P. Hill	1888						700	
CONNECTICUT.										
Bridgeport	University School Kindergarten Association.	Vincent C. Peck	1898	1	3	20	10	30	2,500	Tuition fees.
Do	Free Kindergarten Association									
New Haven	Association for Kindergartners									
Do	Elm City Kindergarten Association									
Do	Trinity Church Kindergarten Association	Chas. O. Scoville	1897	1	2			50		Church.
Plymouth	Kindergarten Association	Mrs. Arthur Gordan	1896	1	1	14	11	25	250	Subscription and donation.
Waterbury	Froebel Study Club									
Do	Kindergarten Association									
Do	Mother's Child Study Club									

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DELAWARE.									
Wilmington	Delaware Kindergarten Association	Miss Van Trump, secretary	1892	1	1			24	375	Public funds.
Do	East Brandywine Kindergarten Society									
Do	St. Joseph's League									
Do	Wilmington Provident Society									
Do	Friends Philanthropic Society									
Do	African School Society									
Do	Kindergarten Association of Friends									
Do	Children's Home Association									
DISTRICT OF COLUMBIA.									
Washington	All Souls Church Charity Committee									
Do	Colored Woman's League									
Do	Deaconess Home, M. E. Church Association									
Do	Friends Meeting Association	Hannah H. Hendrickson, clerk.	1892	1	1	8	12	20	300	Subscription and donation.
Do	Washington City Orphan Asylum	Mrs. S. P. Lee	1896	1	1	10	14	24	180	Dues and legacy.
Do	Orphans' Home Kindergarten Association									
Do	Washington Kindergarten Club	Mrs. Louise Pollock	1883	1	1	10	16	26	300	Dues and subscription.
Do	Columbian Kindergarten Association	Mrs. John G. Walker	1893	1	2			40	700	Donation.
FLORIDA.									
Bartow	Kindergarten Association	Mrs. E. W. Codington	1896	1	3	8	12	20	425	Tuition and fees.
Key West	Kindergarten Club									
Do	Mothers' Club									
Tampa	Free Kindergarten Association	Mrs. W. M. Carruth	1897	1	1			20	130	Dues.
Do	Kindergarten Association									
Do	Tampa Heights Kindergarten Association of Second Ward.	Mrs. Hugh C. Macfarlane	1897	1	1			15	400	Tuition.
Tampa (Hyde Park)	Tampa Kindergarten Association									
Tampa	Woman's Home Mission Society of M. E. Church, South.									
GEORGIA.										
Atlanta	Free Kindergarten Association	Mrs. Nellie Petres Black	1895	4	5			200	1,500	Dues and donation.
Do	Jackson Hill Kindergarten Association									
Calhoun	Kindergarten Association									
College Park	Woman's Club									
Columbus	Kindergarten Association									
Do	Free Kindergarten Association	Mrs. E. L. Wells	1895	2	3			100	900	Subscription.
Macon	....do									
Newnan	Mothers' Meeting									
Ridgeville	Ridgeville Kindergarten Association	Mrs. Richard D. Wylby	1898	1	1	4	5	9		Donation.
IDAHO.										
Wallace	Kindergarten Association									

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
ILLINOIS.										
Aurora	Kindergarten Association									
Blue Island	do									
Chicago	Sixth Presbyterian Church Kindergarten Association.	Miss Mary R. Black	1891	1	6	25	29	54	$550	Tuition and donation.
Do	Froebel Association									
Do	Catholic Women's National League	Mrs. Carrie A. Landergren	1893	1	2	10	30	40	600	Donation and subscription.
Do	Central W. C. T. U. Association									
Do	Eleanor Reid Memorial Mission of Second Presbyterian Church.									
Do	Gads Hill Social Settlement									
Do	Chicago Kindergarten College									
Do	Free Kindergarten Association									
Do	Jewish Kindergarten Association									
Do	Longwood Kindergarten Association									
Do	Kindergarten Club									
Do	Mothers' Association of Hyde Park Presbyterian Church.									
Do	Orphan Asylum Kindergarten Association									
Do	Chicago Kindergarten Institute									
Do	Northwestern University Settlement Association.	Mrs. H. W. Rogers	1893	1	7	20	40	60	600	Subscription.
Do	Society of Ethical Culture Kindergarten Association.	Frank B. Tobey	1898	1	2	32	37	69	1,000	Donation.
Do	Woman's Presbyterial Society of Home Missions.									
Do	Young Ladies' Missionary Society of First Presbyterian Church.									
Edwardsville	Kindergarten Association									
Elgin	Free Kindergarten Association									
Evanston	Delano Settlement Kindergarten Association	Mr. C. J. Hewitt	1897							
Galesburg	Free Kindergarten Association	Mrs. Mary G. Grubb	1890	1	3	58	45	103	1,000	Subscription.

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La Grange	Kindergarten Association								
Moline	Free Kindergarten Association								
Do	Kindergarten Club								
Oak Park	Jewish Manual Training School Kindergarten Association.								
Do	Harlem Library Association								
Peoria	Kings Daughters' Kindergarten Association	Helen Stowell Lines	1892	4	5				2,000	Tuition and donation.
Do	Kindergarten Association								
Pontiac	Free Kindergarten Association	Mrs. Mary Codding Bourland	1889	1	4			30	700	Subscription.
Princeton	Kindergarten Association								
Quincy	First Congregational Church Kindergarten Association.								
Rockford	Public Kindergarten Association								
Sterling	Kindergarten Association								
Streator	....do								
INDIANA.									
Aurora	Kindergarten Association	Mrs. E. H. Davis	1898	1	2	18	22	40	400	Subscription and donation.
Crawfordsville	Ladies' Aid Society								
Evansville	Free Kindergarten Association								
Indianapolis	Free Kindergarten and Children's Aid Society								
Do	Indianapolis Free Kindergarten Association								
Do	Froebel Club								
Lafayette	Free Kindergarten and Industrial School Association.	Mrs. Chas. B. Stuart		2	2			60	1,223	Donation.
Do	Kindergarten Association								
Logansport	Free Kindergarten Association	Mrs. Alphues Furbee	1896	5	17			200	1,200	Dues.
Michigan City	Free Kindergarten Association and Children's Aid Society.	Rev. J. S. Hoagland	1894	2	2			165	675	Subscription and donation.
Muncie	Free Kindergarten Association								
New Albany	....do	Mrs. James G. Harrison	1889	1	2	45	55	100	480	Do.
Richmond	Kindergarten Association	Mrs. Wm. Dudley Foulke		2	2					Public funds.
Do	North End Literary Association								
Rome City	Island Park Assembly								
South Bend	Free Kindergarten Association	Mrs. Priscilla A. Kirby	1896	1	2	20	36	56	365	Dues.
INDIAN TERRITORY.									
Muskogee	Board of Home Missions of Presbyterian Church.								
IOWA.									
Davenport	Ida Institute Society								
Do	People's Union Mission Kindergarten Association.								
Decorah	Kindergarten Association								
Do	Kindergarten Club								
Des Moines	Highland Park College and Kings Daughters Circle Kindergarten Association.								

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
IOWA—continued.										
Des Moines	Froebel Kindergarten Association	Miss Blanche Scott	1890	0						Donation and dues.
Humboldt	Kindergarten Association									
Marshalltown	Mothers' Union Kindergarten Association									
KANSAS.										
Beloit	Kindergarten Association									
Manhattan	....do									
Topeka	....do									
Do	North Topeka Kindergarten Association									
Do	Louman Hill Auxiliary Kindergarten Association.									
KENTUCKY.										
Louisville	Free Kindergarten Association	Mrs. Alexander P. Humphrey.	1887	8	8			800	$5,600	Tuition and subscription.
Do	Woman's Presbyterial Missionary Society									
Do	St. Joseph's Aid Society of Cathedral of Assumption.									
Do	Temple Free Kindergarten Association									
Do	Tobacco Free Kindergarten Association									
Do	Kindergarten Alumnæ Club									
Versailles	Kindergarten Association									
LOUISIANA.										
New Orleans	Free Kindergarten Association	James H. Dillard	1897	5	5			400	900	Subscription and donation.
Do	Jewish Orphans' Home Kindergarten Association.	Gabe Kahn	1879	1	2	16	23	39	1,000	Dues.
Do	Sophie C. Hart Free Kindergarten Association									

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MAINE.									
Bangor	Free Kindergarten Association	Mrs. Joseph F. Snow	1892	3	6			125	Endowment.
Do	Cooperative Kindergarten Association								
Bar Harbor	Kindergarten Association	Mrs. J. J. Emery	1898	2	4	20	20	40	1,800 Donation and subscription.
Bath	Public Kindergarten Association	Mrs. George H. Dole	1898	1	2	11	21	32	400 Subscription.
Brewer	Kindergarten Association								
Bucksport	do								
Guilford	do								
Oldtown	do								
Portland	W. C. T. U. Kindergarten Association								
Saco	Kindergarten Association								
MARYLAND.									
Baltimore	Baltimore Kindergarten Association	Edward H. Griffin	1893	2	4			80	1,300 Fees and subscription.
Do	Clifton M. E. Church Kindergarten Association.								
Do	Young Ladies' Hebrew Free Kindergarten and Day Nursery.	Mrs. Joseph J. Seldner	1896	1	1			40	600 Do.
Do	Brown Memorial Presbyterian Church Kindergarten Association.								
Do	W. C. T. U. Kindergarten Association								
Do	Society of Friends' Kindergarten Association.								
MASSACHUSETTS.									
Boston	Eastern Kindergarten Association								
Do	South End House Association								
Do	Elizabeth Peabody House Association								
Do	The Lucy Wheelock Kindergarten Alumnæ Association.	Katharine Clark	1892	1	1			24	500 Donation.
Do	Every Day Church Kindergarten Association								
Danvers	Woman's Friend Kindergarten Association								
Fall River	Free Kindergarten Association	Rev. Herman Page	1891	1	2	57	43	100	1,159 Subscription.
Florence	Kindergarten Association								
Gardner	do								
Longmeadow	do								
Northampton	Public Kindergarten Association	Mrs. Joseph Winchell	1896	3	6	58	69	127	2,500 Dues.
North Brookfield	Kindergarten Association								
Pittsfield	do	Mrs. Caroline H. Adam	1895	1	2	20	31	51	1,140 Subscription and donation.
Plymouth	do								
Roxbury	New Jerusalem Church Kindergarten Association.								
Do	Elm Hill Kindergarten Association								
Springfield	Kindergarten Club								
Do	Free Kindergarten Association								

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
MICHIGAN.										
Detroit	Day Nursery and Kindergarten Association									
Do	Industrial School Association									
Do	Young Men's Guild, St. John's Episcopal Church.									
Dowagiac	Kindergarten and Educational Association									
Grand Rapids	Kindergarten Association									
Do	Waterloo Free Kindergarten Circle									
Do	Bissell House Free Kindergarten Circle	Mrs. George Munson	1888	1	12	.....	.....	100	$1,300	
Do	East End Kindergarten Association									
Ionia	Kindergarten Association									
Kalamazoo	Public Kindergarten Association									
Lansing	Young Women's Christian Association									
Luther	Kindergarten Association									
Manistee	....do									
Manton	....do	Mrs. Mary Tyler	1896	1	1	8	12	20	200	Tuition, donation, and subscription.
Menominee	....do									
Saginaw	....do									
MINNESOTA.										
Duluth	Duluth and Superior Branch, I. K. U									
Fairmont	Kindergarten Association									
Minneapolis	Westminster Church City Mission Society	Mrs. S. P. Farrington	1884	2	6	180	185	365	1,350	Subscription.
Do	Simpson M. E. Church Kindergarten Association.	Mrs. J. E. Hutchinson	1896	1	7	58	71	129	475	Fees, tuition, and donation.
Do	Plymouth Church Kindergarten Association									
Do	Unity House Social Settlement									
Do	Free Kindergarten Association	Mrs. Thomas Gerald Winter	1891	5	9	100	100	200	4,000	Fees, subscription, and tuition.
St. Cloud	Woman's Club Kindergarten Association									
St. Paul	Church Deaconess Home Kindergarten Association.	Rt. Rev. M. N. Gilbert, D. D.	1891	1	3	25	27	52	700	Fees and donation.

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MISSOURI.										
Bonne Terre	Kindergarten Association	Mrs. J. Burns	1897	1	1	10	12	22	450	Tuition fees.
Moberly	Mothers' Club Kindergarten Association									
St. Louis	Isabel Crow Kindergarten Association	Mrs. Anthony H. Blaisdell	1894	4	3	90	120	210	1,924	Subscription and donation.
Do	St. Louis Provident Kindergarten Association.									
Do	Sisterhood of Personal Service Kindergarten Association.	Mrs. C. Bienenstok	1893	1	2	12	23	35	400	Dues.
Do	South Side Day Nursery	Mrs. C. M. Woodward	1894	1	3	28	33	61	275	Fees and subscription.
MONTANA.										
Helena	Free Kindergarten Association									
Phillipsburg	Kindergarten Society									
NEBRASKA.										
Omaha	Froebel Union									
Do	Free Kindergarten Association									
NEW JERSEY.										
Camden	Free Kindergarten Association	Lucy Smyth Cooper	1896	1	2	20	25	45	500	Woman's Club.
Irvington	Deutscher Club									
Morristown	Free Kindergarten Association	Mrs. Wynant Vanderpool	1893	1	3	31	30	61	1,500	Subscription and donation.
Newark	Newark Street German and English School Kindergarten Society.									
Do	Newark Orphan Asylum Kindergarten Association.									
Do	Crazy Jane Society Kindergarten Association.									
Do	West Newark Kindergarten Verein									
Do	School Association Beacon Street German-American School Kindergarten Association.									
Do	Kindergarten Society of Home for Friendless	Mrs. Ben Atha	1880	1	2	25	18	43	6	Charity.
Do	Newark School Association (Kindergarten)									
Orange Valley	Orange Valley Social Institute Kindergarten Association.	Mr. Clinton E. Brush	1897	1	1	12	13	25	450	Donation.
Salem	Free Kindergarten Association									
Do	Society of Friends Kindergarten Association									
NEW YORK.										
Albany	Children's Friend Kindergarten Society	Mrs. S. M. Freeman	1888	1	2			45		Subscription and endowment fund.
Do	Kindergarten Association									
Do	State Normal College Kindergarten Association.									
Do	Kindergarten Teachers' Association									

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
NEW YORK—cont'd.										
Albany	W. C. T. U. Kindergarten Association									
Auburn	Kindergarten Association									
Brooklyn	Asacog Club Free Kindergarten Association									
Do	Free Kindergarten Association									
Do	Kindergarten Chapter of Neighborship Association of Pratt Institute.	Miss Agnes M. Bussing	1894	1	1			60	$551	Donation.
Do	East End Kindergarten Association	Mrs. Daniel T. Gateson	1892	2	2			52	1,400	Subscription and donation.
Do	Kindergarten Union									
Do	Meredith Free Kindergarten Society									
Do	Free Kindergarten Society at Pratt Institute.	Mr. A. G. McDonald	1891	16	27	649	774	1,423	16,650	Endowment and subscription.
Do	Roman Catholic Orphan Asylum Kindergarten Association.									
Do	Sisters of St. Joseph Kindergarten Association.									
Do	Brooklyn Guild Kindergarten Association	Edwin M. Wheeler	1890	1	2	26	32	58	900	Subscription
Buffalo	Westminster Club Kindergarten Association.	Thomas T. Ramsdell	1894	1	3	19	42	61	1,000	Club.
Do	Free Kindergarten Association									
Do	Fitch Creché									
Do	Sisters of St. Francis Kindergarten Association									
Do	Kindergarten Association of St. Columbia's Catholic Church.									
Do	Trinity Cooperative Kindergarten Society	Edith Worthington, director	1897	1	2	20	14	34	650	Subscription.
Do	Kindergarten Union									
Canton	Kindergarten Association	Miss Eva C. Spaulding	1898	1	1			40	200	Subscription and endowment.
Chautauqua	Assembly Kindergarten Department									
College Point	The Conrad Poppenhusen Kindergarten Association.	George L. Gillette	1870	1	2	34	40	74		Endowment fund.

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Dunkirk	Woman's Educational and Industrial Union Kindergarten Department.								
Elmira	Industrial School and Free Kindergarten Association.	Mrs. J. H. Pierce	1897	1	2	23	18	41	1,800	Charity.
Ithaca	Free Kindergarten Association	Mrs. Hermon V. Bostwick		1	2			34	600	Donation.
Mamaroneck	do	Mrs. Frank H. Bell	1891	1	2	20	30	50	1,200	Subscription.
Newburg	do	Mr. John Smith	1896	1	1	14	12	26	500	Donation.
New York	American Female Guardian Society									
Do	Bryson Day Nursery Association	Mrs. M. P. Bryson		1	2	18	12	30	571	Subscription and donation.
Do	Children's Charitable Union									
Do	American Kindergarten Society									
Do	Association for Improving Condition of the Poor.	R. Fulton Cutting		2	5	50	66	116	2,700	Donation.
Do	Educational Alliance Association									
Do	The Elliman Alumnæ Association									
Do	Kindergarten Society of Central Presbyterian Church.	Mrs. Wm. A. Ewing	1890	1	2	20	30	50	1,200	Donation and subscription.
Do	Friends Seminary Kindergarten Association									
Do	Alumnæ of Ethical Culture Schools	Charlotte C. Hickok	1895	1	2	20	18	38	750	Donation.
Do	Kindergarten Association of Children's Aid Society.	D. Willis James	1859	19	53	980	910	1,890	35,000	Public and donation.
Do	Kraus Alumnæ Kindergarten Association	Mrs. Maria Kraus-Boelté	1896							Fees.
Do	Ahawath Chesed Sisterhood	Mrs. Ben. Leerburger	1890	1	1	14	18	32	3,000	Dues.
Do	Kindergarten Association	Mr. Hamilton W. Mabie	1892	17	34	400	450	850	30,000	Subscription and dues.
Do	New York Orphan Asylum Kindergarten Society.	Mrs. Benjamin Perkins	1896	1	2	14	11	25	400	Donation.
Do	United Relief Works Society of Ethical Culture.	Leo G. Rosenblatt	1876	2	4			80	3,450	Tuition and donation.
Do	Sheareth Israel Sisterhood									
Do	Society of East Side Day Nursery									
Do	Temple Emanuel Sisterhood of Personal Service.									
Do	Trinity Church Kindergarten Association									
Do	University Settlement Kindergarten Society									
Do	Hebrew Free School Kindergarten Association.	Mrs. Leopold Wallach	1882	1	4	50	50	100	2,400	
Do	Kindergarten Union of New York City and Vicinity.	Miss Jessie M. Winterton	1893							Dues.
Peekskill	Industrial Kindergarten Association	Mrs. Euclid Anderson	1898	1	1	29	40	69	13	Donation.
Randolph	West New York Society for Protection of Homeless and Dependent Children.	Hon. Chas. S. Cary	1893	1	1	17		17	500	Do.
Rochester	Watson House Kindergarten Association									
Do	St. Andrew's Church Kindergarten Association.									
Saratoga Springs	Kindergarten Union of Saratoga Springs and Vicinity.	Harriet E. Ball	1898	10	21	240	335	575	10,900	Fees.
Syracuse	The Woman's Educational Union (kindergarten department).									
Utica	Utica Branch of I. K. U									
Yonkers	Yonkers Kindergarten Association	Mrs. Arthur D. Livermore	1897	2	4	40	40	80	300	Dues.

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TABLE 11.—*Kindergarten associations*—Continued.

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1	2	3	4	5	6	7	8	9	10	11
NORTH CAROLINA.										
Asheville	Free Kindergarten Association	Mrs. C. R. Craig	1890	8	6	.....	.....	321	$1,200	Donation and public funds.
Do	Presbyterian Board of Home Missions Kindergarten Association.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Raleigh	St. Augustine's Protestant Episcopal Church Kindergarten Association.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Wilmington	Home Mission Society of First Presbyterian Church Kindergarten Association.	.....	.....	.....	.....	.....	.....	.....	.....	.....
NORTH DAKOTA.										
Cando	Kindergarten Association	Miss Effie Aurelia Work	1891	1	2	30	32	62	775	Donation.
Fargo	Free Kindergarten Association	Mrs. Isaac P. Clapp	1891	1	2	10	30	40	850	Do.
Rolla	Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
OHIO.										
Akron	Mary Day Nursery Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Cincinnati	German Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	United Jewish Charities Kindergarten Association.	Mr. Bernhard Bettmann	1896	3	4	80	100	180	1,760	Subscription.
Do	Camp Washington Mothers' Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Glenn Industrial Home Association	Mrs. I. D. Jones	1888	4	4	60	100	160	1,300	Donation.
Do	Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	German Methodist Church Kindergarten Association.	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Jewish Orphan Asylum Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Mohawk Kindergarten Mothers' Association	Miss Annie Laws, treasurer	1894	1	1	28	25	53	500	Donation and subscription.
Do	Brighton Mothers' Kindergarten Association	Mrs. George Lobrey	1896	1	1	20	30	50	425	Tuition and donation.
Do	Mount Adams Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Ladies' Kindergarten Society of Ninth Street Baptist Church.	Mrs. Warren G. Partridge	1894	1	1	.....	.....	60	450	Donation.

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Cleveland	Hiram House Social Settlement	George A. Bellamy, warden.	1896	1	4	30	35	65	600	Do.
Do	Cleveland Protestant Orphan Asylum Kindergarten Association.									
Do	Jewish Orphan Asylum Kindergarten Association.									
Do	Kindergarten Association									
Do	Kindergarten Union, Branch I. K. U	Rose Morrison	1897							Dues.
Do	Day Nursery and Free Kindergarten Association.	Mrs. M. E. Rawson	1886	10	20			564	3,835	Dues and endowment fund.
Do	Alumnæ Association C. Kindergarten Tr. School.									
Do	Unity Church Free Kindergarten Association									
Columbus	Kindergarten Association	Mrs. John W. Brown	1893	5	5	100	100	200		Tuition fees.
Do	Woman's Educational and Industrial Society									
Dayton	National Cash Register Company Kindergarten Association.	Mrs. Louise D. Burns	1898	2	5	70	65	135	1,600	The company.
Do	Kindergarten Club	Miss Edith Tyrrell								
Elyria	Kindergarten Association									
Marietta	East End Mothers' Club	Mrs. John Palmer	1898	1	1	5	10	15	70	Tuition and donation.
Massillon	Mothers' Club	Miss Olive L. Smith	1896							
Do	Public School Teachers' Association for Study of Froebel's Philosophy.									
Oberlin	Kindergarten Association	Mrs. E. P. Johnson	1894	3	3	65	85	150	930	Do.
Republic	....do									
Salem	....do									
Sandusky	....do									
Do	Relief Kindergarten Association									
Tiffin	Seneca County Institute Kindergarten Association.									
Toledo	International Kindergarten Union									
Warren	Free Kindergarten Association	Mrs. A. F. Harris	1897	1	1			40		Subscription and donation.
Youngstown	Free Kindergarten and Day Nursery Association.	Mrs. A. M. Clark	1892	1	5			60	1,000	Subscription.
Do	Hazel Street Mission and Coffee House Association.	Mrs. Arabella Ford	1894	1	2	10	20	30	650	Do.
Do	W. C. T. U. Kindergarten Association									
OREGON.										
Astoria	Kindergarten Association									
Portland	Free Kindergarten Association	Mrs. Rosa F. Burrell	1887	1	2	28	22	50	600	Donation.
PENNSYLVANIA.										
Chautauqua	Pennsylvania Chautauqua Association (kindergarten department).									
Chester	New Century Club Kindergarten Association.	Miss Sallie Flickurs, chairman.	1895	1	1	12	18	30	300	Donation.
Easton	Kindergarten Association	Mrs. Emma Pfatteicher	1896	1	2	15	10	25	800	Subscription and endowment fund.

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
PENNSYLVANIA—cont'd.										
Edgewood Park	Edgewood Kindergarten Auxiliary Association.	Mrs. Jessie B. Thorp	1897	1	1	14	10	24	$650	Subscription and tuition.
Erie	Day Nursery and Free Kindergarten Association.	Mrs. Wm. T. Black	1893	6	12	137	143	280	3,500	Dues and subscription.
Franklin	Kindergarten Association									
Harrisburg	Free Kindergarten and Day Nursery Association.									
Do	Young Ladies' Club Kindergarten Association.									
Lancaster	Home for Friendless Children Kindergarten Society.	Mrs. S. Kramph	1879	1	1			24		
Do	Kindergarten Association	Mrs. Chas. F. Rengier	1896	1	1	10	15	25	550	Subscription and donation.
Philadelphia	Northern Day Nursery Kindergarten Association.									
Do	Baptist Orphanage Kindergarten Association.									
Philadelphia (Germantown).	Jewish Foster Home and Orphan Asylum Kindergarten Association.									
Philadelphia	Bedford Street Mission Kindergarten Association.	Comly B. Shoemaker	1889	1	2	30	30	60	800	Donation and endowment.
Do	The Philadelphia Society of Froebel Kindergartens.	Mrs. M. L. Van Kirk								
Do	Branch of International Kindergarten Union, Philadelphia Normal School.									
Pittsburg	Pittsburg and Allegheny Free Kindergarten Association.	Mrs. Wm. A. Herron	1892	27	53			1,400	25,000	Public funds.
Do	Kingsley House Association (Social Settlement).	Robert D. McGonnigle		1	2	15	20	35	650	Fees and donation.
Wilkesbarre	Board of Calvary Episcopal House (kindergarten department).									
Do	Wilkesbarre Kindergarten Association	Mrs. Woodward Leavenworth.	1894	1	2	20	40	60		Subscription and dues.

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York	St. John's Episcopal Church Kindergarten Association.									
RHODE ISLAND.										
Pawtucket	Froebel Society									
Providence	Free Kindergarten Association									
Do	St. John's Guild Kindergarten Association	Mrs. Anna A. Lenz	1886	1	2	40	30	70	900	Church.
Do	Wheeler Kindergarten Alumnæ Association									
Woonsocket	Kindergarten Association									
SOUTH CAROLINA.										
Charleston	South Carolina Kindergarten Association	Marguerite Pinckney	1894	1	2	20	20	40	300	Public.
Columbia	Kindergarten Association									
TENNESSEE.										
Chattanooga	Free Kindergarten Association	Mrs. Newell Saunders	1890	2	2	20	50	70	525	Donation.
Knoxville	Free Kindergarten Association of King's Daughters.	Pauline Woodruff	1890	1	1			70	800	Subscription.
Memphis	Free Kindergarten Association									
Nashville	do									
Do	Free Kindergarten and Reformatory Association.									
Do	Woman's Mission Board of Methodist Episcopal Church Society.									
Ruskin	Cooperative Kindergarten Association									
TEXAS.										
Corsicana	Mothers' Club (kindergarten department)									
Do	Kindergarten Association									
El Paso	do									
UTAH.										
Logan	Kindergarten Association	Lucy Hoving	1896							Fees.
Ogden City	Free Kindergarten Association									
Pleasant Grove	Kindergarten Association									
Provo City	Free Kindergarten Association									
Do	Kindergarten Association									
Salt Lake City	do									
Do	Free Kindergarten Association									
Do	State Kindergarten Association	Mrs. E. H. Parsons	1897	2	3	42	54	96	3,500	State and tuition.
Do	Utah Branch I. K. U									
VERMONT.										
Brattleboro	Woman's Club Kindergarten Association									
Burlington	Catholic Church Kindergarten Association									

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TABLE 11.—*Kindergarten associations*—Continued.

Location.	Name of association.	Name of president.	Date of organization.	Kindergartens maintained.	Instructors.	Pupils.			Approximate cost of maintaining the kindergartens.	Means of support.
						Boys.	Girls.	Total.		
1	2	3	4	5	6	7	8	9	10	11
VIRGINIA.										
Alexandria	Kindergarten Association	Mrs. M. W. O'Brien	1895	1	3	.....	.....	55	$700	Subscription.
Richmond	Belle Bryan Day Nursery and Free Kindergarten Association.	Mrs. C. P. Walford	1891	1	1	17	16	33	200	Public funds.
Do	Woman's Christian Association (kindergarten department).	.....	.....	.....	.....	.....	.....	.....	.....	.....
WASHINGTON.										
Seattle	Kindergarten Club	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Kindergarten Association	Mrs. Ellen K. Simson	1895	.....	.....	.....	.....	.....	1,000	Subscription.
South Bend	....do	Mrs. W. E. Brown	1898	1	2	12	24	36	350	Subscription and donation.
Spokane	Crocker Free Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Tacoma	Free Kindergarten Association	Mrs. Loue Dewey Bradley	1895	1	3	12	25	37	600	Do.
Walla Walla	Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
WISCONSIN.										
Augusta	Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Crosse	Free Kindergarten Association	Mrs. Orlando Holway	1893	2	4	.....	.....	80	1,000	Subscription.
Do	German Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Madison	Four Lake Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Madison Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Milwaukee	Ladies' Kindergarten Association, German-English Academy.	Mrs. Albert Blats	1872	1	1	5	5	10	600	Donation and tuition.
Do	Wheelock Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Froebel Union	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Galena Street Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Mission Kindergarten Association	Mrs. George Swallow	1864	4	30	.....	.....	.....	4,000	Subscription.
Do	Frances Swallow Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Southside Kindergarten Association	.....	.....	.....	.....	.....	.....	.....	.....	.....
Do	Gilbert Kindergarten Association	Sarah M. Trautwein, director.	1889	1	1	49	55	104	1,000	Endowment fund.
Sheboygan	German Frauen Verein	.....	.....	.....	.....	.....	.....	.....	.....	.....

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TABLE 12.—*Training schools and classes for kindergartners.*

[Kindergarten training schools, classes, and departments for which statistics are not given in this table failed to respond to the request for information.]

Location.	Name of school or class.	Name of principal.	Date of organization.	Number of instructors.	Number of students (pupil teachers).	Approximate cost of maintenance.	Means of support.
1	2	3	4	5	6	7	8
ALABAMA.							
Birmingham	Polloch Stephens Institute Training School	Mrs. E. T. Taliaferro	1897	1	3	$275	Tuition fees.
Troy	State Normal Kindergarten Training School	Miss Catherine Gardner	1898	1	2	155	State and Peabody funds and tuition.
ARKANSAS.							
Little Rock	Arkansas Froebel Association Training School	Miss Mabel A. McKinney	1897	1	6	1,400	Association dues and tuition fees.
CALIFORNIA.							
Chico	State Normal School Kindergarten Training Class	Carlton M. Ritter	1897	1	25	1,200	State tax.
Los Angeles	California State Normal School Kindergarten Training Class.	Miss Florence Lawson	1896	10	35	2,500	State funds.
Do	Training School for Kindergartners						
Oakland	Miss Barnard's Kindergarten Training School	Miss Grace E. Barnard	1892	3	7		Tuition fees.
Sacramento	Kindergarten Training School						
San Diego	Private Kindergarten Training School	Mrs. Anna S. Porter	1888	1	8		Do.
San Francisco	California Kindergarten Training School						
Do	Day Home Kindergarten Training School						
Do	Golden Gate Kindergarten Training School	Miss Anna M. Stovall	1891	4	20	1,702	Subscription and donation.
San Jose	San Jose and Sacramento Normal School (kindergarten training department).						
Santa Barbara	Kindergarten Training School						
COLORADO.							
Canon City	Presbyterian Sunday School Kindergarten Training School						
Denver	Colorado Kindergarten Normal School Training Class						
Do	Normal and Preparatory School Kindergarten Training Class.	Fred Dick	1893	3	36		Tuition fees.

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TABLE 12.—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Name of principal.	Date of organization.	Number of instructors.	Number of students (pupil teachers).	Approximate cost of maintenance.	Means of support.
1	2	3	4	5	6	7	8
COLORADO—continued.							
Fort Collins	Kindergarten Training School	Emmo O'Brien	1878	1	4	$1,200	Public funds.
Greeley	State Normal School Kindergarten Training Class	John W. Hall	1890	10	35	1,600	Tuition and school funds.
CONNECTICUT.							
Bridgeport	Kindergarten Training School	Miss Alice O'Grady	1885	12	46		State funds.
New Britain	Kindergarten Training Class of Connecticut State Normal School.						
New Haven	Kindergarten Department Welch Training School						
South Manchester	Kindergarten Training Class of Ninth School District						
Waterbury	Clay Street School Kindergarten Training Class						
Willimantic	State Normal Training School (kindergarten department)	George P. Phenix	1889	3	4	1,800	Do.
DELAWARE.							
Wilmington	Friends School Kindergarten Training Class	Lida Mauson Kimball	1893	4	4		Tuition fees.
DISTRICT OF COLUMBIA.							
Washington	Columbia Kindergarten Training School						
Do	Elizabeth Peabody Kindergarten Normal School	Mrs. Louisa Mann	1886	2	7	300	Tuition fees.
Do	Colored Woman's League Training School	Anna E. Murray	1896	6	12	1,000	Tuition, subscriptions and donations.
Do	Phebe A. Hearst Kindergarten Training School						
Do	Washington Kindergarten Normal Institute Training Class.						
Do	Froebel Normal Institute Kindergarten Training Class	Mrs. Susan P. Pollock	1875	6	21		
FLORIDA.							
Jasper	Jasper Normal Institute Kindergarten Training School	William A. Cate	1890	7	69		State funds and tuition.
Tampa	Hyde Park Kindergarten Training School						

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GEORGIA.							
Atlanta	Kindergarten Normal Training School	Willette A. Allen	1896	3	9	$400	Tuition fees.
Augusta	Davidson Grammar School Kindergarten Training Class						
Columbus	Kindergarten Training School						
Newnan	Kindergarten Training Class						
ILLINOIS.							
Chicago	Free Kindergarten Association Normal Training Class	Miss Anna E. Bryan	1881	9	93	5,000	Tuition fees.
Do	Kindergarten Training Schools						
Do	Kindergarten College Training School	Miss Elizabeth Harrison	1890				
Do	Chicago Commons Kindergarten Training School	Bertha Hofer Hegner	1897	8	30	1,600	Do.
Do	Jewish Kindergarten Training School						
Do	Free Kindergarten Normal Training Class						
Do	Froebel Association Kindergarten Training School						
Decatur	Kindergarten Association Training School						
Galesburg	Kindergarten Normal Training School						
Quincy	Congregational Church Kindergarten Training Class						
INDIANA.							
Bluffton	Public Kindergarten Training School						
Evansville	Free Kindergarten Normal Training School						
Indianapolis	The Indiana Kindergarten and Primary Normal Training School.						
Lafayette	Kindergarten Training School						
Logansport	....do	Mrs. D. A. Cliffinger	1897	1	14	540	Tuition fees.
Valparaiso	Northern Indiana Kindergarten Normal Training School	Mrs. May Hemstock	1883	3	41	4,500	State funds.
Winona Lake	School of Methods, Winona Summer School Kindergarten Training Department.	Gertrude Longenecker	1899	1	35	200	Tuition fees.
IOWA.							
Burlington	Kindergarten Training School						
Des Moines	Kindergarten Department Highland Park College (Training Class).						
Do	West Des Moines Kindergarten Training School	H. Adelia Phillips	1884	4	25		Public funds.
Dubuque	Public Kindergarten Training School						
KANSAS.							
Emporia	Kindergarten State Normal Association Training Class	Miss Charline P. Morgan	1882	1	30	1,100	Public funds.
Holton	Teachers' Institute Kindergarten Training Class						
Topeka	T. E. Bowman Memorial Kindergarten Training School	Mrs. E. Davidson Worden	1894	5	12	1,000	Tuition fees.
Do	Kindergarten Training Class						
Wichita	Lewis's Academy Kindergarten Training School						
KENTUCKY.							
Lexington	Lexington Kindergarten Training Class						
Louisville	Free Kindergarten Training Class						
Do	Kindergarten Training School of Free Kindergarten Association.	Miss Patty S. Hill	1887	7	35	3,000	Tuition and subscription.
Sharpsburg	Sharpsburg College Kindergarten Training School						
Versailles	Free Kindergarten Training School						

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TABLE 12.—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Name of principal.	Date of organization.	Number of instructors.	Number of students (pupil teachers).	Approximate cost of maintenance.	Means of support.
1	2	3	4	5	6	7	8
LOUISIANA.							
Minden	Minden College Kindergarten Training Class						
New Orleans	City Normal School Kindergarten Training Class	Miss Marion Brown	1896	1	13	$1,120	Public funds.
Do	Training School of Free Kindergarten Association	Miss Katherine W. Hardy	1897	4	19		Tuition fees.
MAINE.							
Bangor	Kindergarten Training School						
MARYLAND.							
Baltimore	Training School of Baltimore Kindergarten Association	Caroline M. C. Hart	1893	6	80	5,000	Tuition fees.
MASSACHUSETTS.							
Boston	Mrs. Brown's Kindergarten Normal Training Class						
Boston (Roxbury)	Kindergarten Training School						
Boston	Cushman Kindergarten Training School						
Do	Boston Normal Kindergarten Training School						
Do	Kindergarten Training School	Miss Lucy Harris Symonds	1880	7	48	3,500	Tuition fees.
Do	....do						
Do	....do	Miss Lucy Wheelock	1889	8		2,800	Do.
Bridgewater	Model School Kindergarten Training School of State Normal.	Miss Anne M. Welles	1893	2	3	1,600	Public funds.
Fitchburg	State Normal School Kindergarten Training School	Emily M. Smith	1897	1		1,080	Do.
North Adams	Mark Hopkins School Kindergarten Training Class of State Normal School.	Miss Della M. Webb	1897	1	12		Do.
Springfield	Normal Kindergarten Training Class						
Do	Industrial Institute Kindergarten Training Class						
Do	Private Kindergarten Training Class						
Westfield	Kindergarten Training Department of State Normal School	Chas. S. Chapin	1892	1	3	1,100	Do.
Worcester	Miss Rust's Kindergarten Training School	Annie Coolidge Rust	1893	4	24		

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MICHIGAN.							
Benton Harbor	Benton Harbor College Kindergarten Training School						
Big Rapids	"Ferris Industrial" Kindergarten Training Class						
Detroit	Kindergarten Normal Training School						
Grand Rapids	Kindergarten Training School	Mrs. Lucretia Willard Treat	1891	4	120	8,000	Tuition fees.
Kalamazoo	People's Church Public Kindergarten Training School						
Lansing	Normal Kindergarten Training School	Mrs. Helen Case Adams	1888				Do.
Muskegon	Teachers' Kindergarten Training School						
Ypsilanti	Michigan Normal College Kindergarten Training School	Miss Hester P. Stowe	1888	1	40	1,200	Public funds.
MINNESOTA.							
Duluth	Kindergarten Training School	Mary S. Clarke	1893	3	10	1,000	Do.
Mankato	Kindergarten Training Department State Normal School	Martha V. Collins	1894	2	8	1,700	Public funds and tuition.
Minneapolis	Normal School for Kindergartners						
Do	Normal School Kindergarten Training Class	Mrs. Stella Louise Wood	1892	6	31	2,300	Tuition fees and association.
Do	Froebel's Kindergarten Normal Training School	Miss Jean MacArthur	1896	4	30	300	Tuition fees.
Do	Elizabeth Peabody Kindergarten Training School	Mrs. Anna B. Ogden	1896	5	9	400	Do.
Norwood	Kindergarten Training School						
St. Cloud	State Normal School Training Class	Sarah B. Goodman	1886	1	3	890	Tuition fees and public funds.
Winona	....do	Miss Nora Atwood	1880	2	10	1,300	Tuition fees.
MISSOURI.							
St. Louis	St. Louis Kindergarten Normal Training Class	Miss Mary C. McCulloch	1873	10	65	2,000	Public funds.
MONTANA.							
Helena	Mrs. Glenn's Kindergarten Training School						
NEBRASKA.							
Fremont	Normal School Kindergarten Training Class						
Omaha	Public Kindergarten Training School						
Peru	State Normal School Kindergarten Training Department	Miss Lou E. Hosmer	1897	1	13	1,100	Public funds.
NEW HAMPSHIRE.							
Concord	Kindergarten Training School	Jane Dow Proctor	1894	2		300	Tuition fees.
NEW JERSEY.							
East Orange	East Orange Kindergarten Training School	H. Louise Underhill	1898	3		1,200	Tuition fees.
Hoboken	Kindergarten Training School for Teachers	Miss E. A. Allen		1	28	1,200	Public funds.
Newark	Normal and Kindergarten Training School	Joseph Clark	1898	5	28	2,800	Public funds and tuition.
Salem	Kindergarten Training Class						
Trenton	Hewitt Kindergarten Training School						

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TABLE 12.—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Name of principal.	Date of organization.	Number of instructors.	Number of students (pupil teachers.)	Approximate cost of maintenance.	Means of support.
1	2	3	4	5	6	7	8
NEW YORK.							
Albany	Normal College Kindergarten Training Class						
Do	Albany Kindergarten Training Class						
Do	Home for Christian Workers' Kindergarten Training Class.	Miss Eugenia Gibson	1891	4	27	$800	Tuition fees.
Do	Public Kindergarten Training Class						
Auburn	Training School of Kindergarten Association						
Brooklyn	Adelphi College Kindergarten Training Class	Miss Anna E. Harvey, director.	1893	8	20	4,000	Do.
Do	Froebel Academy Kindergarten Training School						
Do	Mrs. Geo. E. Orton's Normal Kindergarten Training Class.						
Do	Pratt Institute Kindergarten Training Class	Miss Alice E. Fitts	1892	10	116	11,000	Endowment and tuition.
Buffalo	State Normal School Kindergarten Training Class	Katherine C. Dorr	1894	2	13	1,400	Public funds and tuition.
Do	Kindergarten Training Class of Buffalo Free Kindergarten Association.	Miss Ella C. Elder	1891	4	20	1,600	Tuition fees.
Chautauqua	Chautauqua Kindergarten Training School						
Cortland	State Normal School Kindergarten Training Class	Lillie H. Stone	1897	2	9	1,300	Public funds.
Fredonia	Kindergarten Training Class of Fredonia State Normal School.	Miss Adelaide Herrick	1882	2	28	1,300	Do.
Hornellsville	St. Ann's Academic School Kindergarten Training Class.						
Ithaca	Kindergarten Training School	Miss Eleanor E. Jones	1894	1	5	215	Tuition fees
Jamestown	Central Branch of High School Kindergarten Training Class						
New York City	Children's Charitable Union Kindergarten Training School.						
Do	American Kindergarten Training School						
Do	Elliman School Kindergarten Training Class						
Do	Ethical Culture Kindergarten Training School	Miss Caroline T. Haven	1877	9	40		Do.
Do	Miss Hunter's Kindergarten Training School	Miss Jenny Hunter	1883	4	80	1,200	Do.
Do	Seminary for the Training of Kindergartners	Mrs. Maria Kraus-Boelté	1873	4	45	1,500	Do.
Do	Miss Merington's Kindergarten Training School						
Do	All Soul's Church Free Kindergarten Training Class						
Do	Teachers College Kindergarten Training School	Mary D. Runyan		4	20	4,600	Do.
Do	N. Y. Froebel Normal Kindergarten Training Class	Mary L. Van Wagenen	1880	3	40		Do.

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Oswego	Normal Kindergarten Training School	Amanda P. Funnelle	1882	6	22	1,750	Do.
Plattsburg	State Normal School Kindergarten Training Class	George K. Hawkins	1896	1	10	1,500	Public funds.
Potsdam	Kindergarten Training Class of State Normal and Training School.	T. B. Stowell	1896	1	5	1,000	Do.
Rochester	St. Andrew's Parish Kindergarten Training School	Helen Wallace Orcutt	1890	4	15	1,000	Tuition fees.
Syracuse	Keble School Kindergarten Training Class						
Utica	Kindergarten Training School						
NORTH CAROLINA.							
Asheville	Kindergarten Training Class						
Franklinton	Albion Academy and State Normal Kindergarten Training School.	Miss Jennie Hildebrand	1887	2	34	450	Public funds.
Red Springs	Summer School for Training Kindergarten Teachers						
OHIO.							
Cincinnati	Training School for Kindergartners	Mrs. Cornelia E. James	1880	10	36	4,000	Tuition, donation, and subscription.
Do	Glenn Industrial Home Kindergarten Training Class						
Cleveland	Kindergarten Training School						
Do	Training School for Kindergartners	Miss McKinney	1894	6	54	3,500	Association and tuition.
Columbus	Kindergarten Training School						
Do	Kindergarten Association Training School for Kindergartners.						
Dayton	City Normal and Kindergarten Training School	Miss Anna Littell	1896	2	40		Public funds.
Massillon	Froebel Study Class and Kindergarten Training Class	Miss Olive L. Smith	1896	1	22	150	Tuition fees.
Oberlin	Kindergarten Training School	B. Emeline Montgomery	1894	6	24	1,045	Do.
Toledo	The Misses Law Froebel Training School	Miss Mary E. Law, M. D.	1883	3	35		Do.
Youngstown	Kindergarten Training School	Miss Mary S. Morgan	1892	2	6		Tuition and subscription.
Do	Training School for Kindergartners						
OREGON.							
Portland	Oregon Kindergarten Training School						
Do	St. Helen's Hall Kindergarten Training School						
PENNSYLVANIA.							
Altoona	Kindergarten Training School						
Erie	Kindergarten Training Class	Miss Anna M. Nye	1895	5	13	800	Subscription.
Do	Mrs. Reed's Private Kindergarten Training School	E. Cora Reed	1893	2	2		Tuition fees.
Harrisburg	Kindergarten Training School	Evelyn Barrington	1896	2	9		Do.
Johnstown	Free Kindergarten Association Training Class	Mrs. Letitia P. Wilson	1898	2	6	800	Do.
Oil City	Central Kindergarten and Training School						
Philadelphia	Normal School Kindergarten Training Class						
Do	Temple College Kindergarten Training School	Hildegarde Hering	1895	7	30	2,200	Do.
Do	Training School for Kindergartners	Mrs. M. L. Van Kirk	1878	8	50		Do.
Do	Normal School Kindergarten Training Department						

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TABLE 12—*Training schools and classes for kindergartners*—Continued.

Location.	Name of school or class.	Name of principal.	Date of organization.	Number of instructors.	Number of students (pupil teachers).	Approximate cost of maintenance.	Means of support.
1	2	3	4	5	6	7	8
PENNSYLVANIA—continued.							
Pittsburg	Normal Kindergarten Training Department of Pittsburg and Alleghany Free Kindergarten Association.	Elizabeth Culp	1892	12	76	$3,172	Tuition fees.
Slippery Rock	State Normal School Kindergarten Training Department	Mrs. G. L. Hamm	1895	1	15	325	Public funds.
RHODE ISLAND.							
Providence	Froebel School Kindergarten Training Class						
SOUTH CAROLINA.							
Charleston	Kindergarten Training Class	Miss Evelyn Holmes	1896	1	5	750	Tuition and association fees.
TENNESSEE.							
Adams Station	Kindergarten Training School						
Chattanooga	Training School for Kindergartners						
Greenbrier	Kindergarten Training School						
Huntingdon	Southern Normal University Kindergarten Training School.	J. A. Baber	1897	1	5	1,000	Tuition and donation.
Memphis	Kindergarten Normal Training School						
Nashville	Free Kindergarten Association Training Class						
Springfield	Kindergarten Training School						
TEXAS.							
Henderson	Kindergarten Training Class						
UTAH.							
Logan	Kindergarten Training School	Emma Kewley	1899	1	15	75	Fees.
Ogden	do						
Provo City	Brigham Young Academy Kindergarten Training Department.	Ida Dusenberry	1894	1	12	1,000	Tuition fees.
Salt Lake City	Utah Kindergarten Association Training School						

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VERMONT.							
Montpelier	Kindergarten Training School						
VIRGINIA.							
Hampton	Kindergarten Training Class of Normal and Agricultural Institute.	Miss Bessie Finley	1894	1	2	800	Public funds.
Lawrenceville	Primary Department Kindergarten Training Class	Rev. James S. Russell		1	88	350	Tuition fees.
WASHINGTON.							
Ellensburg	Normal School Kindergarten Training Department						
Seattle	Kindergarten Training School						
Spokane	Crocker Free Kindergarten Association Training Department.	Miss Mary M. Betts	1895	4	6	1,000	Tuition, subscription, and donation.
Do	Training School of Spokane Kindergarten Union	Virginia K. Hayward	1897	2			Tuition fees.
Tacoma	Kindergarten Training School	Miss Charlotte Lay Dewey	1895	2	9	50	Do.
WISCONSIN.							
Hillside	Hillside Home School Kindergarten Training Department						
Madison	Wylie Kindergarten Training School	Elizabeth Rachel Wylie	1896	7	11	1,350	Tuition fees.
Milwaukee	Mission Kindergarten and Normal Training Class						
Do	National G. A. Teachers Seminary Kindergarten Training Class.	Emil Dapprich	1897	4	6	600	Do.
Do	Normal Kindergarten Training School	Nina C. Vandewalker	1892	2	50	2,300	Public funds.
Racine	Kindergarten Association Training School						
Sheboygan	Kindergarten Training School						
Superior	do						
Wausau	do						

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CHAPTER LIV.

NECROLOGY OF 1897.

AMERICAN.

ADAMS, WILLIAM TAYLOR (known as "Oliver Optic"), in Boston, Mass., Mar. 27; b. in Medway, Mass., July 30, 1822; his father was one of the early tavern keepers; was educated in the public schools of Boston; began teaching early in life and pursued that profession, with the exception of two years devoted to hotel business, until 1865. The remainder of his life was devoted to travels and writing books for young people.

AIKEN, HENRY OSGOOD, in Hanover, N. H., June 2; b. in Fitzwilliam, N. H., Aug. 16, 1864; fitted for college at Rutland (Vt.) High School and graduated at Dartmouth College in 1887; principal Rutland (Vt.) High School 1887–88; teacher of classics in St. Luke's School, Philadelphia, Pa., 1888–89; studied in Princeton Theological Seminary 1889–90; principal High School, Northfield, Vt., 1890–91; instructor in Latin in the Hill School, Pottstown, Pa., 1891–96; secretary of Y. M. C. A. and instructor in high school, Hanover, N. H., 1896 until decease.

ALLEN, FREDERICK DE FOREST, Ph. D., near Portsmouth, N. H., Aug. 5; b. in Oberlin, Ohio, May 25, 1844; graduated at Oberlin College 1863 and studied at the University of Leipsic; was professor of ancient languages, University of Tennessee, Knoxville, Tenn., 1866–68 and 1870–73; tutor in Harvard 1873–74; professor of ancient languages, University of Cincinnati, 1874–79; professor of Greek, Yale College, 1879–80; professor of classical philology in Harvard 1880–97. He was the editor and author of several Latin and Greek text-books.

ALLEN, HARRISON, M. D., in Philadelphia, Pa., Nov. 14; b. in that city Apr. 17, 1841; graduated at medical school of University of Pennsylvania in 1861; served through the war as a surgeon; was called to the chair of comparative anatomy and medical zoology in the medical school of his alma mater; was transferred in 1878 to the chair of physiology, which he occupied until his retirement as emeritus in 1895. In 1878 he became also professor of surgery and anatomy in the Philadelphia Dental College. He was president of the American Laryngological Association in 1886 and also of the American Anatomical Society in 1891-93. He was the author of several monographs and books on medical subjects.

ATKINS, JAMES HENRY, in Meriden, Conn., Oct. 25; b. there Apr. 25, 1828; graduated at Yale College 1849; taught in Plymouth, Conn., and was principal of the academy in his native town.

ATWATER, JOHN PHELPS, in Poughkeepsie, N. Y., May 23; b. in Carlisle, Pa., Mar. 4, 1813; graduated at Yale College in 1834 and at the Yale Medical School in 1837. He practiced his profession in Cincinnati, Ohio. Yale University received a bequest from him of a valuable piece of land in New Haven.

AUSTIN, SAMUEL, in Providence, R. I., Feb. 14; b. in Nantucket, Mass., June 15, 1816; received his education at the New England Yearly Meeting Boarding School and became an assistant teacher in the school; 1835–37 maintained a school in

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Nantucket; 1837–44 instructor of chemistry and the natural sciences in the Friends' School, Providence, R. I.; up to 1868 conducted a private school—the Union Hall School—first for boys and later for both sexes; was the agent of the Rhode Island Educational Union; conducted the first evening school in Providence; introduced drawing as a separate study in the schools; devoted his closing years to education among the poor classes. He was a member of a large number of educational, religious, and philanthropic societies.

BABCOCK, JAMES FRANCIS, in Dorchester, Mass., July 20; b. in Boston, Mass., Feb. 23, 1844; graduated at the Lawrence Scientific School in 1862, making chemistry his specialty; was professor of chemistry in the Massachusetts College of Pharmacy 1869–74, and occupied the similar chair at the Boston University. He occupied several public positions, in which his scientific knowledge was valuable, and he also lectured widely.

BAKER, ERASMUS DARWIN, in Montgomery, Ala., Oct. 6; b. in Owasco, N. Y., June 18, 1826; attended Moravia Academy, New York; graduated at Amherst 1843; was principal of Genoa (N. Y.) Academy 1853; removed to Louisiana and taught in various places in that State; was instructor in a private family during the first years of the war; served in the Confederate Army; resumed teaching, and, with occasional employment as a civil engineer, followed that profession until his death.

BARTLETT, ENOCH NOYES, in Ventura, Cal., Aug. 13; b. in Bath, N. H., July 4, 1813; graduated at Oberlin College 1838 and from the Theological Seminary 1841. Most of his life was spent in ministerial work, but he taught at Mount Vernon, Ohio; Olivet, Mich., 1846–58, and was acting principal Oberlin College Academy, Ohio 1866–68.

BATEMAN, NEWTON, LL.D., in Galesburg, Ill., Oct. 21; b. in Fairfield, N. J., July 27, 1822; his early youth was spent at hard manual labor; worked his way through Illinois College and graduated in 1843; studied theology at Lane Theological Seminary; began his career as educator as principal of a private school in St. Louis, Mo. From 1847 till 1851 he was professor of mathematics in St. Charles College, Mo., and in the last year had charge of a public school at Jacksonville, Ill., having also to discharge the duties of principal of a high school, and later of school commissioner of the county. In 1858 he was elected State superintendent of public instruction. He was president of Knox College, Galesburg, Ill., from 1875 to 1892, when failing health compelled him to retire. He was a member of the State board of health for a number of years.

BEEBE, Rev. Dr. ALEXANDER, at Hamilton, N. Y., Feb. 20; aged 77 years. He became a member of the Colgate University faculty as early as 1850. The last chair occupied by him was that of homiletics.

BELL, ISAAC, in New York City, Sept. 30; b. there Aug. 4, 1814; went into business when 14 years old; was established in the South for a number of years, but returned to New York in the early sixties and entered upon a career of public benefaction. He was instrumental in the establishment of Bellevue Medical College and president of its trustees for a long time; was largely instrumental in establishing the Normal College, and became responsible for the school-ships *Mercury* and *St. Mary*. He was also a member of the department of education, and conspicuous among the members of the Union Defense Committee.

BERRY, MYRTA GAY HAMILTON, in Chicago, Ill., Mar. 19; b. in Clarksburg, Ind., Feb. 18, 1865; graduated at Oberlin Conservatory of Music 1887; taught in Knox Conservatory of Music 1887–88, and in Chicago 1889–93.

BLAKE, HENRY WALCOTT, in Springfield, Mass., Apr. 13; b. at Coventry, Conn., July 20, 1848; fitted for college at Monson Academy; graduated at Williams College in 1871; taught in North Carolina and at the Hampton (Va.) Institute. He, however, turned to newspaper work and had charge of the educational business of Milton Bradley in Springfield, giving especial attention to the Kindergarten News, published by that firm.

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BRACE, SETH COLLINS, in Philadelphia, Pa., Jan. 25; b. in Newington, Conn., Aug. 3, 1811; graduated at Yale College 1832; taught in Lenox and Northampton, Mass., 1832–35; tutor at Yale 1835–38, at the same time a student of theology; was connected with editorship of the North American at intervals until 1845; professor of mathematics in Delaware College, Newark, Del., 1842–43; taught a young ladies' seminary in Pittsfield, Mass., 1847–51; supplied pulpits for an interval and was a private tutor in New Haven for six years.

BRITTAN, HARRIET G., in San Francisco, Cal., Apr. 30; b. in England about 1823. Her parents removed to Brooklyn, N. Y., in her childhood, and after acquiring a general education she spent two years teaching in Liberia under the auspices of the Missionary Society of the Episcopal Church; was a missionary in India fifteen years; 1880–93 she was superintendent of the large mission for the benefit of Eurasian children in Yokohama, Japan.

BRUSH, CHARLES BENJAMIN, in New York City, June 3; b. in that city Feb. 15, 1848; graduated as a civil engineer at the University of the City of New York; was appointed adjunct professor of civil engineering in his alma mater in 1874, became full professor and dean of engineer school in 1888. He was widely known in professional circles for his work in designing and constructing bridges and water-works. He was very influential as a member of the American Society of Civil Engineers.

BUNTEN, WILLIAM ELLINGWOOD, in Kingston, N. Y., Dec. 18; b. in Dunbarton, N. H., Dec. 21, 1833; fitted for college at Kimball Union Academy; graduated at Dartmouth College 1860; was a member of the bar; served two years in the war; taught ten years at Marblehead, Milton, and Waltham, Mass., and was principal of Ulster Academy, Kingston, N. Y., for fifteen years.

BURBECK, EDWARD CARLETON, in Denver, Colo., Mar. 27; b. in Hanover, N. H., July 18, 1846; fitted for college at Kimball Union Academy; graduated at Dartmouth College 1871; principal high school, Rockland, Mass., 1871–73; occupied a like position at Winchendon, Mass., 1873–74; Mount Pleasant Grammar School, Nashua, N. H., 1875–86; High School, Danvers, Mass., 1886–95. Ill health compelled him to go to Colorado, where he engaged in business.

BUTLER, CHARLES, LL. D., in New York City, Dec. 13; b. in Kinderhook Landing, Columbia County, N. Y.; was educated at Greenville (N. Y.) Academy; studied law and was admitted to the bar. He acquired wealth by early real estate investments in the regions that have since become the sites of Chicago and Toledo (Ohio), and by adjusting the debts of Michigan, Indiana, and Illinois, and by railroad enterprises in the West. He gave the ground on which is an industrial school in Toledo; was a founder and officer of Union Theological Seminary; since 1836 a member of the council of the University of the City of New York; a founder and officer also of the Protestant Half-Orphan Home and of the Westchester Temporary Home for Friendless Children. He gave $100,000 to Union Theological Seminary and the University of the City of New York.

CARRUTH, JAMES HARRISON, in Van Buren, Ark., Apr., 1896; b. in Phillipston, Worcester County, Mass., Feb. 10, 1807; entered Amherst College, but graduated at Yale College 1832; studied theology at Auburn and Yale Divinity School; taught three years between the two courses, and upon graduation from Divinity School taught eighteen years in Salem, Cherry Valley, and Watertown, N. Y.; 1863–66 was professor of natural sciences in Baker University in Kansas. He did ministerial work periodically, and for a short time about 1880 instructed in botany in Washburn College at Topeka. He published much, chiefly in connection with his work as State botanist.

CHAMBERLAIN, DAVID CHADWICK, in East Jaffrey, N. H., Oct. 24; b. in Jaffrey, N. H., Mar. 1, 1817; fitted at Melville (Jaffrey, N. H.) and Hancock academies; graduated at Amherst College 1844; taught in Melville Academy 1844–55, in Winchendon, Mass., 1855–66, and in succession for several years at Fitzwilliam and Pelham, N. H., and Ashburnham and Irving, Mass. He was occupied with other pursuits the rest of his life.

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CHAMBERLAIN, JOSHUA METCALF, in Grinnell, Iowa, Nov. 12; b. in West Brookfield, Mass., Oct. 2, 1825; fitted at Thetford (Vt.) Academy; graduated at Dartmouth College 1855 and at Andover Theological Seminary 1858. His ministerial labors were mostly in Iowa, and he was a trustee of Iowa College from 1861, treasurer and financial agent 1868-87 and its librarian 1889-96. He was at different times editor of the "Grinnell (Iowa) Herald," of the "Grinnell Independent," and of "Congregational Iowa."

CHAMBERLIN, H. B., F. R. A. S., in England, in May; b. there in 1847; founder of the Chamberlin Observatory at Denver, Colo.

CHANDLER, GEORGE LANGDON, in Auburndale, Mass., Oct. 6; b. in Waterville, Me., Jan. 25, 1849; fitted for college in the Waterville Academy; attended Colby University, and graduated at Bowdoin College 1868. He taught successively at Dudley, Mass., Matawan, N. J., Kingston, Mass., and Mankato, Minn., 1873-79; was principal of Franklin (N. H.) high school, during which period he was a tutor of mathematics one year and an instructor of natural history another year at Bowdoin; 1879-88 was principal of a grammar school in Newton, Mass., and from the last date until his death he was teacher of physics and botany in the Newton high school, though for many years he had been superintendent and director of nature study in all the public schools of the city.

CLAGGETT, JAS. MILTON, in New York City, Jan. 7; b. in Northboro, Mass., Dec. 31, 1862; graduated at Yale College in 1884; established Maple Grove Academy in Eatontown, N. J., and conducted it until 1889; he then removed to New York and taught in the public schools.

COLBY, CHAS. EDWARD, in New York City, Oct. 15; b. in Lawrence, Mass., Oct. 18, 1855; studied in the common schools, one year in Germany, and graduated at Columbia College in 1877 as an engineer. Upon graduation became an assistant to Prof. Chas. F. Chandler, professor of analytical chemistry at Columbia College, and was associated with him until 1889, when the chair of organic chemistry was created for him.

COLGATE, SAMUEL, in Orange, N. J., Apr. 23; b. in New York City, Mar. 22, 1822; succeeded his father as head of the Colgate & Co., soap manufacturers; with a brother he erected Colgate Academy at cost of $60,000, and in recognition of their generosity to Madison University, in 1889, the name of the institution was changed to Colgate University. He was a large contributor to various charities. Among a large number of societies of the Baptist Church that shared in his benefactions was the Educational Society, which received $10,000.

COLLIER, PETER, Ph. D., M. D., in Ann Arbor, Mich., June 29, 1896; b. in Chittenango, N. Y., Aug. 17, 1835; graduated at Yale Sheffield 1860; was an assistant in chemistry 1862-66; became professor of chemistry, mineralogy, and metallurgy in the University of Vermont, also professor in the medical department and its dean from 1871. He served as one of the United States scientific commissioners to the Vienna Exposition in 1873; was chief chemist of Department of Agriculture at Washington for six years and later director of the New York State Agricultural Experiment Station at Geneva.

COPE, Prof. EDWARD DRINKER, in Philadelphia, Pa., Apr. 12; b. there July 28, 1840. His education was obtained at the Friends' Select School in Philadelphia and in Westtown Academy; later he was associated with a group of young naturalists who received instruction from Professor Baird while in the employ of the Smithsonian Institution; during 1863-64 he studied in Europe, and on his return accepted the chair of Natural Sciences in Haverford College. Under official—Federal or State—supervision he made geological surveys of Ohio, Kansas, Wyoming, Colorado, and nearly all the Territories, traversing from the Gulf of Mexico to the British line and from the Missouri River to the Pacific Ocean. He made great discoveries in his field of science. After 1878 he was an editor and part of the time owner of "The American Naturalist." From 1891 he occupied the chair of Geology and Palæontology in the University of Pennsyl-

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vania; was curator and secretary of the Academy of Natural Sciences. He bequeathed his library and osteological collection to the school of biology and directed that his palæontological collections should be sold at his death and the proceeds devoted to the endowment of a professorship of vertebrate palæontology in the Academy of Natural Sciences. His writings are numerous and valuable.

CORSON, JULIET, in New York City, June 18; b. in Roxbury, Mass., Feb. 14, 1842; in her early life she had to struggle with poverty, but employment in a library helped her to drift into a successful career as a writer for magazines and periodicals. In 1876 she established the New York School of Cookery and was its superintendent until 1883. Her instructions were not restricted to any one class of society. She wrote several very useful books on cooking and other branches of domestic science. The title of "Mother of Cookery" was justly accorded to her.

COTHREN, CHARLES, in Red Bank, N. J., Oct. 28; b. in Farmington, Me., June 16, 1822; fitted for college at the academy at Farmington; graduated at Bowdoin College in 1849; taught three years in Connecticut and New Jersey; 1852–67, with his brother, he established and conducted Ocean Institute, near Long Branch, N. J.; taught again in Red Bank 1867–70, and spent the remainder of his life in business pursuits and performing useful public duties for his town.

COTTING, BENJAMIN E., A. M., M. D., in Roxbury, Mass., May 22; b. in Arlington (then West Cambridge) on Nov. 12, 1812; went first to the regular public schools and later was an inmate of Angiers' Private School, in Medford, one of the popular boarding schools of the day; graduated at Harvard College in 1834. John Lowell, jr., having bequeathed about $250,000 for the maintenance and support of public lectures to be delivered in Boston, Dr. Cotting became the assistant of Dr. Wyman in this work, and from 1842 until Apr., 1897, was curator of the fund and in reality developed the practical system for its application. He was also very prominent in his profession.

CRAWFORD, Rev. A. K., in Oakland, Cal., October 11; b. in Nova Scotia April 27, 1830; educated at Concord, N. H., and Wesleyan University, Connecticut; taught school in the University of the Pacific, and entered the ministry, still teaching and doing institute work in California.

CROCKER, Rev. J. N., in Saratoga, N. Y., June 20; b. in Cambridge, N. Y., May 13, 1827; graduated at Princeton Theological Seminary; preached at Carlisle and Charlton, N. Y.; was superintendent of schools for a number of years at Saratoga; returned to the ministry and from 1879 until his death occupied the superintendency for New York, having been appointed by the State Presbyterian Synod.

CROOKER, GEORGE RICHARD, in Madison, N. J., Feb. 20; b. in Philadelphia, Pa., Feb. 3, 1822; graduated at Dickinson College in 1840; spent two years West as a missionary; 1842–43 was classical and mathematical tutor of Dickinson College; 1843–46 principal Collegiate Grammar School; 1846–48 adjunct professor of ancient languages. He was engaged in the ministry in Philadelphia, Wilmington, New York, and Brooklyn, and in 1860–75 editor of The Methodist; from 1880 until his death he was professor of historical theology in Drew Theological Seminary. He was the founder of Children's Day in the Methodist Church and the children's fund for education of Methodist youth.

CROSBY, MINOTT SHERMAN, in Waterbury, Conn., Jan. 16; b. in Conway, Mass., June 23, 1829; fitted for college at Phillips (Andover) Academy and graduated at Amherst College in 1850; 1850–60 taught in public schools of several places in Connecticut and in private schools in Virginia and New York; 1860–71 was the principal of the Hartford (Conn.) Female Seminary; 1870–91 superintendent of schools and principal of high school, Waterbury, Conn. In 1891, on separation of the two offices, he retained the superintendency of schools and during the remainder of his life.

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CURRIER, DAVID D., in Lawrence, Mass., Mar. 9; aged 92; b. in Wentworth, N. H.; was educated in the public schools of his native town and made teaching his life work.

DAHL, OLAUS, Ph. D., in Chicago, Ill., Mar. 10; b. in Nannestad, Norway, Sept. 15, 1859; came to the United States in childhood; graduated at Luther College, Decorah, Iowa, 1885, and at the Yale Divinity School in 1891; was the tutor in the Danish and Swedish languages in the academical department of Yale 1890–94, and from 1894 until his death was lecturer on Scandinavian literature in the University of Chicago.

DAMON, MEHITABLE C., in Lynn, Mass., Apr. 27; b. in Waltham, Mass., in 1820. She taught in Lynn from the time she was 15 years of age, with the exception of two or three years.

DANIELS, FRANK WILLIS, in Winchester, Mass., Dec. 8; b. in Franklin, N. H., Oct. 7, 1848; graduated at Dartmouth College 1868. He was engaged in mercantile pursuits. Dartmouth College was made his residuary legatee.

DAVIDSON, MILTON, at Newfane, Vt., Aug. 23; b. in Unity, N. H., Nov. 28, 1834; fitted at Kimball Union Academy, Meriden, N. H., and New London (N. H.) Academy; graduated at Dartmouth College 1862; taught in Vermont, New Hampshire, and New York 1864–68; Fairfax, Vt., 1868–70; principal Leland and Gray Seminary, Townsend, Vt., 1870–74. He was a banker the remainder of his life.

DAY, DAVID A., at sea Dec. 17; b. in Pennsylvania about 1847; was educated at the Susquehanna Lutheran University, Selinsgrove, Pa., and graduated in medicine; went to the Muhlenberg Mission, near Monrovia, Liberia, Africa, and labored twenty-three years, combining in his work the evangelical, educational, and industrial elements. He allotted small tracts of a 10,000-acre farm which he had acquired and brought to a high state of cultivation to the people of the mission, and made the mission one of the most successful on that continent.

DEARBORN, Prof. HEMAN ALLEN, in College Hill, Mass., May 4; b. in Weare, N. H., May 18, 1837. He attended the district schools and Francestown Academy, and began teaching at the age of 17, at the same time studying. He entered Tufts College in his junior year and graduated in 1857 as valedictorian of the first class to receive degrees from the college. He taught a school in Arlington for three years after his graduation and then became principal of the Clinton Liberal Institute. From 1864 he was connected with Tufts College as professor of Latin, and up to 1894 also as secretary of the faculty, and at the last date, when the chair of registrar was created, he filled that position, whose duties he had already performed for a number of years. Up to W. A. Start's appointment as treasurer of the college he had also acted as assistant. He founded a scholarship, known as the scholarship of the class of 1857, for the benefit of women students.

DENNETT, Mrs. CAROLYN I. (Works), in Fitchburg, Mass., Mar. 30; aged 40 years. She had been a teacher in West Fitchburg and an assistant public librarian for several years.

DOANE, THOMAS, in West Townsend, Vt., Oct. 22; b. in Orleans, Mass., Sept. 20, 1821; was well known as a very successful and skillful civil engineer, being connected with the construction of the Hoosac Tunnel and large railway construction in the West. While in Nebraska he promoted the agitation for the establishment of a college and secured for its site a square mile of ground at Crete, 20 miles southwest of Lincoln. For his services the institution was named Doane College. At his death he bequeathed to the college the reversion of an estate valued at $150,000 to $200,000.

DODD, Prof. CYRUS MORRIS, in Williamstown, Mass., Apr. 25; b. in Broadalbin, N. Y., Nov. 19, 1826; being dependent upon his own resources he was compelled to resort to teaching after one year in college. After an absence of seven years

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teaching in Maryland and elsewhere he reentered college in the junior class and graduated at Williams in 1855. Upon leaving college he taught two years at Salem, N. J.; was then appointed professor of Latin in Jefferson College, where he served until 1866; in 1866–70 he was professor of Latin and mathematics in the University of Indiana. He was then called to the chair of mathematics in Williams College and remained there until his death.

DRISLER, Prof. HENRY, LL. D., in New York City, Nov. 30; b. on Staten Island, N. Y., Dec. 27, 1818; graduated at Columbia College in 1839 and became classical instructor in Columbia Grammar School; in 1843 was appointed tutor of Latin and Greek in Columbia, and in 1845 adjunct professor of those languages; in 1857 was made full professor of Latin and ten years later professor of Greek; in 1889 became dean of the faculty of arts, which office and title of Jay professor of Greek he retained until 1894 when he became professor emeritus. Twice he was acting president—in 1867, when President Barnard was absent as commissioner to the Paris Exposition, and in 1888, when the president resigned. With Dr. Anthon he prepared a series of classical text-books and reedited several lexicons. The trustees of the college established the Henry Drisler fellowship in classical philology and President Low created the Henry Drisler classical fund of $10,000 for the purchase of equipment for the departments of Latin and Greek as a memorial to him.

DUDLEY, JAS. FREDERICK, in New Orleans, La., Mar. 19; b. in Hampden, Me., Feb. 1, 1841; graduated at Bowdoin College in 1865; was principal of the academy at Hampden, Me., and later of the high school at Thomaston, Me. He went into insurance business, and at his death was a director and vice-president of the Ætna Insurance Company of Hartford, Conn.

DURYEE, Dr. WILLIAM RANKIN, in New Brunswick, N. J., Jan. 20; b. in Newark, N. J., Apr. 10, 1838; graduated at Rutgers College in 1856 and at the New Brunswick Theological Seminary in 1861; served during the war as chaplain and acting assistant surgeon. In 1864 he organized and was pastor of the Reformed Church at Lafayette, a suburb of Jersey City, until 1891, when he became professor of ethics and chaplain at Rutgers College. He was the author of a number of publications.

DUNNING, HOMER NORTHROP, in South Norwalk, Conn., Mar. 27; b. in Brookfield, Conn., July 17, 1827; graduated at Yale College 1848; was principal of the academy at Sag Harbor, Long Island, one year; then took full course at Union Theological Seminary. He retired from ministerial work in 1883, and until his death taught privately in South Norwalk and did literary work.

DWIGHT, JOSEPH MCLAREN BREED, in New Haven, Conn., June 28; b. in Norwich, Conn., Aug. 11, 1825; graduated at Yale in 1846; taught a couple of years in the Brainard Academy at Haddam, Conn.; was a tutor in Yale 1849 to 1854; studied theology first at Andover and removed to Yale Divinity School in 1856; 1856–59 was engaged in New Haven, Conn., in private teaching and preaching. He studied law in Columbia Law School, graduated, and was admitted to the bar. From 1863 to 1866 he was assistant instructor in municipal law in Columbia College. The remainder of his life was absorbed by private duties at New Haven, where he made his home.

DYER, MICAH, in Boston, Mass., Nov. 24; b. there Sept. 27, 1829; attended the old Eliot School, where he received the Franklin medal; studied also at Wilbraham Academy and Tilton Seminary, and graduated at Harvard Law School in 1850. He had a large practice and the management of a number of estates; was several times elected to the legislature; served a number of years as member of the Boston school board and chairman of the Eliot committee. He was the first president of the Female Medical College, in Boston, established in 1855. He was a member of a large number of charitable, benevolent, religious, patriotic, and philanthropic societies.

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EMERY, CALEB, in Brookline, Mass., Dec. 1; b. in Sanford, Me., Mar. 18, 1813; fitted for college at Phillips Andover Academy, Mass.; graduated at Dartmouth College in 1842; studied at Andover Theological Seminary, but chose teaching as a profession; taught one year in a private school in Westboro, Mass.; one year in Nashua, N. H.; Pinkerton Academy, Derry, N. H., 1846–48; first principal of High School, Charlestown, Mass., 1848–50; Boston Latin School, 1850–55; Ladies' Private School, 1855–64; Charlestown (Mass.) High School, 1864–85. The remainder of his life was spent in retirement in Boston and Brookline.

EVANS, Dr. JOHN, in Denver, Colo., July 3; b. in Waynesville, Ohio, Mar. 9, 1814; graduated at the medical department of Cincinnati College in 1838; practiced first at Ottawa, Ill., but soon removed to Attica, Ind., where he was instrumental in the erection of the first insane asylum in Indiana. He was superintendent of this institution till 1848, when he became a member of the faculty of Rush Medical College at Chicago. Early investments in real estate in Chicago gave him wealth and he founded Northwestern University in Evanston, Ill. He became interested in railroad investments; was governor of Colorado Territory; organized the military by which General Sibley's Texas Rangers were repelled in invading the State. President Johnson removed Governor Evans, but on admission of Colorado to statehood he was returned as United States Senator. He founded the University of Denver, giving $200,000 for its construction and a subsequent large endowment; erected Evans Chapel, and aided nearly every Methodist congregation and educational institution in the State.

EVANS, Dr. THOMAS WILLIAMS, in Paris, France, Nov. 14; b. in Philadelphia, Pa., Dec. 23, 1823; early in life took up the work of a goldsmith and dental-plate maker, which led him to dentistry. In 1848 he went to Paris to engage in the profession of dentistry and remained there until his death. His practice brought him wealth. Out of an estate valued at $8,000,000 to $12,000,000 he bequeathed all but $250,000 for founding a museum and institute in Philadelphia, Pa.

FAIRBANKS, LORENZO SAYLES, in Boston, Mass., May 22; b. in Pepperell, Mass., Mar. 16, 1825; fitted for college at Leland and Gray Seminary, Townshend, Vt., and Black River Academy, Ludlow, Vt.; graduated at Dartmouth College in 1852; studied law and settled in Davenport, Iowa; was principal of a commercial school, Philadelphia, Pa., 1860–63; principal and proprietor Quaker City Business College, Philadelphia, 1863–68. He returned to the practice of his profession in Boston.

FENN, AUGUSTUS HALL, in W. Winsted, Conn., Sept. 12; b. in Plymouth, Conn., Jan. 18, 1844. Served in the war until he lost an arm; resigned and studied law. In 1887 he was appointed a judge of the superior court of Connecticut, and in 1893 became a judge of the supreme court of errors. For many years he was a lecturer on law at the Yale Law School.

FINZER, NICHOLAS, in Louisville, Ky., July 25, 1896; b. in canton of Berne, Switzerland, Jan. 1, 1848; came to Louisville very early in life and was educated in the common schools. With a brother went into the tobacco business in a very small way, but the business prospered and assumed large proportions, and he at length became the head of the company and officer in many others as well. He was the father of the Louisville public night schools, being a member of the school board for a number of years. He also succeeded in having a resolution passed providing for an annual picnic for the school children and for an advanced course for night scholars; he was instrumental in the organization of a club to secure courses in instruction in literature, history, rhetoric, and composition. He expended annually hundreds of dollars in prizes for the schools.

FOLSOM, Prof. E. G., in Penn Yan, N. Y., June 16; b. in Wayne, Ohio, sixty-six years ago. He began teaching penmanship in Cleveland, Ohio, when 20 years of age; graduated at Oberlin College 1857; opened the first business college in Cleveland and remained there several years; in 1862 took charge of the business college in

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Albany, N. Y., and was interested in others in important cities of the State. He was President of the Association of Business Educators of America.

FORD, CHAS. HENRY, in Chicago, Ill., Jan. 8; b. in Abeiah, Syria, where his father was a missionary; his early youth was spent in Athens, Pa.; he was fitted for college by Professor Phillips, of Boston, and graduated at Williams College in 1877; taught four years in the State Normal School, Kirksville, Mo.; removed to Chicago, and after teaching a year at the Cook County Normal School became, and remained until his death, principal of the Calhoun School.

FOSTER, Prof. JOHN, in Boston, Mass., in October; b. in Hebron, Washington County, N. Y., eighty-three years ago; graduated at Union College in 1835; in 1836 he was made a member of the faculty of his alma mater, and for nearly half a century he instructed her sons in natural philosophy. In 1883 he became emeritus professor.

FOSTER, JOHN, in Boston, Mass., Apr. 9; b. in Hudson, N. H., Dec. 30, 1817; was soon established in the grocery business and acquired wealth. He made a large contribution toward erecting one of the recent buildings of the Massachusetts Institute of Technology, and at his death made it his beneficiary to the extent of $10,000. He left $121,000 to various charitable, religious, and educational societies and institutions.

FOWLER, STEPHEN, in Litchfield, N. H., May 3; b. in Windsor, Vt., Mar. 3, 1812; graduated at Dartmouth College in 1835; taught in the South 1835–43; founded a school for boys in Detroit, Mich., and conducted it several years. He went into business later.

FOYE, JAMES CLARK, in Chicago, Ill., Oct., 1896; b. in Great Falls, N. H., Mar. 1, 1841; graduated at Williams College in 1863; was a teacher of natural sciences in Cincinnati Wesleyan Female College; principal for a short time of the Linden Hill Academy, New Carlisle, Ohio, and afterwards president of Jonesboro Female College in Tennessee; 1867–93, was professor of chemistry and physics at Lawrence University. At the opening of Armour Institute, in Chicago, he was elected to the chair of chemistry and remained there until his death.

FRENCH, GEORGE FRANKLIN, in Minneapolis, Minn., July 13; b. in Dover, N. H., Oct. 30, 1837; graduated at Harvard College in 1859 and at its medical school in 1862; served through the war as a surgeon; settled in Portland, Me., for practice and in 1875 was appointed instructor in physiology and lecturer on dermatology in Portland Medical School. Having removed to Minneapolis, in 1881 was appointed lecturer on obstetrics in St. Paul Medical School; 1882–85, held the same chair in the Minneapolis Hospital College, and in 1886 became professor of gynæcology in the same institution. In 1887 he was president of the State examination board, and in 1890 held a like position in the Minnesota Academy of Medicine.

FRENCH, JOHN RAYMOND, LL. D., in Syracuse, N. Y., Apr. 26; b. in Pulaski, Oswego County, N. Y., Apr. 21, 1825; graduated at Union College in 1849; soon became professor of mathematics in Falley Seminary, Fulton, N. Y., and subsequently principal; 1854–59, principal Mexico Academy; studied law and practiced five years. In 1864 he became professor of mathematics at Genesee College, and when that institution was removed to Syracuse, in 1871, he was elected dean of the College of Liberal Arts, retaining also the chair of mathematics till within a short time of his death. For nearly three years he was vice-chancellor of the university.

GOODE, WILLIAM HENRY, in Staunton, Va., Feb. 2; b. in Dinwiddie County, Va., Mar. 9, 1814; graduated at Hampden Sidney College 1839 and at Yale Medical College 1842; he was assistant for a number of years to Prof. John W. Draper in chemistry at the University of the City of New York.

GOULD, Prof. BENJAMIN APTHORP, in Cambridge, Mass., Nov. 26; b. in Boston in 1824; graduated at Harvard in 1839; studied astronomy and other sciences abroad. He did much to arouse interest in astronomy throughout this country; main-

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tained at his own expense the astronomical journal published in the United States; organized the Dudley Observatory in Albany, and did a large work in the science in South America.

GREATOREX, Mrs. ELIZA, in Paris, France, Feb.; b. at Manor Hamilton, Ireland, Dec. 25, 1819; her husband was the noted singer of that name; she was the first woman elected an associate of the National Academy, and she was also the only woman who had membership of the Artists' Fund Society of New York. Her paintings were much admired, but pen and ink work was her specialty.

GREEN, TRAILL, LL. D., in Easton, Pa., Apr. 29; b. there May 25, 1813; graduated in medicine at the University of Pennsylvania in 1835 and settled in Easton for practice; was elected professor of general and applied chemistry at Lafayette College in 1837 and of natural sciences at Marshall College, Mercersburg, in 1841. He returned to Lafayette College in 1847; organized the Pardee Scientific Department there and was its dean till within a few years of his death. He built and gave to the college the Astronomical Observatory; was the first president of the American Academy of Medicine, and president of the Pennsylvania Medical Society in 1868.

GREGORY, EMILY L., Ph. D., in May; was a graduate of Cornell and studied at Zurich; she was head of the department of botany in Barnard College and was the author of several text-books on her subject.

GREGORY, HENRY DUVALL, LL. D., in Philadelphia, Pa., Feb. 14; b. there Sept. 18, 1819; graduated at the University of Pennsylvania in 1838; spent several years as an assistant teacher in the University Grammar School and as teacher of Latin in Haverford College; 1845–72, conducted a classical school in Philadelphia; 1875–83, was professor at Blair Presbyterian Academy at Blairstown, N. J.; 1883, until his health made his retirement necessary in 1892, he was vice-president of Girard College.

GRIGGS, JOSEPH FRANKLIN, in Pittsburg, Pa., Apr. 1; b. in Sutton, Mass.; prepared for college at Wesleyan, Wilbraham, and Leicester academies; graduated at Yale College 1846; studied a while at Andover Theological Seminary; taught select schools in Sutton and Holden, Mass., 1847–48, and in the Men's Winter Schools, Worcester, Mass., 1848–49; conducted a classical school for boys in Allegheny and Pittsburg, Pa., 1849–55, when it was merged into the Wesleyan University of Pennsylvania. He was then professor of ancient languages in the university until 1864; then professor of the Greek language and literature until 1880; afterwards secretary and treasurer of the board of trustees until disabled by sickness in 1892.

HALE, GEORGE SILSBEE, A. M., in Bar Harbor, Me., July 27; b. in Keene, N. H., Sept. 24, 1825; attended school in Keene, Concord, and Walpole, N. H., Phillips Exeter Academy, and graduated at Harvard in 1844; attended the Cambridge Law School; taught school in Virginia and was admitted to the practice of law. He attained the highest rank at the bar; was interested in a great many charitable and philanthropic movements, and for years was the president of the board of trustees of Phillips Exeter Academy.

HALLOCK, Dr. LOUIS, in New York City, Mar. 3; b. there June 30, 1803; graduated at College of Physicians and Surgeons in 1825; became a homeopath, and in 1844 assisted in the founding of the American Institute of Homeopathy; he was a trustee of the New York Homeopathic Medical College and Hospital.

HARDY, GEORGE E., in Roselle, N. J., Apr. 15; b. in New York City in 1859; graduated at the College of the City of New York in 1878; began teaching in the public schools of the city; was principal of Grammar School No. 80 a number of years; was elected president of the State Teachers' Association; from 1894 till his death was professor of the English language and literature in the College of the City of New York. He was favorably known as a writer and lecturer on educational topics; was a founder of the Catholic Summer School of America; was the author of Five Hundred Books for the Young, an unfinished history of England, and a history of English literature for schools.

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HARMAN, HENRY M., D. D., LL. D., in Baltimore, Md., July 2; b. in Arundel County, Md., Mar. 22, 1822; graduated at Dickinson College, 1849; became professor of ancient languages and literature in Dickinson College in 1870, and was professor emeritus at the time of his death.

HARRIS, HENRY HERBERT, D. D., LL. D., in Lynchburg, Va., Feb. 4; b. in Louisa County, Va., Dec. 17, 1837; graduated at University of Virginia in 1860; was an instructor in Albemarle Female Institute; served through the civil war in the Confederate Army; was largely instrumental in the reopening of Richmond College; after the war was professor of Greek there, 1866–96, and chairman of its faculty four years; 1896 until his death he was one of the faculty of the Southern Baptist Theological Seminary at Louisville, Ky. His first preaching was to a colored congregation; was pastor of a small church in the suburbs of Richmond; was at different times editor of the Educational Journal, of Virginia, Foreign Mission Journal, and The Religious Herald, of Richmond.

HART, CHARLES THEODORE, in Berkeley, Cal., Feb. 18; b. at Mystic Bridge, Conn., Jan. 15, 1827; graduated at Yale College, 1847; went to Sacramento, Cal., and established and conducted for a number of years the first school there. He also practiced law.

HARWOOD, CHAS. ELLIOTT, in Orleans, Mass., Mar. 22; b. in Enfield, Mass., June 16, 1842; fitted for college at Williston Seminary; graduated at Amherst College in 1865 and at Andover Theological Seminary in 1869; taught in Lawrence Academy, Falmouth, Mass., and 1871–80, while pastor at Orleans, Mass., was also superintendent of the town schools. He traveled abroad, and ended his life as a home missionary among the islands of the Maine coast.

HASKELL, ROBERT CHANDLER, in Lansingburg, N. Y., May 12; b. in Weathersfield, Vt., Sept. 6, 1834; graduated at Yale College, 1858; was professor of mathematics in Oahu College, Honolulu, nearly two years, but was obliged by the death of a brother to take up his business of manufacturing floor oilcloths in Lansingburg, N. Y. He was a school trustee for nearly thirty years, and in more than one instance employed at his own expense instructors in order to insure the high standard of efficiency at which he was aiming.

HESING, WASHINGTON, in Chicago, Ill., Dec. 18; b. in Cincinnati, Ohio, May 14, 1849; graduated at Yale College, 1870, and studied in Germany. He succeeded his father in the proprietorship of the Illinois Staats-Zeitung, and was connected with the paper until his death; was a member of the Chicago board of education, 1872; a member of the county board of education, 1880, and its president in 1882. In 1890, during the controversy on the school question, he gave his influence to the liberal side. He was postmaster of Chicago in 1894, and the unsuccessful independent candidate for mayor in the spring of 1897.

HEWIT, AUGUSTINE FRANCIS, D. D. (whose baptismal name was Nathaniel Augustus), in New York City, July 3; b. in Fairfield, Conn., of Presbyterian parentage, Nov. 27, 1820; fitted for college at Phillips Andover Academy; graduated at Amherst College in 1839; became a Congregational minister, then an Episcopal minister, and, finally, a Roman Catholic. He was one of the chief authorities on church history, theology, and philosophy in this country; was the superior of the Paulists and lecturer in the Catholic University of America.

HINCKLEY, EDWARD STRONG, in Norwich, Conn., Aug. 10 (1896); b. in Lebanon, Conn., Nov. 12, 1834; graduated at Yale College in 1858; taught and studied law in Norwich, Conn., 1858–60; principal academy, Lebanon, Conn., 1860–61; served through the war; was for many years principal of the Lebanon Academy.

HITCHCOCK, OSCAR BLAKESLEE, at Shelter Island, New York, July 7; b. in Windham, N. Y., May 24, 1828; fitted for college at Delhi (N. Y.) Academy, Wesleyan Academy, Wilbraham, Mass., and Amenia (N. Y.) Seminary; graduated at Union College, 1852; studied at Yale Divinity School, Poughkeepsie Law School; graduated at Andover Theological Seminary, 1856; served through the war as a chaplain, and resided at Windham, N. Y., without charge, preaching and lectur-

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ing occasionally, being occupied principally with the care of his father's estate. He left $30,000 and his library to Union College.

HOAR, Judge EBENEZER ROCKWOOD, Jan. 31; b. in Concord, Mass., Feb. 21, 1826; a brother of Senator George F. Hoar. He was a member of the State senate, 1846; judge court common pleas, 1849–55; judge of the supreme judicial court, 1859–69; overseer of Harvard College for nearly twenty-five years; Attorney-General of the United States, 1869–70; a member of the Joint High Commission of United States, Great Britain, and Ireland in 1871. He was also a member of the Forty-third Congress and Presidential elector at large in 1876.

HOFFMANN, CHARLES FREDERICK, D. D., LL. D., D. C. L., on Jekyll Island, near Brunswick, Ga., Mar. 4; b. in New York City in 1834; graduated at Trinity College in 1851; took a three years' course at General Theological Seminary. He did mission work at Boonton, N. J., held charges at Burlington, N. J., and Garrisons, N. Y., and from 1874 until his death was rector of All Angels, New York City. He inherited large wealth from his father and gave liberally. His gifts to education were to St. Stephen's College at Annandale, N. Y., $200,000; an endowment to Hobart College at Geneva, N. Y.; a library building for the A. T. Porter Institute at Charleston, S. C., and $40,000 to the University of the South at Suwanee, Tenn.

HOLLISTER, ARTHUR NELSON, in Hartford, Conn., Jan. 18; b. in Andover, Conn., Dec. 28, 1835; graduated at Yale College, 1858; he taught eight years in Hartford, Conn., in the sixties, and again from 1878 to 1883.

HOLMES, Prof. GEORGE FREDERICK, in Charlottesville, Va., Nov. 4; b. in Demerara, British Guiana, in 1820; was educated at Durham University, England, and came to the United States in 1838; taught school in Virginia, Georgia, and South Carolina, and in 1842 was admitted to the bar of the last State by special act of the legislature before he was naturalized. He was a professor in Richmond College, 1845–46; president of University of Mississippi, 1846–47; professor of history, international law, and political economy in William and Mary College, 1847–57; professor of history and literature in the University of Virginia, 1857, until his death. At one time he was assistant editor of the Southern Review, and he was author of a series of text-books for use in Southern schools and colleges.

HOLMES, SAMUEL, in Montclair, N. J., Dec. 9; b. in Waterbury, Conn., in 1824; a member of the prominent missionary societies and for many years treasurer, secretary, or vice-president of the American Educational Society. To the latter society he gave $5,000; to Yale four perpetual scholarships for students from Waterbury, Conn., and $25,000 for the founding of a professorship at Yale Divinity School.

HOSFORD, Mrs. ABIGAIL ALLEN, in Olivet, Mich., Apr. 24; b. in Mansfield, Mass., Apr. 10, 1824; graduated at Oberlin College in 1846; was principal of ladies' department and teacher, Olivet College, 1848–58. Her husband was Prof. Oramel Hosford of the same institution.

HOVEY, Gen. CHARLES EDWARD, in Washington, D. C., Nov. 7; b. in Thetford, Vt., Apr. 26, 1827; fitted for college at Thetford Academy and graduated at Dartmouth College in 1852; principal of the high school, Framingham, Mass., 1852–54; in charge of a private school in Peoria, Ill., one year; later superintendent of the city public schools, and president of the State Teachers' Association. The organization of the Illinois Normal University was largely due to his efforts, and he was its president, 1857–61. His service in the war began as colonel of the Thirty-third Illinois Infantry, and he was brevetted major-general for gallantry. He practiced law in Washington the remainder of his life.

HOWARD, CATHARINE LATHROP, in Springfield, Mass., Dec. 3; b. there Feb. 24, 1833; was educated in the public schools, and Miss Harding's class and Miss Campbell's school. In 1860 in Louis Agassiz's school at Cambridge, Mass. For twenty-seven years she conducted the Howard School for Girls in Springfield.

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HUBBARD, GARDINER GREENE, LL. D., in Washington, D. C., Dec. 11; b. in Boston, Mass., Aug. 25, 1822; graduated at Dartmouth College in 1841, and studied law at the Harvard law school. He acquired large wealth, was a promoter of the Bell Telephone. He was the founder and trustee, until his death, of the Clarke School for the Deaf and Dumb in Northampton, Mass.; a trustee of Columbian University, and gave the money for a course of lectures at his alma mater.

HUBBARD, Mrs. MELISSA J., in Glenullin, N. Dak., Apr. 20; b. in Goshen, Mass., Feb. 19, 1833; prepared for college at Oberlin Preparatory, and graduated at Oberlin College in 1859; taught in Oberlin, 1859–62; in Sheboygan Falls, Wis., 1862–65; in Oberlin, 1865–85; in Glenullin, 1885–96.

HUBBARD, NEWTON S., in Brookline, Mass., Feb. 14; b. in Brimfield, Mass., Dec. 19, 1816; was educated in the public schools of his native town, and at Monson, Westfield, and Amherst academies; he started as a teacher but engaged later in farming. He traveled extensively and was very progressive. From the founding of the Hitchcock Free High School until his death he was a trustee, and from his twenty-first year he was a member of the school committee of Brimfield.

HYDE, HENRY DWIGHT, in Boston, Mass., Apr. 17; b. in Southbridge Mass., Apr. 27, 1838; fitted for college at Leicester Academy and Williston Seminary; graduated at Amherst College 1861; he became a lawyer of wide prominence; was assistant United States district attorney in 1867; was the donor (1870) to Amherst College of the Hyde prize for excellence in oratory for seniors, and a trustee of the college from 1877 until his death; a trustee also of Mount Holyoke College, 1880–93.

JACKSON, Dr. SAMUEL HAHNEMANN, in Jamaica Plain; Boston, Mass., Feb. 27; b. in Plymouth, Mass., June, 1854; was educated in the public schools of Plymouth, and graduated at the Pulte Medical School, Cincinnati, Ohio; was for several years professor of medicine in the Boston University Medical School.

JERMAIN, JAMES BARCLAY, LL. D., in Albany, N. Y., July 13; b. there Aug. 13, 1809; fitted for college at Washington Academy, Cambridge, N. Y.; entered Middlebury College but graduated at Amherst College in 1831; was admitted to the bar in 1836. He inherited large wealth from his father, and his life was chiefly spent in the care of the estate and in philanthropic works. Besides liberal gifts to other causes, he gave to education $50,000 for the founding of a professorship of natural theology at Williams College, and $30,000 for the founding of a professorship of political economy and international law at Middlebury College.

JONES, WILLIAM ALLEN, in Bakersville, N. C., Mar. 13; b. in Raleigh, N. C., June 18, 1831; graduated at Oberlin College 1857 and was a teacher for many years.

JUMP, Dr. JULIA CHAPIN, in Oberlin, Ohio, Mar. 15; b. in Vernon, N. Y., Jan. 20, 1832; graduated at Oberlin College in 1865; taught in the public schools of Oberlin, 1865–70, and in Cleveland, Ohio, 1870–82; was a graduate of the Homeopathic Hospital College of Cleveland, and from 1884 was engaged in the practice of her profession.

KEYS, EMERSON WILLARD, in Brooklyn, N. Y., Oct. 17; b. in Jamestown, N. Y., June 30, 1828; began teaching in his native county when 16 years of age; graduated at the normal school at Albany, N. Y., in 1848; taught in several seminaries and academies until 1856; was deputy superintendent of public instruction of New York City eight years and aided in the organization of teachers' institutes; was occupied variously until 1882, and from that time until his death was chief clerk of the Brooklyn department of public instruction. He published many special reports, treatises, and other papers on educational topics, and the New York Code of Public Instruction.

KIMBALL, ALONZO SMITH, Ph. D., in Worcester, Mass., Dec. 2; b. in Center Harbor, N. H., Dec. 21, 1843; fitted for college at New Hampton (N. H.) Academy; graduated at Amherst College in 1866; principal high school, Webster, Mass., 1866–70;

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teacher in Highland Military Academy, Worcester, Mass., and at the same time a student of physics in Worcester Polytechnic Institute, 1870–71; 1871–72 he was instructor of mathematics and chemistry in the last-named institution; established the department of physics there and was professor of that subject 1872–89, and was then made professor of electrical engineering also. He lectured on physics in Mount Holyoke College from 1885 to 1895, and was a trustee of that institution from 1888 until his death.

KIMBALL, Rev. JOHN, San Francisco, Cal., July 2, 1897; b. in Barton, Vt., Oct. 10, 1831; fitted for college at St. Johnsbury, Vt.; graduated at Dartmouth College 1856, and Union Theological Seminary (N. Y.) 1859; after a year's mission work in New York City, went by overland stage to California; was ordained in Sacramento 1861; pastor of churches at Grass Valley and San Francisco; 1863–64 in the service of the United States Christian Commission of the Army in the East and became chaplain of Garner Hospital, Washington, D. C.; was selected by Gen. John Eaton, then assistant commissioner of the Freedmen's Bureau for Washington and the surrounding country, as superintendent of the colored schools for Washington, Alexandria, etc., and so remained afterwards with General Howard until 1869. He did much by his skill and fidelity to put the schools on a right basis. He then returned to California; was temporary pastor of several churches and became superintendent of work among the Chinese from 1869 to 1873; from 1879 to 1897 he was associated with S. S. Smith in editing and publishing The Pacific as its managing editor, giving his services without compensation.

KNUCKY, Prof. ALBERT E., in St. George, Utah, Dec. 23; b. in Galena, Ill., about thirty-four years ago; taught in Nevada and California several years; in Utah, at Corinne, as principal of the city schools; a teacher in the public schools of Ogden; principal of Twenty-first Ward School and the Wasatch Building in Salt Lake City up to a short time before his death.

LAMBERT, THOS. SCOTT, M. D., in Stamford, Conn., Mar. 21; b. near Boston, Mass., May 22, 1819; attended Williams College and graduated in medicine at Castleton, Vt. He spent a large part of his life lecturing on anatomy and physiology and on educational topics; was the author of a text-book on anatomy.

LAMPSON, WILLIAM, in Leroy, N. Y., Feb. 14; b. there Feb. 28, 1840; graduated at Yale College in 1862 and at Columbia Law School in 1867; his time was occupied in the management of the large estate he inherited, the main part of which was bequeathed to Yale University.

LANE, GEORGE MARTIN, Ph. D., LL. D., in Cambridge, Mass., June 30; b. in Charlestown, Mass., Dec. 24, 1823; graduated at Harvard College in 1846; taught there a year and then studied at the University of Berlin and Göttingen. In 1851 he was appointed professor of Latin at Harvard; in 1869 was elected Pope professor; resigned in 1894 and was elected emeritus. To him was largely due the introduction of the Latin system of pronunciation which is now almost universal in the colleges and preparatory schools of this country.

LANGSTON, JOHN MERCER, LL. D., in Washington, D. C., Nov. 15; b. in slavery in Louisa County, Va., Dec. 14, 1829; received his early education in the schools of Cincinnati, Ohio; graduated at Oberlin College in 1849 and at the theological department in 1852; being unable to gain admission to any regular law school on account of his color, he studied for the profession privately and was admitted to the bar in 1855; practiced in the Ohio courts fifteen years and was a member of the board of education of Oberlin for a number of years; was inspector-general of the Freedmen's Bureau 1868–70; dean of the law department of Howard University 1869–76; a member of the board of health of the District of Columbia and its attorney for seven years. During 1877–85 he was minister resident and consul-general to Hayti and chargé d'affaires in Santo Domingo; on his return was three years president of the Virginia Normal and Collegiate Institute; elected to Congress in 1889. He was vice-president of Howard University and one time acting president.

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LEAKE, FREDERICK, in Williamstown, Mass., May 23; b. in Albany, N. Y., Nov. 28, 1816; was educated at Albany Academy; made a considerable fortune in the banking business and devoted much time to the study of history and French literature; he was at the head of the French department at Williams College 1881–87, giving his services gratuitously.

LEONARD, STEPHEN CORNELIUS, in Orange, N. J., Feb. 11; b. in New Haven, Conn., Nov. 11, 1819; graduated at Oberlin College in 1840 and at the Theological Seminary in 1844; spent most of his life in ministerial duties; was instructor in ecclesiastical history, Oberlin Theological Seminary, 1866–70.

LINDSLEY, JOHN BERRIEN, D. D., M. D., in Nashville, Tenn., Dec. 7; b. in Princeton, N. J., Oct. 24, 1822; graduated at University of Nashville in 1839; studied medicine at the University of Louisville and graduated at the University of Pennsylvania in 1843; studied theology and was ordained in 1846; was a pupil of Gerard Troost 1838–50, succeeding his teacher as professor of chemistry in the University of Nashville. He was also chancellor of the university from 1853 to 1873, retaining his chair in chemistry until 1870. He gave $10,000 toward the erection of the main edifice of the university and its completion was largely due to his energy; was instrumental in organizing the medical department of the university in 1850, and was its first dean. For twenty-three years he gave his salary to the needs of the university; was the organizer of the Montgomery Bell Academy in accordance with the designs of the founder in 1867; participated in the founding of the Tennessee College of Pharmacy, in which he was professor of materia medica from 1876 until his death. He also occupied the chair of chemistry and State medicine in the University of Tennessee from 1880. He was a member of the Nashville board of education 1856–60; superintendent of city schools in 1860, and also secretary of the State board of education from its inception in 1875.

LOCKWOOD, WILLIAM ELLISON, in Redlands, Cal., June 23; b. in North Stamford, Conn., May 26, 1863; graduated at Yale College in 1883 and at the medical school in 1885; was an assistant in chemistry in the medical college; later an assistant in physiology, and then demonstrator in physiology. His health compelled him to remove to California, and he went into the business of raising oranges, at the same time serving as trustee of the school board of Redlands.

LORD, NATHAN LYNDS, in Rochester, Ind., Apr. 20; b. in Leyden, N. Y., Aug. 23, 1815; was fitted for college in the academies at Remsen and Lowville, N. Y., and graduated at Amherst College in 1837; taught for a number of years in Fredonia, Piermont, and Constableville, N. Y.; the rest of his life was occupied in pastoral work.

LUNT, ORRINGTON, in Evanston, Ill., Apr. 5; b. in Bowdoinham, Me., in 1815; was a founder of the Northwestern University and of its theological department. He was a member of the executive committee of the university from its incorporation and first vice-president of its trustees from 1875. He gave the institution $200,000.

LUSK, WILLIAM THOMPSON, A. M., LL. D., in New York City, June 12; b. in Norwich, Conn., May 23, 1838; studied at Yale, but left before graduation and studied medicine in Heidelberg and Berlin; served in the army 1861–63; graduated at the Bellevue Hospital Medical College in 1864, and studied further in Edinburgh, Paris, Prague, and Vienna. He was professor of physiology in the Long Island Hospital College 1868–71; lectured in Harvard Medical School 1870–71; professor of obstetrics and diseases of women and children and of clinical midwifery in Bellevue Hospital Medical College from 1871, and president of the college from 1890.

LYMAN, THEODORE, in Nahant, Mass., Sept. 10; b. in Waltham, Mass., Aug. 23, 1833; graduated at Harvard in 1855 and at the Lawrence Scientific School in 1858, and then went abroad for study; served in the civil war on the staff of Gen. George G. Meade; was fish commissioner of Massachusetts 1865–82; served in Congress in 1883; was an overseer of Harvard 1880–87; president of Boston Farm School

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and trustee of the national Peabody education fund; for a time trustee of the Peabody Museum of Archæology, and later its president; was an assistant in the Museum of Comparative Zoology in Cambridge. To the last institution he left a collection of scientific books, and to Harvard $10,000. His publications were very numerous.

McCLELLAN, GEORGE BOARDMAN, in Jacksonville, Fla., Oct. 30; b. in King and Queen County, Va., July 27, 1833; graduated at Yale College in 1858; was teacher of an academy for boys in Crawfordsville, Miss., 1858–61; served in the Confederate Army; again taught in Crawfordsville, 1865–66; in Columbus, Miss., 1867–68; after briefer engagements elsewhere, was an assistant in the Central High School, St. Louis, teaching Greek and Latin, 1873-78; went to Jacksonville, Fla., in 1879, and established a select private school for boys; taught in Mayport, Fla., 1883–85. He retired at this time on account of ill health.

MACDOWELL, WILLIAM ALLEN, in Uniontown, Pa., Jan. 18; b. in Allensville, Pa., July 15, 1828; graduated at Yale College in 1858; taught both before entering college and after graduation; served through the civil war; was associate principal of Tuscarora Academy at Academia, Pa., in 1868–70; was later a lawyer and editor.

McILVAINE, JOSHUA HALL, D. D., in Princeton, N. J., Jan. 30; b. in Lewes, Del., Mar. 4, 1815; graduated at Princeton College in 1837 and at the theological seminary in 1840; was occupied with ministerial duties until 1860 in Little Falls, Utica, and Rochester, N. Y.; was professor of belles-lettres at Princeton 1860–70; founded the Evelyn College for young women in 1887, and was its president until his death. He lectured before several institutions and was author of several publications.

McKEE, Mrs. OREILLE ELIZABETH BURGNER, in Portland, Mich., July 29; b. in Flat Rock, Ohio, Apr. 22, 1862; graduated at Oberlin College in 1883; taught in Chicago 1883–85, and in the public schools of Oberlin 1885–87.

MALLORY, GEORGE SCOVIL, S. T. D., LL. D., in New York City, Mar. 2; b. in Watertown, Conn., June 5, 1838; graduated at Trinity College in 1858, and at Berkeley Divinity School in 1862; was professor of ancient languages at Trinity College 1862–64, and Brownell professor of English 1864–72. In the last year he was elected a trustee and became treasurer of Trinity College. From 1866 he was an editor and part owner of The Churchman.

MAYER, Prof. ALFRED MARSHALL, Ph. D., in Maplewood, N. J., July 13; b. in Baltimore, Md., Nov. 13, 1836; left college in the middle of his course to follow the mechanical inclination of his mind, studying in the meanwhile physics and chemistry; was professor of physics and chemistry in the University of Maryland 1856–59; held the same position in Westminster College, Fulton, Mo., 1859–61; studied in the University of Paris 1863–65; was professor of physics and chemistry in Pennsylvania College, Gettysburg, Pa., nearly two years; from there went to Lehigh University, having charge of the astronomical department until 1871, and also superintending the erection of the observatory there. From 1871 until his death he occupied the chair of physics in Stevens Institute of Technology, Hoboken, N. J. He was the author of a large number of monographs and contributions to periodicals, as well as several books on scientific subjects. He was widely known on account of his experiments and observations in the realms of science.

MERRILL, Dr. WILLIAM T., in Hampton, N. H., Jan. 22; b. in Hampton Falls, N. H., in 1824; was very successful in the practice of medicine; was for a number of years president and treasurer of the Hampton school board, and trustee from 1861 of Hampton Academy; was also founder of the town's public library.

MINTON, Dr. BENJAMIN WOODBURY, in Toledo, Ohio, Jan. 28; b. in Tontogany, Ohio, Apr. 7, 1857; began teaching early, thus earning the money necessary for a higher education; graduated at Oberlin College in 1887; was principal of Loventhal Academy, Lebanon, Ky., 1887-90; studied medicine and practiced his profession.

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MITER, Prof. HENRY BEMAN, in Hutchinson, Kans., Apr. 3; b. in Milwaukee, Wis., Nov. 14, 1852; fitted for college in the preparatory department of Ripon (Wis.) College and graduated at that college in 1873; taught in Elmhurst, Ill., 1873–75; instructor in Latin, Ripon College, 1875–78; instructor in Latin 1879–80; instructor in Greek and principal of preparatory school, Ripon College, 1880–83; attended Andover Theological Seminary 1878–79 and 1883–86, graduating in the last year; afterwards studied elocution; was professor of elocution and rhetoric, Indiana University, 1888–89; professor of the same in Washburn College 1889–90; professor of English rhetoric and oratory, Marietta College, 1891–95; gave private instruction at Middlebury College and elsewhere 1895–96.

MOOD, Rev. HENRY MCFARLAND, in Sumter, S. C., May 2; b. in Charleston, S. C., Feb. 14, 1819; was educated at Emory College, Ga., and Charleston College; graduated in 1842; became a minister of the Methodist Episcopal Church; filled a large number of appointments; was president of Lenoir Female College, Caldwell, N. C., and of Columbia Female College 1862–65.

MORAIS, SABATO, LL. D., in Philadelphia, Pa., Nov. 11; b. in Leghorn, Italy, Apr. 29, 1824; was educated in his native city; in 1846 was called to London as head instructor of Hebrew in the Orphans' School of the Portuguese congregation; came to this country in 1851 and until his death was pastor of the Mikhue Israel Church in Philadelphia, Pa.; was professor of Biblical literature in Maimonides College 1867–72. He was the prime mover in the establishment of the Jewish Theological Seminary in New York City, and from its incipiency in 1887 until his death was its president.

MORE, IRA, in Cucamonga, San Bernardino County, Cal., Oct. 28; b. in Parsonsfield, Me., in 1829; graduated at the State Normal School, Bridgewater, Mass., in 1849; taught in that school, Hingham, Milton, and Newburyport, Mass.; graduated at Yale, 1855; was an organizer of the first high school in Chicago in 1856 and took charge of the city normal school, which was connected with the high school; occupied the chair of mathematics at the Illinois Normal University at Bloomington 1857–61; served in army during the civil war; had charge of the mathematical department of the University of Minnesota 1867–69; was principal of the State Normal School at St. Cloud 1869–75; taught in the State Normal at San Jose (Cal.) 1875–83, and was principal of the State Normal School at Los Angeles 1883–93.

MORFIT, CAMPBELL, M. D., in London, Eng., Dec. 8; b. in Herculaneum, Mo., Nov. 19, 1820; studied in Columbian University; organized the chemical department of Maryland Institute, and was professor of applied chemistry in the University of Maryland. He went to England and practiced his profession. He was the author of numerous publications on chemical subjects.

MORSE, NATHAN RANSOM, M. D., in Salem, Mass., Aug. 5; b. in Stoddard, N. H., Feb. 30, 1831; graduated at Amherst College in 1857; taught in Marion and Duxbury; was principal of the high school in Holyoke; was tutor in the family of W. A. Parks in Ouachita, La.; studied medicine at Harvard and the University of Vermont Medical School, graduating at the latter in 1862; while practicing his profession in Reading, Mass., he was chairman of the school board of the town, 1862–65; removed to Salem, Mass., and served six years as a member of the school board of that city; was a founder of Boston University and for five years the professor of diseases of children in the medical department of that institution. He was prominent in the homeopathic societies.

MUNDY, JOHNSON MARCHANT, in Tarrytown, N. Y., Aug. 16; b. near New Brunswick, N. J., May 13, 1832; the well-known sculptor. He established the first school in Rochester, N. Y., for instruction in drawing and in modeling from the antique and from life.

NELSON, Prof. EDWARD THOMSON, Ph. D., in Delaware, Ohio, Mar. 1; b. in Worthington, Ohio, Oct. 14, 1845; graduated at Ohio Wesleyan in 1866, and at the Yale Sheffield Scientific School in 1869, in the meantime being a tutor in the department of mineralogy; was professor of natural science in Hanover Col

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lege, Ind., 1869–70; occupied a like chair in Ohio Wesleyan University from the last year until his death. He was influential in the education of the State and a member of the American Association for the Advancement of Science.

NEWCOMB, JOHN BEARSE, in Elgin, Ill., July 2; b. in Fabius, Onondaga County, N. Y., July 1, 1824; was connected with the interests of education in northern Illinois for nearly thirty years, most of the time as teacher or school superintendent. He was a member of the board of education of Elgin.

OLIVIERI, M. GIDEONE, in Boston, Mass., Nov. 1; conducted a school of vocal culture in Boston.

ORDWAY, ALFRED, in Melrose Highlands, Mass., Nov. 17; b. in Roxbury, Mass., Mar. 9, 1821; a well-known artist; founder, first secretary and treasurer, and later president of the Boston Art Club.

OSBORNE, PHOEBE SAYRE, in Chicago, Ill., Jan. 20; b. in Madison, N. J., Mar. 14, 1812; went to New York City with a sister and upon the establishment in 1830 of the Ragged School, a public charity school, the two sisters were installed as teachers. In 1836 the city council opened two similar schools for public education and the sisters were the first teachers in public schools Nos. 1 and 2.

PAIGE, JOHN C., in Boston, Mass., in May; was a well-known insurance man; gave $5,000 to Dartmouth College, $5,000 to Mary Hitchcock Hospital in connection with Dartmouth College, and the residue of his estate to the Boston Public Library.

PALMER, Rev. ASA BURTON, in Saratoga, Cal., Oct. 15; b. in Orfordville, N. H., Jan. 26, 1830; educated under Dr. Hiram Orcutt at Thetford Academy, Vermont; taught in Orfordville, N. H., and Salem, Mass.; was principal of grammar school, Cleveland, Ohio, and of high school, Toledo, Ohio, under supervision of Gen. John Eaton. He afterwards studied for the ministry and was a faithful pastor in New Hampshire and California.

PANCOAST, WILLIAM HENRY, in Philadelphia, Pa., Jan. 5; b. there Oct. 16, 1835; graduated at Haverford College in 1853 and at Jefferson Medical College in 1856; then studied further in Europe. He settled in Philadelphia and won for himself a wide reputation as a surgeon; served in the army as a surgeon during the civil war; succeeded his father, Dr. Joseph Pancoast, as professor of surgery in Jefferson Medical College in 1874, and was president of the Medico-Chirurgical College in Philadelphia in 1886–96.

PARSONS, JAMES CHALLIS, in West Bridgewater, Mass., June 30; b. in Gloucester, Mass., Aug. 16, 1838; graduated at Amherst College in 1855; taught at Marblehead, Mass., 1855–57; studied theology at Harvard Divinity School and was in the ministry of the Unitarian Church at Waltham, Mass., 1859–64; principal of the Waltham High School, 1864–77; principal of the Prospect Hill School for Girls in Greenfield, Mass., 1881–96. He was a frequent contributor to various religious periodicals and was the author of a text-book on English versification.

PATTEE, ASA FLANDERS, A. M., M. D., in Boston, Mass., May 31; b. in Warner, N. H., Mar. 5, 1835; graduated at Dartmouth Medical College in 1858; practiced his profession a large part of his life in Boston; was professor of materia medica and therapeutics in the College of Physicians and Surgeons in Boston.

PEASE, Rev. L. M., in Asheville, N. C., May 31; aged 79; was active in philanthropic work throughout his life; established the first mission at Five Points in New York City; also schools for both white and colored in Asheville.

PECK, Prof. WILLIAM E., in Pomfret, Conn., Feb. 7; aged 50; graduated at Trinity College; was principal of the school in Pomfret, which bears his name.

PETTIBONE, IRA FAYETTE, D. D., in Rockton, Ill., Mar. 31; b. in Stockholm, N. Y., Mar. 24, 1824; fitted for college at St. Lawrence Academy, Potsdam, N. Y.; graduated at Union College, 1849; taught in academy at Sherburne, N. Y., 1849–50, and in a boys' school in Montreal, Canada, 1850–51; graduated at Andover Theological Seminary in 1854; was in the mission field in Turkey, with the exception of a few years, until 1893; served as a chaplain in the civil war; was a professor in the Theological Seminary at Tocal, Turkey.

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PHILLIPS, Prof. NELSON L., in Barre, Vt., Jan. 12; aged 85 years; was for many years a teacher of singing.

PIERCE, EDWARD LILLIE, LL. D., in Paris, France, Sept. 5; b. in Stoughton, Mass., Mar. 29, 1829; graduated at Brown University in 1850 and at Harvard Law School in 1852; was an early advocate of ballot reform and an authority on railroad law; enlisted in the army during the civil war as a private; was detailed to organize the freedmen. Secretary Chase sent him to the Sea Islands to care for the negroes, whom he organized into orderly communities, founded schools for them, and taught them to be self-supporting. He served several terms in the Massachusetts legislature, besides occupying other prominent positions of public trust; was the author of several widely known publications, historical and technical, and was prominent in a number of movements for the public weal.

PIERCE, JOHN, in Providence, R. I., Mar. 3; assistant professor of chemistry at Brown University, 1862–63, and full professor, 1863–64.

PLUNKETT, JOSEPH DANIEL, in New Haven, Conn., Dec. 5; b. in Mornington, county Meath, Ireland, July 5, 1842; came to this country in early childhood; served in the army during the civil war; graduated at Yale Law School in 1872, and was a successful lawyer. He was a member of the New Haven board of education from 1881–93.

POOR, DANIEL WARREN, D. D., in Newark, N. J., Oct. 11; b. in Tillipally, Ceylon, Aug. 21, 1818; graduated at Amherst College in 1837 and at the Andover Theological Seminary in 1842; was principally occupied with ministerial duties up to 1869; was a founder of the German Theological Seminary at Bloomfield, N, J., and also of the San Francisco Theological Seminary, and was professor of ecclesiastical history and church government in the latter institution from 1871–76. During 1876–93 he was secretary of the Presbyterian board of education in Philadelphia, Pa.

PRATT, HENRY ANDREWS, in Gloversville, N. Y., June 17, 1896; b. in Waterbury, Conn., Aug. 27, 1833; graduated at Yale College in 1858; taught in General Russell's School in New Haven, Conn., 1858–59; was principal of Haydensville (Mass.) High School, 1859–60; principal Waterbury (Conn.) Academy, 1860–62; served throughout the civil war; was principal of the Union Seminary, Gloversville, N. Y., and continued as principal of the Union Free School until 1881; was superintendent of the city schools, Gloversville, for nine years.

RAND, JOSEPH BUNKER, in Hartford, Vt., Sept. 3; b. in Barnstead, N. H., Apr. 2, 1824; graduated at Dartmouth Medical School in 1858; taught in Barnstead and in West Farms, N. Y.; practiced and resided most of his life in Hartford.

RAYMOND, MINER, D. D., LL. D., in Evanston, Ill., Nov. 25; b. in New York City, Aug. 29, 1811; graduated at Wesleyan Academy, Wilbraham, Mass., in 1831; was a member of the faculty there ten years; occupied pastorates in Worcester, Boston, and Westfield, Mass., 1841–48; was principal of Wesleyan Academy, 1848–64, during which period his efforts resulted in the erection of two buildings, and after the destruction of the academy building by fire in 1856 he secured a large part of the funds to rebuild them. In 1864 he became professor of systematic theology in Garrett Biblical Institute of Northwestern University and held the chair for thirty years. He was the author of a publication on systematic theology.

REX, Rev. CHARLES D., in Colorado Springs, Colo., in February; b. in Baltimore, Md., in 1856; was educated at St. Charles College, Ellicott City, Md., St. Mary's Seminary, Baltimore; spent two years in Paris and two in Rome; was professor of classics in St. Charles College; treasurer of St. John's Seminary; professor of dogmatic theology and later president of that institution; in 1894 he went to St. Charles as its president.

RICE, RICHARD ELISHA, in New Haven, Conn., May 30; b. in Saybrook, Conn., Feb. 8, 1816; graduated at Yale College in 1839; taught in Delaware, Ohio; was principal of Madison (Conn.) Academy, 1841–43, and again in 1847–50; established and conducted in Stamford, Conn., a boarding school for boys, 1850–64. Ill health compelled him to assume lighter duties the remainder of his life, which was spent in New Haven.

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RICE, WILLIAM, D. D., in Springfield, Mass., Aug. 17; b. there Mar. 20, 1821; was educated at Wesleyan Academy, Wilbraham, Mass.; entered the ministry of the Methodist Episcopal Church in 1841; took an active interest in the movements of the day; was librarian and secretary of the Springfield City Library and a member of the State and city boards of education for nearly twenty years; for many years he was a trustee of the Wesleyan University and president of the board of trustees of Wesleyan Academy.

RICKER, JOSEPH, D. D., in Augusta, Me., Sept. 4; b. in Parsonsfield, Me., June 27, 1814; graduated at Waterville College (now Colby University) in 1839; became a minister; was chaplain of the Massachusetts State prison twenty-five years and occupied pastorates in Gloucester, Belfast, and Augusta, Me., and Woburn and Milford, Mass.; for a number of years he gave his whole attention to the educational work of his denomination; was instrumental in putting the training schools of Colby University at Waterville, Hebron, and Houlton on a sound financial basis, and to the school at Houlton (now bearing his name) he gave $10,000.

RICORD, FREDERICK WILLIAM, in Newark, N. J., Aug. 12; b. in Guadeloupe, West Indies, Oct. 7, 1819; was educated at Hobart and Rutgers College; studied medicine, but opened a classical school in Newark and conducted it twelve years; was librarian of the Newark Library Association twenty years, during which time he served sixteen years upon the city board of education, being at one time its secretary and at another time its president. For four years he was State superintendent of public schools. He filled several other offices of prominence and public trust and was the author of a number of publications.

ROBINSON, LUTHER, in Milford, Mass., Jan. 13; aged 85 years; graduated at Brown University in 1834; was master of the Coffin School, Nantucket, Mass., 1834–36; tutor at Brown University, 1836–38; submaster of the English High School, Boston, 1838–58.

RODMAN, Rev. DANIEL SHELDON, in Wellesley, Mass.; b. in Stonington, Conn., Sept. 13, 1819; fitted for college at Phillips Andover Academy; studied at Williams College and at Yale Divinity School; he relinquished his profession and taught in various places until his retirement from active work.

ROLLINS, ALICE WELLINGTON, in Bronxville, N. Y., Dec. 5; b. in Boston, Mass., June 12, 1847; was educated at home and in Europe; taught in Boston for several years; her husband was D. M. Rollins, a merchant of New York City; she traveled and wrote extensively.

ROUNDS, Dr. ISAAC, in South Paris, Me., Dec. 24; b. in Auburn, Me., Sept. 11, 1842; was educated at the Edward Little Institute, Auburn, and at the Maine State Seminary at Lewiston; served through the war; studied medicine and practiced in South Paris; was a member of the school board for many years.

ROWE, EDWARD, in Brooklyn, N. Y., May 30; aged 82 years; a member of the city board of education since 1864.

RUGGLES, Prof. EDWARD RUSH, A. M., Ph. D., in Hanover, N. H., Oct. 30; b. in Norwich, Vt., Oct. 22, 1836; fitted for college at Thetford (Vt.) Academy and graduated at Dartmouth College in 1859; taught in Bradford, Vt., 1859–60; spent the next year teaching and studying at Grand Ligne, Canada; studied abroad, 1861–63; was instructor of English and French at the Polytechnical School, Dresden, Germany, 1863–66; became instructor in modern languages at Dartmouth and the following year professor of modern languages in the Chandler School of Dartmouth College. He succeeded Professor Woodman, who retired very soon, as head of that school and continued so until it became the scientific department of the college, when he was made Chandler professor of the German language and literature. For fifteen years he served on the school board of Hanover, besides filling other offices of trust.

RUGGLES, JOHN, A. M., in Brookline, Mass., Apr. 29; b. in Milton, Mass., May 28, 1816; graduated at Harvard College in 1836; was principal of the academy at

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Marblehead, Mass.; later was principal of the high school at Brighton, Mass., and, with the exception of a short period spent in a similar position at Taunton, remained there until 1860. The remainder of his life was spent in the management of the National City Bank of Boston.

SAGE, HENRY WILLIAM, in Ithaca, N. Y., Sept. 17; b. in Middletown, Conn., Jan. 31, 1814; he made a large fortune in lumber in the west; his first benefactions included the endowment of the Lyman Beecher lectureship on preaching at Yale College, the building and endowment of several churches and schools and the endowment of the public library in Bay City, Mich.; was elected trustee of Cornell University in 1870, and had been president of the board since 1875; he managed the pine lands of the university for many years. He gave the university the Sage College for Women, costing $266,000; Susan Lynn Sage chair of philosophy, $50,000; Sage school of philosophy, $200,000; university library building, $260,000, and endowment, $300,000; museum of classical archæology collection and equipment, $20,000; house for Sage professor of philosophy, $11,000, and contribution toward paying off a floating indebtedness, $30,000.

SANDERS, Prof. WILLIAM D., in Jacksonville, Ill., Oct. 29; b. in Huron County, Ohio, Oct. 2, 1821; graduated at Western Reserve College; studied theology, and while still in the seminary raised $100,000 for Western Reserve by personal solicitation among the churches of Ohio. After preaching three years he became professor of rhetoric and English literature in Illinois College, at Jacksonville; for this institution he raised $60,000. He was the founder of the Young Ladies' Athenæum in Jacksonville. In all the movements of the day he was very active.

SANFORD, WILLIAM FISKE, in St. Louis, Mo., June 13; b. in Bangor, Me., Dec. 30, 1850; entered Bowdoin College, but graduated at Yale in 1872; taught in Gardiner, Ill., 1872–73; taught in St. Louis, and in 1880 became principal of the polytechnic or branch high school, and upon the absorption of that school into the new high school, he became, and remained till his death, assistant principal.

SARTAIN, JOHN, in Philadelphia, Pa., Oct. 25; b. in London, England, in 1808; began life working about the Covent Garden Theater; became an engraver and artist; was famous for his engravings, known as mezzotints; published the magazine in Philadelphia bearing his name; was a director of the Academy of Fine Arts in Philadelphia for twenty-five years, and had charge of the art department of the American exhibit in London in 1887.

SAVERY, WARD WEBSTER, in Marion, Mass., June 19, 1896; b. in Wareham, Mass., May 16, 1860; graduated at Yale College in 1884; taught in the Harry Hillman Academy at Wilkesbarre, Pa.; Socorro, Mexico, and later in Chicago.

SAWTELLE, WILLIAM LOWELL, in Comanche, Tex., Nov. 2; b. in Charlestown, N. H., Feb. 4, 1821; graduated at Dartmouth College in 1840; was admitted to the bar in Texas, but was a teacher until 1860; was engaged in other pursuits during the remainder of his life.

SHARP, JAS. CLEMENT, in Dorchester, Mass., Apr. 10; b. there Feb. 22, 1818; graduated at Amherst College in 1839; was a teacher of natural science in private schools for young ladies in Boston and vicinity, Bradford and Abbott academies, and in Wheaton Seminary for many years; was a lecturer on science in the State normal schools at Bridgewater, Salem, Framingham, and Westfield, and at many teachers' institutes; was an early promoter of evening lyceum lectures on popular science; was superintendent of Sabbath school twenty-five years.

SHATTUCK, GEO. OTIS, in Boston, Mass., Feb. 23; b. in Andover, Mass., May 2, 1829; fitted for college at Phillips Andover Academy; graduated at Harvard College in 1852, and at the Harvard Law School in 1854; was prominent in his profession in Boston; was member of board of the overseers of Harvard College for many years.

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SHAW, BENJAMIN FRANKLIN, D. D., in Waterville, Me., Feb. 23; b. in Gorham, Me., Oct. 26, 1814; graduated at Dartmouth College in 1837; taught in Newton Theological Institute and was principal of Vassalboro (Me.) Academy; entered the ministry; was trustee of Colby University from 1870.

SHELDON, BENJAMIN ROBBINS, in Rockford, Ill., Apr. 21; b. in Sandisfield, Mass., Apr. 15, 1812; fitted for college at Stockbridge and Lenox, Mass.; graduated at Williams College in 1830; studied law at Yale and settled in Illinois; served five terms as a judge of a State circuit court and two terms on the supreme beach of the State. He gave Williams College $100,000.

SHELDON, EDWARD AUSTIN, Ph. D., in Oswego, N. Y., Sept. 16; b. in Perry Center, Wyoming County, N. Y., Oct. 4, 1823; was educated at Hamilton College and began teaching in Oswego, N. Y., in 1848; was superintendent of schools in Syracuse, N. Y., in 1851-53, and in Oswego in 1853-69; was the first to introduce object teaching in the United States, and organized the first training school for teachers in 1861; when the training school of Oswego was made a State normal school he became its principal and retained the position until his death. He added kindergarten work to the normal-school departments and incorporated it into primary-school work; was instrumental in the unification of the school systems of the State and in promoting the just appreciation of industrial training. He was the author of several publications on educational subjects.

SMITH, Dr. JOB LEWIS, in New York City, June 9; b. in Spafford, N. Y., Oct. 15, 1827; graduated at Yale College in 1849, and at the College of Physicians and Surgeons, in New York, in 1853; from 1878 till within a short time of his death he was professor of the diseases of children in Bellevue Hospital Medical College. He published a "Treatise on the diseases of children."

SPALDING, PHINEAS, A. M., M. D., in Haverhill, N. H., Oct. 27; b. in Sharon, Vt., Jan. 14, 1799; graduated at Dartmouth Medical School in 1823; practiced his profession in Haverhill; was a lecturer in the Woodstock (Vt.) Medical College in 1841; was for many years trustee of Haverhill Academy and occupied many other positions of trust and honor in his community.

STICKNEY, Prof. AUSTIN, in Paris, France; b. in Boston, Mass., Nov. 25, 1830; fitted for college at the Latin school and graduated at Harvard College in 1852; became professor of Latin in Trinity College, Hartford, Conn., in 1858, and remained there several years. Later he lived abroad for a number of years.

TEMPLE, DANIEL HERBERT, in Los Gatos, Cal., Sept. 9; b. in Valetta, Malta, Nov. 13, 1822, his father being a missionary there; graduated at Amherst College in 1843; was an instructor in Westfield (Mass.) Academy; principal of Monson (Mass.) Academy; taught in a private school in Bangor, Me.; principal of Washington Academy, East Machias, Me.; studied theology at Andover and Bangor theological seminaries; taught an English and classical school in Chicago; spent a number of years in the ministry and in business; taught again in Menlo Park and Los Gatos, Cal.

TENNANT, WILLIAM SELDEN, in Pontiac, Mich., Feb. 13; b. in Camden, Ohio, Feb. 7, 1842; graduated at Oberlin College in 1863; graduated at law school of University of Michigan in 1865; was superintendent of schools of Flint, Mich., and later at East Saginaw, Mich.; practiced his profession successfully and served a term as judge of the circuit court. He became insane from an accident.

THAYER, ALEXANDER WHEELOCK, in Trieste, Austria; b. in South Natick, Mass. He gave Harvard University $30,000.

THAYER, Mrs. NATHANIEL, in Boston. Gave the Perkins Institution and Massachusetts School for the Blind $10,000, Boston Museum of Fine Arts $10,000, besides large sums to other public institutions.

THOMPSON, DANIEL GREENLEAF, Ph. D., in New York City, July 10; b. in Montpelier, Vt., Feb. 9, 1850; graduated at Amherst College in 1869; gave private instruction in New York City; was teacher of classics in Springfield (Mass.) High School; entered the legal profession and settled in New York City; was the author of a text-book on Latin and one on psychology. He published a

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number of books on political, social, and religious subjects and contributed frequently to periodicals.

THOMPSON, GUY VAN GORDER, Ph. D., in Boulder, Colo., Oct. 2; b. in Grand Rapids, Mich., Feb. 13, 1865; was educated in the public schools of his native town and Colorado State University; studied further in the Yale Graduate Department; taught in Grand Rapids; was first an instructor, then tutor in Latin at Yale, until he was compelled by his health to remove to Colorado. There he filled a position in the Latin department of his alma mater.

THOMPSON, JOHN, in Washington, D. C., Dec. 10; b. there Dec. 13, 1819; was educated in the Washington schools and at Jefferson College in Pennsylvania; began his career as a teacher in a district school in Maryland; was a teacher in the schools of his native city and vicinity sixty years.

TILDEN, TITUS WOODWARD, Nov. 10; b. in Hanover, N. H., Nov. 15, 1816; fitted for college at Kimball Union Academy and graduated at Dartmouth College in 1842; was a teacher in New Jersey, Pennsylvania, Michigan, and Indiana until 1865, when he devoted himself to agricultural pursuits.

TORREY, NOAH, in South Braintree, Mass., May 9; b. in Groton, Mass., Dec. 23, 1818; fitted for college at Groton Academy; graduated at Dartmouth College in 1844 and at Jefferson Medical College, Philadelphia, 1847; resided at South Braintree all his life; was a member of the school board of that town for twenty years.

TRACY, Rev. M. O., Gilroy, Cal., Dec. 18; graduated at Western Reserve College, 1844; taught successfully in Northern Ohio, especially as principal of Boys' High School in Elyria, Ohio, and afterwards devoted himself to the ministry.

TRUMBULL, JAS. HAMMOND, LL. D., L. H. D., in Hartford, Conn., Aug. 5; b. in Stonington, Conn., Dec. 20, 1821; studied at Yale College; was assistant and then full secretary of state of Connecticut, serving several terms; was State librarian, and from 1862 to 1890 was librarian of Watkinson Library in Hartford, and after that date emeritus librarian. He was lecturer on Indian languages of North America at Yale, 1873-85, and an extensive writer on historical subjects.

TUCKER, JOHN RANDOLPH, LL. D., in Lexington, Va., Feb. 13; b. in Winchester, Va., Dec. 24, 1823; was graduated at the University of Virginia in 1844; was attorney-general of Virginia, 1857-65; was professor of equity and public law at Washington and Lee University in 1870-74; served in Congress, 1874-87; lectured before the Yale Law School in 1887; resumed his professorship at Washington and Lee University, and was the dean of the law department at the time of his death.

TUCKER, LUTHER HENRY, in Albany, N. Y., Feb. 23; b. in Rochester, N. Y., Oct. 19, 1834; was educated at Yale College; newspaper man; lecturer on agricultural subjects and professor of agriculture for a time in State College of Agriculture at Rutgers College.

TYLER, Prof. WILLIAM ROYALL, in Quincy, Mass., Nov. 1; b. in Boston, Mass., Dec. 12, 1852; studied at the Boston Latin School and graduated at Harvard in 1874; was eminent as a teacher of French history, English literature, and the classics; was assistant nineteen years, and principal of Adams Academy, Quincy, Mass., four years.

TYLER, Prof. WILLIAM SEYMOUR, D. D., LL. D., in Amherst, Mass., Nov. 19; b. in Harford, Pa., Sept. 2, 1810; fitted for college at Harford Academy; studied at Hamilton College and graduated at Amherst College in 1830; instructor in Amherst Academy, 1830-31; studied at Andover Theological Seminary, 1831-32; tutor, Amherst College, 1832-34; studied again at Andover, 1834-35, and the following year with Professor Skinner in New York; was a tutor again at Amherst College, 1836; and professor of the Latin and Greek languages and literature, 1836-47; and professor of Greek language and literature, 1847-93, and professor emeritus afterwards until his death. His publications on the classics, history, and theology are numerous.

WALKER, Gen. FRANCIS AMASA, A. M., Ph. D., LL. D., in Boston, Mass., Jan. 5; b. there July 2, 1840; graduated at Amherst in 1860; served through the war and

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was brevetted brigadier-general at the special request of General Hancock; taught Latin and Greek in Williston Academy in 1865–67; was on the editorial staff of the Springfield Republican 1867–68; on the recommendation of David A. Wells, special United States commissioner of revenue, he was appointed deputy and was made chief of the Bureau of Statistics; was superintendent of the Ninth Census; meanwhile, in 1871, was appointed Commissioner of Indian Affairs in the Department of the Interior; 1873–81 was professor of political economy in Yale Sheffield Scientific School; from 1881 until his death was president of the Massachusetts Institute of Technology; was appointed superintendent also of the Tenth Census; gave special courses of lectures at Johns Hopkins and Harvard. During his residence in the different communities he was a member of the New Haven school committee, Connecticut State board of education, the Boston school committee, and Massachusetts State board of education. He served on a great many other public commissions and boards, and was a member of numerous educational and scientific associations. He compiled several publications on statistics and was the author of others on economic and historical subjects.

WALTERS, LOUISE, in New York City, Dec. 13; b. in Grovestingen, Germany, Jan. 26, 1843; graduated at Oberlin College in 1872; taught in New York, Cleveland, and Minneapolis; studied again in 1891 at Leland Stanford Junior University, but her health did not permit completion of her course.

WARD, JAMES T., in Baltimore, Md., Mar. 4; b. in Georgetown, D. C., in 1821; a prominent Methodist Protestant minister; for a number of years president of Western Maryland Theological College, and at his death president of Westminister Theological Seminary, which is a part of the first institution.

WEBBER, RICHARD NORRIS, in Richmond, Province of Quebec, Canada; b. in Concord, Vt., Apr. 20, 1822; was educated at St. Johnsbury, Vt., and Stanstead, Province of Quebec, and graduated at medical school of Maine in 1847; was a practitioner all his life at Richmond, Province of Quebec; was instrumental in the founding of St. Francis College, in Richmond, and professor of chemistry there for a number of years.

WETHERBEE, Miss EMILY G., in Lawrence, Mass., Aug. 28; b. at Milford, N. H.; was educated in the public schools, graduating at the Lawrence (Mass.) High School; began teaching immediately and taught continuously in the public schools of Lawrence, with the exception of seven years spent in the Boston schools, until her death. She was prominent in the literary circles of her community.

WHITE, Prof. AARON, in Cazenovia, N. Y., April 11; b. in Paris, N. Y., Sept. 18, 1824; fitted for college at Cazenovia Seminary and graduated at Wesleyan College in 1852; returned to teach in Cazenovia Seminary and taught there almost continuously until his death, occupying the chairs of mathematics and natural sciences.

WHITE, SAREPTHA C., in San Francisco, Cal., Dec. 9; b. in 1810; was the wife of Dr. Elijah White, a physician of the Methodist Board of Missions; she taught in one of the first schools established in Honolulu; with her husband organized and conducted a school near Salem, Oreg., in which there were a hundred Indian boys and girls.

WIGHT, CHARLES COPELAND, in Baltimore, Md., June 25; b. in Richmond, Va., in Sept., 1841; graduated at the Virginia Military Institute just at the outbreak of the civil war and served on General Jackson's staff; was a teacher in Baltimore after the war, and at the time of his death was professor of English history in Baltimore City College.

WILLIAMS, CHARLOTTE LOUISA, in New York City, Oct. 8; b. in Morristown, N. J., in 1842; was the wife of Rev. W. W. Williams, of Philadelphia; was superintendent of the New York Infirmary for ten years; from organization of the Teachers' College of New York City until her death she was its president and brought the college to a high degree of excellence.

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WILLISTON, LYMAN RICHARDS, in Cambridge, Mass., Mar. 7; b. in Lahaina, Maui, Hawaiian Islands, Nov. 7, 1830; was fitted for college at Williston Seminary; graduated at Amherst College in 1850; taught in Williston Seminary 1850–53; studied at Andover Theological Seminary 1853–55 and at the University of Berlin, Germany, 1855–57; was master of the Cambridge (Mass.) High School 1857–62; principal of a young ladies' school 1862–70; head master of the Cambridge High School 1870–80; supervisor of schools, Boston, Mass., 1880–84; master in the Latin School for girls there 1884–91. He was engaged in business later.

WILSON, EAMES ALBERT, in Bridgeport, Conn., Feb. 12; b. in Fairfield, Conn., Feb. 11, 1845; finished school education at the Golden Hill Institute in Bridgeport, Conn., in 1868; was teacher and principal in the public schools of Fairfield, Bridgeport, and Bayshore, Long Island; graduated at Yale Law School in 1889 and practiced his profession thereafter.

WILSON, GRENVILLE D., in South Nyack, N. Y., Sept. 20; b. in Plymouth, Conn., Jan. 26, 1833; taught music in Boston, Mass.; was an instructor in the musical department of Temple Grove Seminary, Saratoga Springs, N. Y.; became a choral conductor and was the composer of a large number of musical pieces.

WINSOR, JUSTIN, in Cambridge, Mass., Oct. 22; b. in Boston, Mass., Jan. 2, 1831; studied at Harvard College and at Heidelberg and Paris; was one of the best-known librarians of the country; was superintendent and trustee of the Boston Public Library 1868–77, and librarian of Harvard University from that time until his death. He wrote extensively and did much toward popularizing libraries.

WOOD, DE VOLSON, A. M., M. S., in Hoboken, N. J., June 27; b. in Smyrna, N. Y., June 1, 1832; graduated at the Albany Normal School in 1853 and at the Rensselaer Polytechnic Institute as a civil engineer in 1857, having been in the meantime a tutor and professor in the normal school and first principal of the Napanock (N. Y.) School. He was assistant and full professor of civil engineering at the University of Michigan in 1857–72; was professor of mathematics and mechanics in Stevens Institute of Technology in 1872–85, and from that date until his death was professor of engineering there. He was the inventor of several mechanical devices used in engineering and published several treatises on mathematical and mechanical subjects.

WORMLEY, THEODORE GEORGE, Ph. D., LL. D., in Philadelphia, Pa., Jan. 3; b. in Wormleysburg, Pa., Apr. 1, 1826; studied at Dickinson College and graduated at the Philadelphia Medical College in 1849; was professor of chemistry and natural sciences at Capitol University, Columbus, Ohio, in 1852–65 and of chemistry and toxicology at Starling Medical College in 1854–77, and from the last date until his death occupied a like chair in the medical department of University of Pennsylvania; was for several years Ohio State gas commissioner and chemist for the State geological survey, and was a member of the Centennial Medical Commission in 1876. He published a number of treatises on chemistry.

WORCESTER, JOHN HOPKINS, D. D., in Burlington, Vt., Jan. 15; b. in Peacham, Vt., May 28, 1812; graduated at Dartmouth College in 1833; taught in Burr Seminary, Manchester, Vt., 1834–35 and 1836–37; tutor in Dartmouth College 1835–36; taught in Buchananville, S. C., 1837–38; studied theology and was occupied with that profession until 1854; was a coprincipal with his wife of Young Ladies' School, Burlington, Vt., 1855–70; was occupied variously thereafter.

ENGLISH.

BREWER, EBENEZER COBHAM, in Edwinstowe, Mar. 6; b. in London May 2, 1810; was educated at Cambridge; entered the ministry, but gave his life to literature and education. He was a prolific writer.

BROWN, THOS. EDWARD, in Clifton, England, Oct. 30; b. in Douglas, Isle of Man, in 1830; was educated at King William's College, Isle of Man, and Oxford; was

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second master at Clifton College 1863–92; was the author of several volumes of poems and novels.

CALDERWOOD, Prof. HENRY, in Edinburgh, Scotland, Nov. 19; b. in Peebles, Scotland, May 10, 1830; was educated at the University of Edinburgh; was ordained minister of the Greyfriars United Presbyterian Church in Glasgow in 1856; became professor of moral philosophy in the University of Edinburgh in 1868 and remained there until his death. He was the author of a number of publications on educational, religious, and philosophical subjects.

DRUMMOND, HENRY, Ph. D., in Tunbridge Wells, Eng., Mar. 11; b. in Stirling, Scotland, in 1851; was educated at the universities of Edinburgh and Tübingen; became a minister of the Free Church of Scotland; in 1877 was appointed lecturer on science at the Free Church College in Glasgow; was raised to the rank of professor in 1884; traveled extensively; conducted a workingmen's mission in Glasgow; delivered a course of lectures in this country known as the Lowell Lectures; was the author of a number of widely read publications.

GOULBOURN, EDWARD MEYRICK, in Tunbridge Wells, England, May 3; b. in London, England, Feb. 11, 1818; was educated at Eton and Oxford and became a fellow of Merton College in 1841; was head master of Rugby School 1850–58; was dean of Norwich 1866–89; he was widely known as a religious writer, being the author of a large number of works.

HOLDEN, Sir ISAAC, in Keighley, Yorkshire, England, Aug. 13; b. in Hurlet, near Paisley, in 1807; was educated in the schools of Kilbarchan; taught at Paisley and became a teacher of mathematics in the academy at Leeds; later taught Latin and Greek, science and history, in Reading; made a number of inventions on wool-combing machines and with Lord Masham established large shops for the manufacture of the machines; was active in improving the social and intellectual status of working people; was elected to the House of Commons for several terms.

HUTTON, RICHARD HOLT, in London, England, Sept. 9; b. in 1826; was educated at the University College, London; taught mathematics at Bedford College; was a well-known writer on political, theological, and philosophical subjects.

JONES, WILLIAM BASIL, in Lampeter, England, Jan. 14; b. in Gwynfryn, Wales, Jan. 2, 1822; was educated at Shrewsbury School, gained a classical scholarship at Trinity College, Oxford, in 1840 and several other scholarships in the university, where he remained as a tutor and fellow, first of Queen's and later of University College, till 1865; was successively archdeacon of York and bishop of St. David's; was prominent in educational movements and the author of a number of publications.

LEGGE, JAMES, in Oxford, England, Nov. 29; b. in Huntley, Aberdeenshire, Scotland, in 1815; graduated at the University of Aberdeen in 1835, and studied theology at the Highbury Theological College; went to China in 1829; was pastor of the Congregational Church in Hongkong, 1842–73; was called to Oxford University as professor of Chinese in the last year and remained there until his death; received from the French Institute, in 1875, the Julien prize for his translation of Chinese classics; he published a large number of translations and wrote largely besides.

MUNDELLA, ANTHONY JOHN, the statesman, in London, July 14; b. in Leicester in 1825; was very successful in the hosiery business; filled various offices of trust in Nottingham; was prominent in advocating arbitration in labor disputes; was a member of Parliament for a number of terms; was vice-president of the council on education in Mr. Gladstone's government in 1880, and promoted the development of board schools without seeking to hamper voluntary schools; was president of board of trade in 1886 and again in 1892.

NEWMAN, Prof. FRANCIS WILLIAM, in Weston-super-Mare, Somerset, Oct. 4; b. in London, June 27, 1805; a younger brother of Cardinal Newman; was educated at Oxford, and was a fellow, 1826–30; was a professor in Bristol College and Manchester New College, and professor of Latin at University College, 1846–63; took

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an opposite position from that of his brother on religious questions; was a prolific writer on religious and historical subjects.

PALGRAVE, FRANCIS TURNER, Oct. 24; b. in 1824; was educated at Charterhouse School and Oxford; was a fellow at Exeter College, after taking a first class in classics in 1847; was vice-principal of Kneller Hall Training School, 1850–55; examiner and assistant secretary in the education office, 1855–85; was elected professor of poetry at Oxford in the last year. He published a number of books of poems.

PITMAN, Sir ISAAC, in London, Jan. 22; b. in Trowbridge, England, Jan. 4, 1813; was educated in the grammar school of that town; went into a countinghouse at an early age; later, went to the Normal College of the British and Foreign School Society, London; was master of the British school at Barton-on-Humber, 1831–39; he was widely known on account of his method of phonography and a system of spelling by sound which he invented.

PLUNKET, Baron WILLIAM CONYNGHAM, in Dublin, Ireland, Apr. 1; b. there in 1828; was educated at Trinity College, Dublin, graduating in 1853, and was ordained in 1857; after filling several offices and pastorates, became bishop in the English Established Church at Meath and later archbishop of Dublin; was instrumental in the attempt to establish a Reformed Episcopal Church in Spain; founded the Church of Ireland Training College and Alexandra School; was an ardent supporter of philanthropic enterprises, a promoter of Irish elementary schools, and served as one of the commissioners of national education.

STOUGHTON, JOHN, D. D., in Ealing, Oct. 25; b. Norwich, Nov. 18, 1807; was educated as a solicitor, but chose the ministry and studied at Highbury College; was associate pastor of the Congregational Church at Windsor ten years and at Kensington about thirty-six years; from 1872, occupied the chair of historical theology until at an advanced age. He was the author of several books.

SYLVESTER, JAMES JOSEPH, Mar. 15; b. in London, Sept. 3, 1814; was educated at St. John's College, Cambridge, but was unable to take his degree because he was a Jew; was professor of natural philosophy in University College, London; professor of mathematics at the University of Virginia; occupied a like chair at the Royal Military College, Norwich, 1855–71, and at Johns Hopkins University, Baltimore, 1873–83; was professor of geometry at Oxford, 1883–93. He had only two of his writings in book form—Nugæ Mathematicæ, and Laws of Verse or Principles of Versification Exemplified in Metrical Translations.

TWISS, Sir TRAVERS, in London, Jan. 15; b. there Mar. 19, 1809; graduated at University College, Oxford; was a fellow of his college, a tutor, and public examiner successively in classics and mathematics; was Drummond professor of political economy; was professor of international law at King's College, London, 1852–55; was Regius professor of civil law at Oxford, 1855–70. He established a wide reputation as an authority on international law and occupied high positions in his profession. He wrote extensively on historical and legal subjects.

VAUGHAN, CHARLES JOHN, in Llandaff, Oct. 15; b. in Leicester in 1816; was educated at Rugby and Cambridge; was a fellow of Trinity; was chosen head master of Harrow in 1844; was vicar of Doncaster and chancellor of York in 1860; Mr. Gladstone appointed him master of the Temple in 1869, and he became dean of Llandaff in 1879. He resigned the mastership of the Temple in 1894.

WALFORD, Rev. EDWARD, M. A., in Ventnor, Isle of Wight, Nov. 20; b. in Hatfield Peverel, Essex, Feb. 3, 1823; was educated at the Charterhouse School and at Baliol College, Oxford; was ordained, but did not hold a charge; was composition master at Tunbridge School; an examiner at Harrow, Charterhouse, and Marlborough College. He prepared a number of pupils for Oxford. He was a prolific writer, being the author of twenty-five or more text-books.

WALLACE, Prof. WILLIAM, in Feb.; after a successful career as an undergraduate he became a fellow and tutor at Merton, and showed himself an admirable teacher of those reading for honors. In 1882 he replaced the late T. H. Green in the chair of moral philosophy, and proved himself a fit and adequate successor of

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that distinguished man. Among his publications were a translation of Hegel's Logic, to which he prefixed an elaborate introduction; a translation of the third part of the Encyclopædia of the Philosophical Sciences, under the title of "Hegel's Philosophy of the Mind," accompanied by explanatory notes; an admirably clear monograph on Schopenhauer. He was also a close student of ancient philosophy, and wrote for the S. P. C. K. a luminous exposition of epicureanism.

OTHER FOREIGN.

ALFIERI DI SOSTEGNO, Marchese ALBERTO, in Florence, Italy, Dec. 18; b. in Italy in 1827; his father was a leader of the Liberals and a founder of the Kingdom of Italy; he was a deputy almost continuously from 1857 to 1870, and then became a senator of the United Kingdom. He founded in Florence, in 1871, a school of political and social science.

AUMALE, HENRI EUGENE PHILLIPPE LOUIS, Duc d', a member of the Bourbon-Orleans family, in Zucco, Italy, May 6; b. in Paris, France, Jan. 16, 1822; led a military life, and at various times was prominent in politics; he gave to the Institute of France the magnificent estate of Chantilly, with its buildings, and the trophies, historical relics, and treasures of art contained in them, to be preserved forever by that learned body as a complete and varied monument of French art in all its branches.

BACH, Dr., in Berlin, Prussia, July 10; formerly principal of the Falk Gymnasium in Berlin; was very active in behalf of physical education.

BACHOFUER, HEINRICH, June 15; principal of the normal school at Unterstrauss, Zurich, Switzerland.

BÄCHTOLD, J., at Schaffhausen, Aug. 5; professor of literature in the University of Zurich, Switzerland; biographer of Gottfried Keller.

BACKHAUS, E., Nov. 27; school inspector in Osnabrück, Hanover, Germany; a distinguished member of the executive committee of the German National Teachers' Association.

BARDOUX, A., in Paris, France, Nov. 23; b. in Bouges in 1829; a French statesman; was minister of education in 1876; a member of the Academy of Moral Sciences.

BERTIE, DOMENICO, in Rome, in April; b. in Cumiana, Italy, in 1820; secured an education with great difficulty; became professor in the normal school at Novara; was elected to the Chamber from Savigliano in 1850; became and remained for ten years professor of philosophy in the University of Turin; was chosen minister of public instruction first in 1866, and served several other terms; was also minister of agriculture, industry, and commerce in the cabinets of Cairoli and of Depretis; was professor of philosophy in the university of the new capital, 1871–77; he became a senator in 1895. He was the author of several publications on educational and historical subjects.

BESTUZHEV-RYNMIN, Konstantin Nikolaevich, in Jan.; b. at Kudreshkaya, Russia, in 1829; was educated at the local gymnasia and at the University of Moscow; was instructor of corps of cadets; was occupied with literary and editorial work until 1865, when he became professor of Russian History in the University of St. Petersburg. He wrote a History of Russia.

BLECKER, C., in Frankfort on the Main, Prussia, Germany, June 5; teacher and member of the city council.

BRUNNERT, D., in Rudolstadt, Germany, July 30; principal of the burgher school and author of a number of text-books.

BURCKHARDT, JAKOB, in Switzerland, Aug. 8; b. there in 1818; was educated in Berlin under Ranke and Franz Kugler; from 1844 until 1893, with the exception of the years 1855–58, when he was professor of history in the Zurich Polytechnic School, he occupied the same chair at Basel. He was the author of several works on history.

CONAT, AUGUSTE, July, 1898; b. Nov. 30, 1846; graduate of l'École Normale Supérieur; was professor first in a lycée; after in the faculty of letters, Bordeaux, and

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became rector of the University of Bordeaux, which position he held at the time of his death.

DELTZER, STUBBA, in West Prussia, Germany, Jan. 8; a noted teacher.

DIESTERWEG, JULIUS, M. D., in Wiesbaden, Germany, Jan. 25; son of Ad. Diesterweg; a privy councillor.

FAIKE, JAKOB, in Vienna, Austria, June 12; b. in Ratzeburg, Germany, in 1825; studied at the universities of Erlangen and Göttingen; taught in the gymnasium of Hildesheim; was a tutor of Prince Solms-Braunsfels; gave his attention to antiquarian research; was conservator of the Nuremberg German Museum; custodian and in 1885 director of the Austrian Museum. He wrote extensively on historical subjects.

FOURTOU, M. DE, in Paris, France, Dec. 6; b. in Riberac in 1836; a French statesman; was minister of public instruction, worship, and fine arts, 1873–77.

FREIER, F., in Prussia, Germany, Mar. 5; a noted teacher.

FRESENIUS, CARL REMIGIUS, in Wiesbaden, Germany, June 11; b. in Frankfort-on-the-Main in 1818; studied in the University of Bonn and in a private laboratory; was professor of physics, chemistry, and technology in the Agricultural Institute at Wiesbaden; founded in 1848 his famous laboratory, added a school of pharmacy in 1860, and a bacteriological laboratory in 1895. He wrote extensively on his subjects.

GABRIEL, C., in Posen, Germany, June 19; school superintendent and author of popular German readers.

GHIKA, Prince ION, in Bucharest, Roumania, May 4; b. in 1817; was active in politics at various times; was professor of mathematics and political economy in the University of Jassy; a member of the Roumania Academy, and a voluminous writer.

GOHR, REINHOLD, in Dantzic, Prussia, June 28; president of the West Prussia Teachers' Association.

GREMAUD, Abbi JEAN, May 20; professor of history in the University of Freiburg, Switzerland.

GRESSLER, JULIUS, in Barmen, Prussia, Dec. 26; school principal and president Provincial Teachers' Association.

HEMPEL, Dr., in Leipzig, Saxony, Germany, Dec. 31; superintendent of schools.

HIEBSCH, JOSEPH, in Karlsbad, May 7; teacher of music in a Vienna normal school.

HIRZEL, Dr. LUDWIG, June 1; professor of German literature in the University of Bern.

HUG, ADAM, June 8; teacher in the normal school at Unterstrass, Zurich, Switzerland; advocate of Herbartian system of education.

JOERGENSEN, ADOLF DITLEY, in Oct.; b. in Gravenstein, Schleswig, June 11, 1840; was educated at Flensburg and at the University of Copenhagen; was a teacher in the grammar school at Flensburg; was the keeper of the Royal Danish Archives for years.

JOSEPH, Brother, in Paris, in Jan.; b. in St. Etienne, France, Mar. 30, 1823; was educated at the Institute of Christian Brothers; was a teacher in the Christian Brothers' schools; director of the Rue Cloitre, St. Merri, communal school; in 1844 founded the demipensionnat of Rue St. Antoine, known as the commercial school; was an inspector of Christian Brothers' schools in several departments, 1868–74; became, at the last date, assistant to the superior general of the order, and for ten years was a member of the superior council of public instruction in France.

KAISER, Dr. VICTOR, Sept. 30; professor of philosophy in Solothurn, Switzerland.

KENNGOTT, A. L., in Lugano, Italy, Mar. 14; professor in the Polytechnic at Zurich, Switzerland.

KOTHE, BERNHARD; a very successful music teacher and normal school teacher in Breslau, Silesia, Prussia, Germany.

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LAND, Prof. J. P. N., Apr. 30; aged 63 years; was professor of classical and oriental languages at the University of Amsterdam; occupied the chair of logic and metaphysics at Leyden, and was rector of Leyden University.

LANSKY, D., in July; principal of the high school at Dresden, Germany, and editor of the Saxon School Gazette.

LEHMANN, Dr., in Bern, Switzerland, in Jan.; at the age of 90 years, when educational director in Bern, framed the liberal school law of 1856.

LOBER, GEORG, in Nuremberg, Germany, in Apr.; was a school inspector.

LUTZ, JOHANN HEINRICH, Nov. 27; primary teacher in Zurich, Switzerland; was famous as a methodician.

MARQUARDSEN, HEINRICH, in Erlangen, in Nov.; b. in Schleswig, Oct. 26, 1826; became privatdocent in Heidelberg in 1856, and in 1861 was called to Erlangen as professor of German public law; was a member of the Institute of International Law from its foundation; was a member of the Bavarian Chamber, 1869–93, and a member of the Reichstag.

MEYER, Dr. JUERGEN BONA, in Bonn, Germany, June 30; b. in Hamburg in 1829; became privatdocent in the University of Berlin in 1862; and in 1866 was called to the University of Bonn, where he taught until his death; was active in behalf of the common school and founded the Liberal Teachers' Association of Rhineland and Westphalia.

MÜLLER, D., in Berlin, Germany, Dec. 20; was a school inspector.

OERTEL, Dr. MAX JOSEF, in Munich, Germany, July 19; b. in Dillingen, Bavaria, Mar. 20, 1835; studied philology and history at Munich; studied medicine and science later, and in 1860 became assistant to Professor von Pfenfer; became professor of laryngology at Munich in 1867.

PÉCAUT, FÉLIX, at Orthez (France), July 30, 1898; was appointed by Jules Ferry, 1880, to the important position of director of studies in the Superior Normal School for women at Fontenay-aux-Roses, which he held till October, 1896; was also inspector-general of public instruction and a member of the superior council of public instruction, and belonged to the editorial corps of the Revue Pédagogique. He exercised a powerful influence by the elevation of his character, the wide range of his knowledge and observation, and the charm of his lessons and writings.

PETZOLD, W., July 24; professor in Braunschweig, Germany; was one of the most noted German geographers.

PREYER, Dr. THIERRY WILHELM, in Wiesbaden, July 15; b. on the island of Malta in 1841; studied in Bonn, Berlin, Heidelberg, Vienna, and Paris; became professor of physiology at Jena; later in Berlin. He was the author of several publications on scientific subjects.

REBSAMEN, JOHANN ULRICH, June 6; principal of normal school at Kreuzlingen, Switzerland.

RESCHTE, F., Nov. 8; was principal of school in Berlin, Germany, and president of the Society of Teachers of Girls' Schools.

RICHTER, ALBRECHT, in Vienna, Mar. 3; b. in Bohemia in 1845; principal of a girls' high school at Leipzig, Germany; was for many years editor of the Practical Schoolman and the Pedagogical Annual. He was prominent as a lawyer and politician.

RIEHL, WILHELM HEINRICH VON, in Munich, Nov. 16; b. in Biebrich in 1823; studied theology at various universities and pursued historical studies at Giessen; was a journalist until 1853, when he was appointed by King Maximilian professor of history at the University of Munich; in 1885, still retaining his professorship, he became director of the National Museum and conservator of Bavarian monuments of art and antiquities. He composed and published several musical works and wrote extensively on historical subjects.

RITTERSHAUS, EMIL, in Barmen, Germany, Mar. 8; was a friend of popular education and one of the best of Germany's modern poets.

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SACHS, Dr. JULIUS VON, in Würzburg, Bavaria, Germany; b. in Breslau, Prussia, in 1832; professor of botany at the University of Freiburg, and he occupied the same position at Würzburg from 1868. He wrote extensively.

SALIS, FRIEDRICH, in Pankow, Germany; formerly editor of Pedagogische Zeitung.

SANDERS, DANIEL, in New Strelitz, Germany, Mar. 11; a noted philologist and author of a German dictionary.

SCHOTTLE, F., in Stuttgart, Germany; school principal and member of the executive committee of the German National Teachers' Association.

SCHUMANN, ALBERT, Feb. 25; professor in Aarau, Switzerland.

SPERK, FRANZ, Feb. 11; organized the German schools in Prague, Austria, and became royal inspector of schools; was principal of the German burgher school in Prague.

STEEG, JULES, at Paris, May 4, 1898. He was educated for the ministry and was for a time pastor of a church in the department of the Gironde. He was an ardent patriot and supported the Republic from the outset by his voice and pen, and resigned his pastorate that he might more fully devote himself to the cause of popular liberty. He represented the Gironde in the Chamber of Deputies, 1881–89, and during this time composed a series of works on moral and civic instruction for the use of schools. He was chairman of the committee that drew up the school law of 1886. In 1889 he was appointed inspector-general of public instruction and director of the Musée Pédagogique; represented his Government at the Chicago Exposition in 1893, and in 1896 succeeded M. Pécaut as director of studies in the Superior Normal School of Fontenay-aux-Roses. He was distinguished equally as an administrator, lecturer, and writer.

STEENSTRUP, Prof. JAPETUS, in Copenhagen, Denmark, in July; b. in Vang in 1813; was professor of mineralogy and botany at the Academy of Soro, 1841–45; was professor of zoology in the University of Copenhagen, 1845–85. He was widely known by his writings and research.

STANDER, JOHANNES, in Berlin, Germany, Feb. 2; ministerial councilor of education.

STRAUBER, EMIL, July 28, principal of school in Elbing, Germany; was an agitator for teachers' pension laws.

TSCHUDI, PETER, Aug. 24; director of the Pestalozzi-Foundation in Zurich, Switzerland.

TUNNER, PETER, June 13; b. in 1808; was a founder and first professor, in 1840, of the School of Mines in Leoben, Styria. He was well known on account of his discoveries in the metallurgy of steel and for his treatises on the same subject.

VACHEROT, ETIENNE, in Paris, July 30; b. in Langes in 1809; was educated at the Paris Normal School; was professor of philosophy at different colleges in the provinces; became in 1837 assistant of Victor Cousin in the Normal School; was involved in the political changes; succeeded Cousin in the Academy of Moral Sciences in 1868.

VALLAURI, Professor, in Turin, Italy, Sept. 2, in his 94th year; professor in Turin University; was considered one of the greatest authorities on the Latin language; was a representative of the "rhetorical" as distinguished from the "scientific" school of classical philology and scholarship.

VATER, F., in Berlin, Germany, May 10, privy councilor in the department of education.

WATTENBACH, WILHELM, in Frankfort, Sept. 20; b. in Hamburg, Germany, in 1820; after leaving the university he was occupied in historical research; became professor of history in the University of Heidelberg in 1862; he published a large number of works on historical subjects.

WIESNER, KARL OTTO, Oct. 3; director of music in the Normal School at St. Gall, Switzerland.

WLOTZKA, R., in Danzig, Germany, June 4; principal of a school and president of the Provincial Teachers' Association.

WYSS, VICTOR, in April; school principal in Solothurn, Switzerland.

ZEMLE, C., in Friedrichsfeld, Germany, in June; school principal.

ZOLLIKOFER, Rev. ROBERT, Aug. 5; principal of girls' school at Romanshorn, Switzerland.

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CHAPTER

STATISTICS OF ELEMENTARY EDU-

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
1	Austria-Hungary	1895	3,046,930	2,889,110	5,936,040	14.3	.....	87.5	94,381	23,674	118,055
2	Austria	1895	1,678,212	1,660,220	3,338,432	14.0	.....	90	67,915	18,087	86,002
3	Hungary	1892	1,368,718	1,228,890	2,597,608	15.0	.....	85	26,466	5,587	32,053
4	Belgium	1896	392,838	339,224	752,062	11.57	.....	.....	7,695	7,332	15,027
5	Bulgaria	1896	246,411	101,194	a 347,605	10.46	.....	.....	6,851	1,422	8,273
6	Denmark	.....	.....	.....	231,940	10.61	.....	.....	.....	.....	.....
7	France	1896	b 5,533,511		.....	14.36	.....	.....	151,563		.....
8	Germany	1895-96	.....	.....	.....	18.0	.....	90	.....	.....	.....
9	Alsace-Lorraine (imperial possession).	1891	.....	.....	229,628	14.0	.....	90	2,703	2,303	5,006
10	Anhalt (duchy).	1891	22,673	22,549	45,222	16.0	.....	90	897	93	980
11	Baden (grand duchy).	1894	160,222	160,422	320,644	19.2	.....	90	.....	.....	5,503
12	Bavaria (kingdom).	1895	541,732	546,010	1,087,792	20.0	.....	90	17,953	6,299	24,252
13	Bremen (free city).	1897	12,636	12,991	25,627	13.0	.....	90	484	135	619
14	Brunswick (duchy).	1891	34,671	34,329	69,000	17.0	.....	90	1,049	.....	1,049
15	Hamburg (free city).	1898	44,761	50,977	95,738	14.0	.....	90	1,720	1,368	3,088
16	Hessia (grand duchy).	1891	94,572	98,240	192,812	19.4	.....	90	2,467	324	2,791
17	Lippe (principality).	1891	12,061	11,474	23,595	18.3	.....	90	.....	.....	473
18	Lübeck (free city).	1896	7,603	7,024	14,627	17.5	.....	90	236	136	372
19	Mecklenburg-Schwerin (grand duchy)	1891	43,692	41,142	84,834	14.6	.....	90	1,912	145	2,057
20	Mecklenburg-Strelitz (grand duchy)	1891	7,726	7,583	15,309	16.0	.....	90	355	.....	355
21	Oldenburg (grand duchy)	1891	30,556	29,851	60,407	17.0	.....	90	960	.....	960
22	Prussia (kingdom).	1896	3,160,737	3,180,530	6,341,267	20.0	.....	90	81,762	10,299	92,061
23	Reuss, jr. line (principality)	1891	9,702	9,801	19,503	17.0	.....	90	290	18	308
24	Reuss, sen. line (principality)	1891	5,417	5,571	10,988	17.5	.....	90	215	7	220
25	Saxe-Altenburg (duchy).	1891	14,439	15,186	29,625	17.3	.....	90	500	.....	500
26	Saxe-Coburg-Gotha (duchy)	1891	16,581	16,922	33,503	16.2	.....	90	.....	.....	580
27	Saxe-Meiningen (duchy).	1891	.....	.....	39,592	17.7	.....	90	589	.....	589

a Includes pupils in private schools.
b Public 4,198,940, private 1,334,571.
c Public primary only.

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CATION IN FOREIGN COUNTRIES.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
$18,871,019	$6,834,841	$25,705,850	$4.60	$0.62	41,358,886	1890	No imperial office	1
14,813,156	5,495,945	20,309,101	6.83	.85	23,895,413	1890	Count von Bylandt, bar. von Rheidt, minister of public instruction.	2
4,957,863	1,338,895	5,396,759	2.48	.45	17,463,473	1890	Dr. J. de Wlassics, minister of public instruction.	3
.....	.....	6,663,705	8.85	1.02	6,495,886	1896	M. F. Schallert, minister of the interior and public instruction.	4
.....	.....	.....	.....	.....	3,310,713	1893	M. Iv. Vazow, minister of public instruction.	5
.....	.....	.....	.....	.....	2,185,335	1890	Bishop H. V. Sthyr, minister of public instruction and ecclesiastical affairs.	6
.....	.....	*c*37,890,173	9.02	.98	38,517,975	1896	M. Georges Leygues, minister of public instruction and fine arts.	7
.....	.....	.....	.....	.....	52,246,589	1895	No imperial office	8
.....	.....	*d* 624,000	2.66	.39	1,641,220	1895	Herr Richter, director of public instruction.	9
.....	.....	332,457	7.13	1.22	293,123	1895	Herr Rümelin, president department of public instruction.	10
.....	.....	*d* 869,842	2.71	.52	1,725,470	1895	Dr. W. Nokk, minister of worship and public instruction.	11
.....	.....	5,869,883	5.25	1.13	5,797,414	1895	Herr von Wisbeck, minister of worship and public instruction.	12
180,000	70,000	*e* 250,000	10.00	1.30	196,278	1895	Dr. D. Ehmck, senator, commissioner of public instruction.	13
.....	.....	294,690	4.27	.73	433,986	1895	Herr G. Spiess, president of consistory.	14
.....	.....	*f* 1,740,100	17.00	2.55	681,632	1895	Dr. J. O. Stammann, senator, president department of schools.	15
.....	.....	1,940,826	10.06	1.95	1,039,388	1895	Herr W. Soldan, president department of schools.	16
.....	.....	*d* 68,040	2.91	.54	134,617	1895	Dr. Miesitschek von Wischkau, minister of state.	17
171,593	50,000	221,593	15.15	2.65	83,324	1895	Dr. Eschenburg, senator, commissioner of instruction.	18
.....	.....	.....	.....	.....	596,886	1895	Herr Giese, president of consistory.	19
.....	.....	.....	.....	.....	101,513	1895	Dr. Piper, president of consistory.	20
.....	.....	496,423	8.20	1.46	373,739	1895	Herr G. F. H. A. Flor, minister of worship and instruction.	21
31,871,325	12,577,049	44,248,374	7.00	1.40	31,849,795	1895	Dr. Bosse, minister of worship, instruction, and medical affairs.	22
.....	.....	*d* 68,497	2.91	.57	131,469	1895	Herr Graesel, councilor of state	23
.....	.....	72,000	6.55	1.55	67,454	1895	Herr Schulze, councilor of state	24
.....	.....	.....	.....	.....	180,012	1895	Dr. von Helldorf, minister of state.	25
.....	.....	208,724	6.27	1.01	216,624	1895	Dr. Ch. Rauch, councilor of state	26
.....	.....	246,712	6.23	1.10	234,005	1895	Dr. F. von Heim, minister of state.	27

d From state only.
e From state and communities only, exclusive of tuition fees.
f Including tuition fees.

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Statistics of elementary education

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
	Germany—Cont'd.										
28	Saxe-Weimar (grand duchy)	1891	29,464	29,463	53,927	18.4	.....	90	863	9	872
29	Saxony (kingdom).	1896	397,841	331,267	729,108	20.0	.....	90	9,409	3,060	12,496
30	Schaumburg-Lippe (principality).	1891	3,389	3,369	6,758	17.3	.....	90	.....	.....	126
31	Schwarzburg-Rudolstadt (principality).	1891	7,380	7,187	14,579	17.0	.....	90	.....	.....	263
32	Schwarzburg-Sondershausen (principality).	1891	6,479	6,484	12,963	17.1	.....	90	.....	.....	264
33	Waldeck (principality).	1891	5,625	4,815	10,440	18.2	.....	90	.....	.....	247
34	Württemberg (kingdom).	1897	185,090	208,538	393,628	19.0	.....	90	.....	.....	5,030
	Great Britain and Ireland:										
35	England and Wales.	1897	.....	.....	5,507,039	17.73	4,488,543	81.5	.....	.....	130,773
36	Scotland.....	1897	.....	.....	719,934	17.04	635,389	84.09	.....	.....	16,096
37	Ireland	1897	.....	.....	816,001	17.92	521,141	63.9	.....	.....	13,007
38	Greece.....	1889	78,815	18,986	97,801	4.02	.....	.....	.....	.....	1,641
39	Italy	1895–96	1,296,461	1,082,888	2,379,347	7.51	.....	.....	19,968	32,544	52,512
40	Netherlands	1896–97	368,405	340,249	708,654	14.16	.....	.....	12,763	5,553	18,316
41	Norway	1894	.....	.....	313,064	15.65	.....	.....	4,374	2,021	6,395
42	Portugal.....	1890	.....	.....	237,791	4.71	.....	.....	.....	.....	.....
43	Roumania	1896–97	.....	.....	298,283	5.10	.....	.....	.....	.....	5,411
44	Russia.....	1896	2,948,274	831,544	3,779,818	2.99	.....	.....	91,105	22,879	113,984
45	Finland	1898	44,238	37,951	c 177,886 82,189	7.25 3.22	.....	.....	932	1,188	2,120
46	Servia	1893–94	65,846	11,329	77,175	3.33	.....	.....	929	576	1,505
47	Spain.....	1895	.....	.....	1,356,136	7.72	.....	.....	.....	.....	.....
48	Sweden.....	1896	.....	.....	730,259	14.57	.....	.....	.....	.....	15,155
49	Switzerland	1895	343,883	270,395	614,278	20.2	.....	86.6	7,914	4,746	12,660
	British India:										
50	Bengal.....	1888–89	.....	.....	1,156,327	3.03	.....	.....	.....	.....	.....
51	Bombay	1897–98	501,411	74,145	e 575,556	2.13	.....	.....	.....	.....	.....
52	Burmah (upper and lower).	1897–98	133,036	9,535	f 142,571	1.87	.....	.....	.....	.....	.....
53	Madras	1897–98	653,735	55,903	g 709,638	1.99	.....	.....	.....	.....	.....
54	Mysore	1896–97	77,114	10,564	h 87,678	1.91	.....	.....	.....	.....	.....
55	Northwest Provinces and Oudh.	1897–98	258,614	13,449	i 272,063	.57	.....	.....	.....	.....	.....

a From State only.
b Amount contributed by the ministries alone.
c In ambulatory schools; it is stated that out of 457,678 children of school age (7–15) only 18,771 were not in school.

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in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	$388,893	$6.60	$1.20	338,887	1895	Herr R. von Pawel, councilor of state.	28
$4,604,053	$1,466,733	6,070,786	8.30	1.92	3,783,014	1895	Dr. K. D. P. von Soydewitz, minister of worship and public instruction.	29
.....	.....	*a* 20,640	4.37	.78	41,224	1895	Herr Bömers, president of consistory.	30
.....	.....	*a* 71,584	4.91	.83	88,590	1895	Herr Hanthal, councilor of state...	31
60,864	2,496	*a* 63,360	4.91	.84	78,248	1895	Herr H. Petersen, minister of state.	32
.....	.....	*a* 55,794	5.34	.98	57,782	1895	Baron von Hadeln, president of consistory.	33
.....	.....	*a* 1,416,562	3.80	.70	2,080,898	1895	Dr. von Sarwey, minister of state ..	34
.....	.....	51,701,540	9.38	1.66	31,055,355	1897	Committee of council on education: Vice-president for England, Sir John Gorst; vice-president for Scotland, Lord Balfour, of Burleigh.	35
.....	.....	7,403,067	10.28	1.75	4,222,784	1897		36
.....	.....	6,374,716	7.81	1.44	4,551,631	1897	Commissioners of national education in Ireland.	37
.....	.....	653,274	6.68	.27	2,433,806	1896	M. Triantaphylakos, minister of interior worship and instruction.	38
.....	.....	12,164,244	5.11	.38	31,667,946	1898	Signor Guido Baccelli, minister of public instruction.	39
.....	.....	5,644,186	7.96	1.12	5,004,204	1897	Dr. H. G. Borgesius, minister of the interior.	40
.....	.....	2,120,197	6.77	1.06	2,000,917	1891	V. A. Wexelsen, minister of ecclesiastical affairs and public instruction.	41
.....	.....	.....	.....	.....	5,049,729	1890	Señor J. L. de Castro, premier and minister of the interior.	42
.....	.....	1,764,121	5.91	.30	5,800,000	1893	M. Spiro Harst, minister of public instruction and ecclesiastical affairs.	43
.....	.....	*b* 3,105,860	.83	.02	126,411,736	1897	M. Bogolepoff, minister of public instruction.	44
.....	.....	*d* 452,555	5.50	.17	2,520,437	1897	Dr. L. Lindelof, director-general in charge of schools.	45
.....	.....	532,553	6.90	.23	2,312,484	1895	M. And. Georgevitch, minister of public instruction and ecclesiastical affairs.	46
.....	.....	.....	.....	.....	17,565,632	1887	Señor Dato, minister of interior...	47
.....	.....	4,332,415	5.93	.86	5,009,632	1897	N. L. A. Claëson, minister of education and ecclesiastical affairs.	48
4,284,259	1,428,087	5,712,346	9.30	1.88	3,034,464	1894	No federal office	49
.....	.....	733,140	.68	.02	38,114,280	1891	.....	50
.....	.....	1,005,791	1.74	.03	26,966,242	1891	Mr. E. Giles, director of public instruction.	51
.....	.....	138,301	.97	.02	7,605,560	1891	Hon. John Van Someren Pope, director of public instruction.	52
.....	.....	817,809	1.15	.02	35,630,440	1891	Hon. D. Duncan, director of public instruction.	53
.....	.....	102,368	1.16	.02	4,581,029	1891	Hon. J. Bhabha, inspector-general of education.	54
.....	.....	418,762	1.53	.01	46,905,085	1891	Hon. T. C. Lewis, director of public instruction,	55

d For elementary and normal schools.
e Also in private elementary schools, 64,550.
f Also in private elementary schools, 111,677.
g Also in private elementary schools, 104,154.
h Also in private elementary schools, 23,981.
i Also in private elementary schools, 40,230.

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Statistics of elementary education

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
56	Punjab	1897-98	167,544	13,850	*a* 181,394	0.80					
57	Japan	1896	2,533,272	1,344,709	3,877,981	9.08	3,046,150	78.55	68,285	7,808	76,093
58	Cape of Good Hope.	1897			122,186	8.00					5,347
59	Egypt	1898			210,399	2.16					15,983
60	Natal	1897	10,075	9,147	19,222	3.5					
61	British Columbia	1896-97			15,798	16.09	9,999	63.29			384
62	Manitoba	1896			37,987	24.96	23,247	61.11			1,093
63	New Brunswick	1898	31,080	29,673	60,753	18.91	33,933	55.85			1,804
64	Northwest Territories.	1896			12,796						433
65	Nova Scotia	1897			100,847	22.39	54,922	54.46			2,485
66	Ontario	1897			441,157	20.86	248,548	56.34	2,690	5,686	8,376
67	Prince Edward Island.	1896	12,145	9,993	22,138	20.29	13,412	60.58	324	245	569
68	Quebec	1896-97			*b* 197,993	13.30	139,876	70.60			5,628
69	Newfoundland	1894			35,501	17.3					
70	Mexico	1894	361,201	195,505	556,706	4.41					
71	Bermuda	1896			1,219	7.71					
72	Jamaica	1897			98,559	14.65	58,411	59.61			
73	Trinidad	1894			20,621	9.36	13,297	64.48			
74	Cuba	1889-90			30,994	1.90					
75	Costa Rica	1897			21,913	9.01	17,153	82.83	357	447	784
76	Guatemala	1895	39,411	24,604	75,020	4.88					
77	Nicaragua	1894			20,000	5.26					
78	Salvador	1893	16,663	12,764	29,427	3.66			453	340	793
79	Argentine	1897			269,954	6.82			2,967	6,289	9,256
80	Bolivia	1897			*d* 36,690	1.81					
81	Brazil	1889			300,000	2.09					
82	Chile	1897	53,784	55,274	109,058	4.02	65,507	60.06	746	1,522	2,268
83	Colombia	1894			89,000	2.29					
84	Ecuador	1894			76,878	6.04					1,666
85	Paraguay	1896			23,000	3.83					680

a Also in private elementary schools, 42,493.
b Also 99,395 in model schools and academies.
c From public grant only; tuition fees also charged.

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in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	$612,363	$3.37	$0.03	20,866,847	1891	Mr. W. A. Bell, officiating director of public instruction.	56
$4,107,909	$3,623,668	7,731,577	1.99	.18	42,708,264	1896	Mr. Hamao Arata, minister of state for education.	57
.....	.....	945,482	7.92	.62	1,527,224	1891	Mr. Thomas Muir, superintendent-general of education.	58
.....	.....	.....	.....	.....	9,734,405	1897	Hussein Pacha Fakhry, minister of public works and public instruction.	59
.....	.....	221,193	11.50	.41	543,913	1891	Mr. Robert Russell, superintendent-inspector of schools.	60
.....	.....	220,810	13.90	2.24	98,173	1891	Hon. James Baker, minister of education.	61
.....	.....	714,049	18.79	4.68	152,506	1891	Hon. J. D. Cameron, minister of education.	62
.....	.....	483,829	7.96	1.50	321,263	1891	Hon. James R. Inch, chief superintendent of education.	63
.....	.....	274,648	21.46	.....	.....	.....	Hon. D. J. Goggin, superintendent of education.	64
.....	.....	810,676	8.03	1.79	450,396	1891	Hon. A. H. Mackay, superintendent of education.	65
.....	.....	3,913,501	8.87	1.84	2,114,321	1891	Hon. G. W. Ross, minister of education.	66
.....	.....	153,316	6.92	1.40	109,078	1891	Hon. D. J. MacLeod, superintendent of education.	67
.....	.....	1,523,807	7.70	1.00	1,488,535	1891	M. Boucher de la Bruére, superintendent of education.	68
.....	.....	147,544	4.15	.73	202,040	1891	.....	69
.....	.....	.....	.....	.....	12,619,959	1895	J. Baranda, minister of justice and public instruction.	70
.....	.....	7,771	6.37	.49	15,794	1895	Mr. George Simpson, secretary to the board of education.	71
.....	.....	*c* 239,135	2.42	.35	672,762	1894	Mr. T. Capper, superintending inspector of schools.	72
.....	.....	113,078	5.48	.51	220,285	1891	Mr. K. Gervase Bushe, inspector of schools.	73
.....	.....	553,335	17.85	.34	1,631,696	1894	.....	74
.....	.....	164,946	7.53	.68	243,205	1892	Señor Pedro Pérez Zeledón, minister of foreign affairs, ecclesiastical affairs, public instruction, charities, and justice.	75
.....	.....	.....	.....	.....	1,535,632	1897	Señor Domingo Morales, minister of public instruction.	76
.....	.....	.....	.....	.....	380,000	1895	Dr. M. C. Matus, minister of public instruction.	77
.....	.....	.....	.....	.....	803,534	1894	Dr. Carlos Bonilla, minister of charities and public instruction.	78
.....	.....	9,650,000	35.74	2.44	3,954,911	1895	Dr. O. Magnasco, minister of justice; Señor O. Esquia, secretary of state for public instruction.	79
.....	.....	.....	.....	.....	2,019,549	1893	T. Valdivieto, minister of public instruction, colonies, telegraphs, public works, and industries.	80
.....	.....	.....	.....	.....	14,333,915	1890	Dr. Amaro Cavalcanti, minister of interior and justice.	81
.....	.....	838,893	7.69	.30	2,712,145	1895	Señor Carlos Palacios Zapata, minister of justice and public instruction.	82
.....	.....	.....	.....	.....	3,878,600	1881	Señor Tomas Herrian, minister of public instruction.	83
.....	.....	.....	.....	.....	1,271,861	....	Señor Bel. Alban Mestanza, minister of foreign affairs, justice, public instruction, and immigration.	84
.....	.....	*c* 381,964	16.61	.64	600,000	1897	Señor Mateo Collar, minister of justice, ecclesiastical affairs, and public instruction.	85

d Includes pupils in private schools.
e Expenditures by the higher council for educational purposes.

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Statistics of elementary education

	Countries.	Date of report.	Enrollment in elementary schools.				Average attendance.		Number of teachers.		
			Boys.	Girls.	Total.	Ratio to total population.	Total.	Ratio to enrollment.	Men.	Women.	Total.
	1	2	3	4	5	6	7	8	9	10	11
86	Peru	1889-90	.....	.....	53,276	2.03	.....	.....	552	258	810
87	Uruguay	1897	23,896	21,718	45,614	5.51	.....	.....	243	800	1,043
88	Venezuela	1891	.....	.....	100,026	4.30	.....	.....	.....	.....	.....
89	Hawaii	1897	8,017	6,505	14,522	13.32	.....	.....	205	302	507
90	Mauritius	1895	.....	.....	18,207	4.89	.....	.....	.....	.....	.....
91	New South Wales	1897	.....	.....	226,157	17.24	148,381	65.6	2,332	2,110	4,492
92	Queensland	1897	.....	.....	85,229	18.02	59,748	70.1	825	1,000	1,825
93	South Australia	1897	.....	.....	61,643	17.27	41,560	67.45	404	797	1,201
94	Victoria	1897	.....	.....	210,951	17.9	140,463	69.5	1,802	2,815	4,617
95	West Australia	1897	.....	.....	12,262	7.76	8,976	73	142	234	367
96	New Zealand	1897	.....	.....	132,197	18.79	110,993	83.9	.....	.....	3,628
97	Tasmania	1897	.....	.....	21,763	14.8	12,024	55.25	.....	.....	.....

a Not including expenditure for buildings, books, etc., and for scholarships which were included the previous year.

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in foreign countries—Continued.

Current expenditures.					Population.	Date of census.	Chief officer of education.	
Salaries.	Incidentals.	Total.	Per capita of enrollment.	Per capita of population.				
12	13	14	15	16	17	18	19	
.....	.....	.....	.....	.....	2,621,844	1876	Dr. José L. Loayza, president, minister of justice, ecclesiastical affairs, and public instruction.	86
.....	.....	$700,018	$15.34	$0.84	827,485	1897	J. Varela, minister of agriculture, industry, public instruction, and public works.	87
.....	.....	483,232	4.83	.21	2,323,527	1891	Dr. B. Mosquera, minister of public instruction.	88
.....	.....	207,637	14.29	1.94	109,020	1896	Hon. Henry E. Cooper, minister of public instruction.	89
.....	.....	*a* 50,465	2.71	.14	371,665	1891	Mr. D. J. Anderson, superintendent of schools.	90
.....	.....	*b* 3,365,042	14.87	2.56	1,311,440	1897	Hon. M. J. Garrard, minister of public instruction.	91
.....	.....	1,035,742	12.15	2.44	422,941	1897	Mr. D. H. Dalrymple, secretary for public instruction.	92
.....	.....	657,920	10.67	1.84	356,835	1897	Hon. John A. Cockburn, minister controlling education.	93
.....	.....	*c* 2,915,690	13.82	2.47	1,177,444	1897	Hon. A. J. Peacock, minister of public instruction.	94
.....	.....	279,352	22.78	1.77	157,819	1897	Hon. G. Randell, minister of education.	95
.....	.....	2,426,489	18.35	3.44	703,360	1896	Hon. W. C. Walker, minister of education.	96
.....	.....	172,870	7.94	1.17	146,667	1891	Hon. E. N. C. Braddon, minister of education.	97

b Includes for sites, buildings, etc., $412,659.
c Includes for permanent improvements, $63,674.

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INDEX.

A.

Abbott, Jacob and Charles, arithmetic by, 849.
Academy of Sciences and Arts of the United States, proposed, 597–598.
Adams, C. K., report on University of Wisconsin, 1984.
Adams, Daniel, arithmetic by, 815.
Adams, Frederick A., arithmetic by, 851.
Adams, H. B., on summer schools in England, Scotland, France, and Switzerland, 83–131.
Adams, Henry, quoted on Howard in eighteenth century, 609 *note*.
Adams, J. S., secretary of board of education, Vermont, 413–416.
Adams, William T., death and sketch, 2581.
Addington, Stephen, arithmetic by, 817.
Addis, W., on agricultural and mechanical colleges, 1969–1990.
Admission of foreign students to French universities, 749–776.
Agricultural academies, foreign, statistics, 1744, 1750.
Agricultural and mechanical colleges, statistics, 1969–1990.
Agricultural institutions in Europe, 223.
Agricultural schools in Argentine Republic, 1212.
Agriculture, methods of instruction in, 1575–1621.
Aikin, Henry O., death and sketch, 2581.
Aix, technical education in, 736.
Alabama, Bible reading in schools, 1553.
College presidents, 1264, 1270, 1271, 1272.
Dental laws, 1243, 1244.
Laws as to text-books, 894.
State and city school officers, 1255, 1256.
Statistics of agricultural and mechanical colleges, 1969, 1984, 1986, 1987, 1989, 1990; of city schools, 2348–2355, 2356, 2370, 2383, 2396, 2410; of colleges and universities, 1805–1847, 1848, 1868, 1890, 1898; of colored schools, 2481–2488, 2498; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2513, 2515–2517, 2519; of dental schools, 1919, 1948; of kindergartens, 2542–2551, 2555, 2571; of law schools, 1917, 1930; of medical schools, 1918, 1936; of normal schools, 1994–2010, 2011, 2018, 2030; of nurse-training schools, 1920, 1957; of pharmacy schools, 1920, 1952; of secondary schools, 2053–2097, 2098, 2254, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1922.
Teachers' certificates, 1662–1663.
Alaska, education in, 1753–1771.
Reindeer introduced, 1773–1796.
Alexander, Caleb, arithmetic by, 817.
Alfieri di Sostegno, A., death and sketch, 2608.
Algebra in secondary schools, 2046–2052, 2056, 2062, 2072, 2078, 2088.
Allen, Frederick D., death and sketch, 2581.
Allen, Harrison, death and sketch, 2581.
Allen, Horace N., schools of Korea, 1642–1644.
Alliance Française, organization and objects, 125–128.
Allyn, Robert, commissioner of schools, Rhode Island, 405.
Alsace-Lorraine, statistics of elementary education, 2612.
American Academy of Arts and Sciences, French influence in organization of, 596.
American Accomptant, account of, 811, 812.
American Arithmetics, notes on the history of, 789–868.
American Institute of Sacred Literature, 1513.
American Pharmaceutical Association, report on metric system, 1913–1914.
American Philosophical Society, English influence in organization of, 596.
American professor, An, arithmetic by, 851.
American students in German universities, 610–613.
American tutor's assistant, account of, 819.
Amherst College, astronomy in, 882.
Anacharsis of Lucian, translation from, 571–589.
Anderson, John J., arithmetic by, 851.
Anhalt, statistics of elementary education, 2612.
Ann Arbor, Bible chairs in, 1569–1571.
Anthropometrical and psycho-physical measurements of Washington school children, MacDonald on (with special index), 935–1204.
Appleton, W., religion in common schools of New England, 372.
Arabians develop arithmetic, 793.
Argentine Republic, Hilder on education in, 1205–1218.
Statistics of elementary education, 2616.
Aristotle, power in German universities, 39–40.
Arithmetic, historical sketch of, 797–802.
Arithmetics, American, notes on history of, 789–868.
Arizona, college presidents, 1264, 1272.
Corporal punishment, 1701.
Dental laws, 1243, 1244.
Laws as to text-books, 894.
State and city school officers, 1255, 1256.
Statistics of agricultural and mechanical college, 1986, 1989; of city schools, 2348–2355, 2410; of colleges and universities, 1805–1847, 1848, 1868; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2515–2517; of kindergartens, 2542–2550; of manual training, 2422, 2427, 2437; of normal schools, 1894–2010, 2011, 2018; of secondary schools, 2053–2097, 2099, 2256, 2336; of Territorial school system, lxiv–xcvii.
Teachers' certificates, 1663.
Arkansas, Bible reading in schools, 1553.
College presidents, 1264, 1270, 1272.
Dental laws, 1243, 1244.
Laws as to text-books, 894–895.
State and city school officers, 1255, 1256.
Statistics of agricultural and mechanical colleges, 1969, 1986, 1987, 1989, 1990; of city schools, 2348–2355, 2356, 2370, 2383, 2396, 2407, 2410; of colleges and universities, 1805–1847, 1848, 1858, 1890; of colored schools, 2481–2488, 2498; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2513, 2515–2517, 2519; of kindergartens, 2542–2550, 2555, 2571; of law schools, 1917, 1930; of medical schools, 1918, 1936; of normal schools, 1994–2010, 2011, 2018, 2030; of secondary schools, 2053–2097, 2099, 2256, 2336; of State school system, lxiv–xcvii.
Teachers' certificates, 1664.
Armstrong, John, arithmetic by, 826.
Arnold, Edwin, arithmetic by, 856, 857.
Arnold, H. D., medical inspection of schools in Boston, 1494–1499.
Artificial production of nitrates upon a world scale, for agricultural purposes, 1721–1725.
Arts and trade school, in Uruguay, 1222.
Astronomy, the teaching of, 869–892; in primary schools, 869–871; in secondary schools, 871–879, 2046–2052, 2057, 2062, 2073, 2078, 2089; in universities and colleges, 880–889.
Athletic gymnastics, 1715–1721.
Atkins, James H., death and sketch, 2581.
Attendance, statistics of, 2337, 2356–2374.

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Atwater, John P., death and sketch, 2581.
Average city school system, discussed, 2343.
Aumale, Henri E. P. L., death and sketch, 2608.
Austin, Samuel, death and sketch, 2581.
Austin, Mrs. Sarah, translates Cousin's report on Prussian schools, 623.
Australia, New Zealand, and Tasmania, systems of public education, 189–214.
Austria, education of women in, 641–642.
Educational development in, 57–58.
Statistics of elementary education, 2612.
Austria-Hungary, statistics of elementary education, 2612.

B.

Babcock, James F., death and sketch, 2582.
Babcock, T. H., arithmetic by, 831.
Bach, Dr., death, 2608.
Bache, A. D., report on European school systems cited, 621, 622.
Bachofuer, H., death, 2608.
Bachtold, J., death, 2608.
Backhaus, E., death, 2608.
Baden, statistics of elementary education, 2612.
Baggs, Elisha L., arithmetic by, 845.
Bailey, L. H., four apple twigs, 1592–1598.
Baker, Erasmus D., death and sketch, 2582.
Baker, Humphrey, publishes an arithmetic, 801.
Baker, Nathaniel S., superintendent of schools, New York, 455–456.
Baldwin, Austin, arithmetic by, 851.
Bancroft, George, and introduction of German at Harvard, 615.
Religion in common schools of New England, 370–371.
Baptists, missions in Alaska, 1766–1767.
Statistics of education, 1817; of secondary schools, 2060, 2062.
Bardoux, A., death, 2608.
Barnard, F. A. P., arithmetic by, 831.
Barnard, Henry, influence on schools of Connecticut, 392; of Rhode Island, 400.
Barrows, John Henry, readings from the Bible selected for schools, 1562.
Bartlett, Enoch N., death and sketch, 2582.
Bartlett Commercial College, 2451.
Barton, Benjamin Smith, first American student to take degree in Germany, 607.
Bateman, Newton, death and sketch, 2582.
Bates, Emma F., Bible reading in schools, 1557.
Bavaria, educational advancement in, 58.
Statistics of elementary education, 2612.
Baxter, C. J., Bible reading in schools, 1548.
Bean, C. W., Bible reading in schools, 1560.
Bear, Bernard de, commercial education in England and America, 329–333.
Beardshear, President, report on Iowa Agricultural and Mechanical College, 1971.
Beaurepaire, Quernay de, proposes Academy of Sciences and Arts of the United States, 597–598.
Becker, C., death, 2608.
Bedford, John W., arithmetic by, 855.
Beebe, Alex., death and sketch, 2582.
Beecher, Catherine E., arithmetic by, 833.
Belgium, statistics of elementary education, 2612.
Textile schools, 272, 290–291.
Bell, Isaac, death and sketch, 2582.
Benefactions, statistics of, to colleges, 1868, 1887, 1901; to colored schools, 2499–2507; to professional schools, 1916–1947; to secondary schools, 2067, 2068, 2080, 2081.
Bengal, statistics of elementary education, 2614.
Benjamin, DeWitt C., arithmetic by, 860.
Bennett, James, arithmetic by, 835.
Bennett, Titus, arithmetic by, 818.
Berlin, medical inspection of schools, 1504.
Bermuda, statistics of elementary education, 2616.
Berry, Myrta G. H., death and sketch, 2582.
Bertie, Domenico, death and sketch, 2608.
Bestuzheo-Rynmin, K. N., death and sketch, 2608.
Bezout, Etienne, arithmetic by, translated, 826, 827.
Bible, The, in the public schools and State universities, 1539–1574.
In school, controversy over use of, 456.
Study of, in American colleges, 1513–1538.
Bible chairs, 1567–1574.
Bibliography of child study, 1350–1384.
Black, Samuel T., Bible reading in schools, 1560.
Blake, Henry W., death and sketch, 2582.
Blanchard, Orlando, arithmetic by, 857.
Blind schools, statistics, 2509–2527.
Blodgett, James H., digest of laws relating to text-books, their selection and supply, 893–908.
Legal provisions of the various States relating to teachers' examinations and certificates, 1659–1691.
Blumentritt, Ferd., conditions in Spanish colonies, 925–936; the monks in the Philippines, 981–982.
Boggs, William E., Bible chair, University of Georgia, 1572–1573.
Bolivia, statistics of elementary education, 2616.
Bombay, statistics of elementary education, 2614.
Bonet-Maury, Gaston, the University of Paris in 1898, 757–758.
Boniface as an educator, 5.
Bonney, C. C., readings from the Bible selected for schools, 1562–1563.
Bonnycastle, John, arithmetic by, 821.
Bookmark, a suggestion, 692.
Boston, medical inspection of schools, 1489–1491, 1494–1500.
Teachers' salaries in, 2338–2340.
Boston Public Library: Exhibitions of pictures in, 1729–1730.
Botham, P. E. Bates, arithmetic by, 831.
Boutwell, George S., secretary Massachusetts board of education, 387–392.
Bowditch, H. P., on elective studies in medicine, 1911–1912.
Bowen, C. C., on educational reform in New Zealand, 205–207.
Boyd, Thomas D., report on Louisiana Agricultural and Mechanical College, 1972.
Boykin, J. C., report of exposition at Omaha, 1733–1740.
Brace, Seth C., death and sketch, 2583.
Bradbury, William F., arithmetic by, 866.
Brazil, Hilder on education in, 1224–1233.
Statistics of elementary education, 2616.
Bremen, statistics of elementary education, 2612.
Breslau, city schools in, 22.
Brewer, E. Cobham, death and sketch, 2605.
British athletic sports, 516–518.
British Columbia, school system of, 184–185.
Statistics of elementary education, 2616.
British India, statistics of elementary education, 2614.
Brittain, Harriett G., death and sketch, 2583.
Broglie, Duc de, Victor Duruy, 760–774.
Brookline, medical inspection of schools, 1492.
Brooks, C. P., report on European textile schools, 269–293.
The International Congress on technical education, 295–338.
Brown, Thomas Edward, death and sketch, 2605.
Brown, W. L., reports on Agricultural and Mechanical College, 1969.
Brown University, astronomy in, 882–883.
Early teaching of French at, 599.
Brunnert, D., death, 2608.
Brunswick, city schools in, 25.
Statistics of elementary education, 2612.
Brush, Charles B., death and sketch, 2583.
Bryan, Enoch A., report on Washington Agricultural and Mechanical College, 1984.
Bryant, H. B., arithmetic by, 867.
Bryce, James, on central authority in education, 149.
On secondary schools, 155–156.
Buchanan, John L., reports on Arkansas Industrial University, 1969.
Buckham, M. H., report on University of Vermont, 1983.
Buddhistic schools, 345–346.
Buenos Ayres, school of commerce in, 1208.
Buisson, F., on Henri Marion, philosopher and teacher, 775–788.
Bulgaria, education of women in, 645.
Statistics of elementary education, 2612.
Bumstead, Josiah F., arithmetic by, 843, 856.

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Bunten, William E., death and sketch, 2583.
Burbeck, Edward C., death and sketch, 2583.
Burckhardt, Jakob, death and sketch, 2608.
Burgerstein, Leo, means for spreading hygienic knowledge among the people, 257.
Burgher schools in Germany, 74–76.
Burke, Peter Ulric, arithmetic by, 863.
Burmah, statistics of elementary education, 2614.
Burnham, Charles G., arithmetic by, 844, 863.
Burrage, Severance, medical inspection of schools, 1504–1506.
Burritt, Elijah H., arithmetic by, 822.
Burrowes, Thomas H., superintendent of schools of Pennsylvania, 472–479.
Burton, Warren, educational influence of, 421.
Buscombe school gardens, 1575–1578.
Business colleges in United States, statistics, 2441–2477.
Butler, Charles, death and sketch, 2583.

C.

Cabrera, Raimond, education in Cuba, 963–965.
Calderwood, Henry, death and sketch, 2606.
California, Bible reading in schools, 1560.
College presidents, 1264, 1270, 1273, 1277.
Compulsory attendance, 1696, 1697, 1700.
Dental laws, 1243, 1244.
Laws as to text-books, 895–896.
State and city school officers, 1255, 1256.
Statistics of agricultural and mechanical colleges, 1969, 1986, 1989; of city schools, 2346, 2347, 2348–2355, 2356, 2370, 2383, 2396, 2407, 2410; of colleges and universities, 1805–1847, 1848, 1868, 1888, 1890; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2513, 2515–2519, 2522, 2524, 2525–2526; of dental schools, 1919, 1948; of kindergartens, 2542–2551, 2555, 2571; of law schools, 1917, 1930; of manual training, 2420, 2422, 2423, 2427, 2428, 2438; of medical schools, 1918, 1919, 1936, 1944; of normal schools, 1994–2010, 2011, 2018, 2030; of nurse-training schools, 1921, 1956, 1957; of pharmacy schools, 1920, 1952; of reform schools, 2530–2532; of secondary schools, 2053–2097, 2101–2104, 2256, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1922. Teachers' certificates, 1661, 1664–1665.
Call, Osmon, arithmetic by, 845.
Cambridge University, English, historical associations of, 90–92, 103.
Organization, 158.
Summer school at, 90–105.
Camp, David N. [Daniel in text], etc., influence on schools, 397.
Campbell, Helen, women wage earners, 655, 656.
Canada, education in, 169–187.
Higher educational institutions, statistics, 186–187.
Candle burns, How a, 1588–1592.
Canfield, James H., report on Ohio State University, 1981.
Cape of Good Hope, statistics of elementary education, 2616
Care of domestic animals, 1598–1601.
Carleton, Osgood, arithmetic by, 819.
Carlisle, J. M., Bible reading in schools, 1553.
Carruth, James H., death and sketch, 2583.
Cataldi, Pietro Antonio, and arithmetic, 801.
Cathedral schools in Germany, 5–11.
Catholepistemiad, the, organized in Michigan, 600–603.
Catholic education in Germany, 56–58.
Catholic public schools, aid of, in Germany, 38, 45.
Cavanaugh, George W., How a candle burns, 1588–1592.
Central Europe, education in, 215–256.
Châlons, technical school, 737–740.
Chamberlain, David C., death and sketch, 2583.
Chamberlain, Joshua M, death and sketch, 2584.
Chamberlain, H. B., death and sketch, 2584.
Chandler, George L., death and sketch, 2584.
Chapin, J. B., commissioner of schools, Rhode Island, 406.
Chaplin, Joseph, arithmetic by, 810.
Charlemagne as an educator, 5–7.
Chase, Pliny E., arithmetic by, 854.
Chastellux, Marquis de, travels of, 595.
Chautauqua, progress of methods of, in England, 83–85.
Work of, in England, 84.
Chemistry, in secondary schools, 2046–2052, 2058, 2063, 2074, 2079, 2090.
Teaching of, 298–304.
Chester, England, summer meeting of National Home Reading Union held at, 83–90.
Chicago, medical inspection of schools, 1491.
Teachers' salaries in, 2340–2340.
Child-labor laws and factory laws, 1698–1700.
Child study in the United States, with special index, 1281–1390.
Children, MacDonald on experimental study of (with special index), 986–1204, 1281–1390.
Children's reading, 680–684, 688.
Chile, statistics of elementary education, 2616.
Chivalry, its effects on education, 11.
Choctaw arithmetic, notice of, 835.
Christians, statistics of education, 1817.
City and Guilds of London institute, 319.
City schools, gymnastics in, 560–561.
In middle ages, 20–23.
Statistics, 2337–2418.
City superintendents, list, 1258–1263.
Civics in secondary schools, 2046–2052, 2060, 2063, 2076, 2079, 2082.
Claggett, James Milton, death and sketch, 2584.
Clapp, Henry Lincoln, on school gardens, 227–230.
Clark, Isaac A., arithmetic by, 849.
Classical high schools in modern Germany, 31, 46, 63–69, 71–74.
Classics, use of, in early German schools, 8–9, 14.
Cleveland, work between libraries and schools, 675–676.
Clinton, L. A., The moisture of the soil and its conservation, 1601–1610.
Cluny, technical school, 740–743.
Cobb, Lyman, arithmetic by, 833.
Coe, C. P., Baptist missions in Alaska, 1766–1767.
Coeducation, 1693–1694.
Cogswell, J., arithmetic by, 850.
Cogswell, Joseph G., and the introduction of German into the United States, 616–618.
Colburn, Dana P., arithmetic by, 851, 858.
Colburn, Warren, arithmetic by, 824.
Colby, Charles E., death and sketch, 2584.
Colgate, Samuel, death and sketch, 2584.
College presidents, list, 1264–1280.
Colleges, commercial courses in, 2456–2458.
Founded by women in England, 93.
Physical education in, 557–558.
Colleges and universities, statistics, 1797–1901.
Collier, Peter, death and sketch, 2584.
Colombia, statistics of elementary education, 2616.
Colonies, educational policy for, xl–xlvi.
Colorado, Bible reading in schools, 1559.
College presidents, 1264, 1271, 1273, 1277.
Compulsory attendance, 1697, 1700.
Dental laws, 1243, 1244.
Laws as to text-books, 902.
Laws for incorporation of educational institutions, 1466.
State and city school officers, 1255, 1256.
Statistics of Agricultural and Mechanical College, 1970, 1986, 1989; of city schools, 2346, 2347, 2348–2355, 2356, 2370, 2383, 2396, 2407, 2410; of colleges and universities, 1805–1847, 1848, 1868, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2513, 2515, 2517; of dental schools, 1919, 1948; of kindergartens, 2542–2551, 2556, 2571; of law schools, 1917, 1930; of manual training, 2420, 2422, 2423, 2427, 2428, 2438; of medical schools, 1918, 1919, 1936, 1944; of normal schools, 1994–2010, 2011, 2018, 2030; of nurse-training schools, 1921, 1957; of reform schools, 2530–2532; of secondary schools, 2053–2097, 2104, 2260, 2336; of State school system, lxiv–xcvii; of theological schools, 1916.
Teachers' certificates, 1665.
Colored race, statistics of schools, 2479–2507.
Columbia University, astronomy in, 881.
Early teaching of French at, 599.
New home of, 1797.

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Comenius, opinion on education, 40, 42-43.
Commercial education, 329-338.
In the Argentine Republic, 1208-1210; for women, 1207.
In the United States, statistics, 2441-2477.
Committee of twelve, report of, on modern languages, 1391-1433.
Common schools, organization and reconstruction of, in North Atlantic States, 355-486.
Statistics of, in the United States, lxiv-xcvii.
Compulsory attendance, 1695-1701.
In Prussia, 52, 54.
Under Charlemagne, 7.
Conat, Auguste, death and sketch, 2608.
Congregational missions, Alaska, 1769-1771.
Congregationalists, statistics of education, 1817.
Statistics of secondary schools, 2050, 2083.
Conkling, Thomas W., arithmetic by, 832.
Connecticut, Bible reading in schools, 1546.
Compulsory attendance, 1696, 1697, 1698, 1699, 1700.
Conveyance to schools, 1701.
Dental laws, 1243, 1244.
Laws as to schoolbooks, 902.
School system of, 392-400.
State and city school officers, 1255, 1256.
Statistics of Agricultural and Mechanical College, 1970, 1986, 1989; of city schools, 2348-2355, 2356, 2370, 2383, 2396, 2407, 2410; of colleges and universities, 1805-1847, 1848, 1868, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2462; of defective classes, 2510-2512, 2515-2517, 2519, 2525, 2527; of kindergartens, 2542-2551, 2556, 2572; of law schools, 1917, 1930; of manual training, 2420, 2422, 2423, 2429; of medical schools, 1918, 1936; of normal schools, 1994-2010, 2018; of nurse-training schools, 1920, 1957; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2105-2107, 2260, 2336; of State school system, lxiv-xcvii; theological schools, 1916, 1922.
Teachers' certificates, 1665-1666.
Connolly, James L., arithmetic by, 831.
Consular reports, 1623-1658.
Convent schools in Germany, 5-11.
Conveyance of children to school, 1701.
Cook, David, jr., arithmetic by, 814.
Cook, Elizabeth B., report concerning Bible reading in the public schools of the United States, 1539.
Cooking in English schools, 165-167.
Cope, Edward D., death and sketch, 2584.
Corbett, H. R., Bible reading in schools, 1553.
Corea, educational institutions and methods, 1639-1644.
Cornell University, report on, 1976.
Cornell University Agricultural Station, teachers' leaflets, 1588-1598, 1601-1610.
Work done, 1610-1614.
Cornell University Medical College, established, 1906.
Corporal punishment, 1701-1702.
Corson, Juliet, death and sketch, 2585.
Costa Rica, statistics of elementary education, 2016.
Cothren, Charles, death and sketch, 2585.
Cotting, Benjamin E., death and sketch, 2585.
Coulter, Stanley, The study of the foliage leaf, 1582-1588.
Councill, W. H., report on Colored Agricultural and Mechanical College of Alabama, 1984.
Country schools compared with city schools, 2343.
Courses of study, in medical schools, xcix-cxviii.
Cousin, Victor, reports on Prussian school system, 622-624.
Crafts, J. M., report on Massachusetts Institute of Technology, 1973.
Craig, J. P., superintendent of schools in Maine, 432.
Crane, E. A., Admission of foreign students to French universities, 756.
Crawford, S. K., death and sketch, 2585.
Crocker, J. N., death and sketch, 2585.
Crooker, George R., death and sketch, 2585.
Crookes, William, Artificial production of nitrates upon a world scale for agricultural purposes, 1721-1725.
Crosby, Minott S., death and sketch, 2585.
Crosby, W. G., secretary Maine board of education, 426-428.
Crozet, Claudius, arithmetics by, 850.
Crunden, Frederick M., work between libraries and schools, St. Louis, 674-675.
Cruttenden, D. H., arithmetic by, 857, 862.
Cuba, education in, 909-918.
Educational policy for, xl-xlv.
Historical sketch of education in, 936-967.
Medical education of women, 652.
Statistics of elementary education, 2016.
Cumings, Calisto, arithmetics by, 850.
Current questions, 1693-1713.
Currier, David D., death and sketch, 2586.
Curtis, George, arithmetic by, 828.
Cutting, H. C., Bible reading in schools, 1559.

D.

Dabney, Charles W., report on University of Tennessee, 1982.
Daboll, Nathan, arithmetic by, 813.
Daboll, Nathan and David A., arithmetic by, 836.
Dahl, Olaus, death and sketch, 2586.
Damon, M. C., death and sketch, 2586.
Dana, John Cotton, Children's reading, Denver, 680-684.
Dana, Richard H., Education in Cuba, 956, 958.
Daniels, Frank W., death and sketch, 2586.
Davidson, Thomas, death and sketch, 2586.
Davies, Charles, arithmetics by, 837-839.
Davies, Mrs. Mary, on teaching cookery in English schools, 165-167.
Davis, E., arithmetic by, 834.
Davis, Seth, arithmetic by, 828.
Day, David A., death and sketch, 2586.
Dayton, Ohio, school libraries, 684-688.
Deaf schools, statistics, 2509-2527.
Dean, Philotus, arithmetics by, 866.
Dearborn, Benjamin, arithmetic by, 834.
Dearborn, Heman A., death and sketch, 2586.
Decrease of pupils in school, 2345.
Defective classes, schools for, 2509-2527.
Degrees, report on, in Cornell University, 1978.
State supervision of degree-conferring institutions, 1461-1476.
Statistics, 1802, 1803, 1828-1831, 1835, 1839, 1845.
De Kalb, General, travels and work of, 594, 595.
Delaware, Bible reading in schools, 1549.
College presidents, 1264, 1273, 1277.
Dental laws, 1243, 1245.
Laws as to text-books, 902, 903.
State and city school officers, 1255, 1256.
Statistics of agricultural and mechanical colleges, 1970, 1986, 1987, 1989, 1990; of city schools, 2346, 2347, 2348-2355, 2357, 2371, 2384, 2397, 2411; of colleges and universities, 1805-1847, 1848, 1868; of colored schools, 2481-2488, 2498; of commercial schools, 2452-2461, 2462; of defective classes, 2510-2512, 2513-2517; of kindergartens, 2542-2550, 2557, 2572; of manual training, 2420, 2422, 2423, 2429; of normal schools, 1994-2010, 2018, 2030; of nurse-training schools, 1920, 1957; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2107, 2262, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1666.
Delaware State College for Colored Students, report on, 1984.
Deltzer, Stubba, death, 2609.
De Morgan, Augustus, quoted on history of arithmetic, 795, 799, 802.
Denmark, education of women in, 648.
Statistics of elementary education, 2012.
Dennett, Mrs. Carolyn I., death and sketch, 2586.
Denominational secondary schools, statistics, 2050, 2082, 2083, 2254-2335.
Dental education in United States, report on, 1235-1254.
Statistics, 1919.
Dentistry, at the University of Pennsylvania, 1914.
In Japan, 1657, 1658.
Laws governing practice of, 1242.
Denver, children's reading, 680-684.
Detroit, work between libraries and schools, 676-677.

Digitized by Google

Diesterweg, Julius, death, 2609.
Dilworth, Thomas, arithmetic by, 806, 816, 820.
Diphtheria, epidemic of, 1496–1498.
  Spread by schools, 1508.
District of Columbia, Bible reading in schools, 1550.
  College presidents, 1264, 1273, 1277.
  Compulsory attendance, 1697, 1700.
  Dental laws, 1243, 1245.
  Laws as to text-books, 903.
  Laws for incorporation of educational institutions, 1466–1470.
  School officers, 1255, 1256.
  Statistics of city schools, 2346, 2347, 2348–2355, 2357, 2371, 2384, 2397, 2407; of colleges and universities, 1805–1847, 1848, 1868; of colored schools, 2481–2488, 2498; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2515–2517, 2519; of dental schools, 1919, 1948; of kindergartens, 2542–2550, 2557, 2572; of law schools, 1917, 1930; of manual training, 2420, 2422, 2423, 2429; of medical schools, 1918, 1936; of normal schools, 1994–2010, 2011, 2018, 2030; of nurse-training schools, 1920, 1956, 1958, 1967; of pharmacy schools, 1920, 1952; of reform schools, 2530–2532; of school system, lxiv–xcvii; of secondary schools, 2053–2097, 2108, 2262, 2336; of theological schools, 1916, 1922.
  Teachers' certificates, 1662, 1666.
Doane, Thomas, death and sketch, 2586.
Docharty, Gerardus B., arithmetic by, 859.
Dodd, Cyrus M., death and sketch, 2586.
Dodd, James B., arithmetic by, 856.
Doren, Electra C., school libraries, 684–688.
Dormitories for colleges, considered, 1798.
Dousman, Mary Ella, Work between libraries and schools, 678–679.
Doxsee, A., arithmetic by, 857.
Draper, A. S., report on University of Illinois, 1971.
Drisler, Henry, death and sketch, 2587.
Drummond, Henry, death and sketch, 2606.
Dudley, James B., report on North Carolina Colored Agricultural and Mechanical College, 1984.
Dudley, James F., death and sketch, 2587.
Duff's College, 2451.
Duke, R. T. W., arithmetic by, 848.
Dunn, Nathaniel, arithmetic by, 858.
Dunnell, Mark H., superintendent of schools in Maine, 431–434.
Dunning, Homer N., death and sketch, 2587.
Durgin, Samuel H., Medical inspection of schools, 1499–1506; Ills chargeable to school attendance, 1502–1504.
Durny, Victor, minister of public instruction, France, 760–774.
Duryee, William R., death and sketch, 2587.
Dwight, Joseph M. B., death and sketch, 2587.
Dyer, Micah, death and sketch, 2587.

E.

Eastburn, Manton, Religion in common schools of New England, 371, 372.
Eastman, Linda A., Work between libraries and schools, 674–676.
Eaton, Hiram, superintendent of schools, Vermont, 409–413.
Eaton, James Stewart, arithmetics by, 864–866.
Ecclesiastical schools in Germany during middle ages, 5–11.
Eclectic medical schools, 1918, 1919.
Ecuador, statistics of elementary education, 2616.
Education in United States, notes on foreign influence on, 591–629.
Educational directory, 1255–1280.
Educational review, published in Argentine Republic, 1213.
Egypt, statistics of elementary education, 2616.
Elective studies in medicine, Bowditch on, 1911–1912.
Elementary schools, history of, in Germany, 3–82.
  Protestant, rise of, in Germany, 35–37.
  Public, in Germany, 76–82.
Ellis, Alston, reports on Colorado Agricultural and Mechanical College, 1970.
Ells, B. F., arithmetic by, 856.
Emerson, Frederick, arithmetic by, 833.
Emery, Caleb, death and sketch, 2588.
Emery, J. Q., Bible reading in schools, 1555.
Endowments, statistics of, 1822, 1832, 1833, 1836, 1840, 1868–1887; of professional schools, 1916–1955; of secondary schools, 2067–2068, 2080, 2081, 2254–2335.
England, commercial education in, 329–333.
  Medical education of women, 651.
  Relations in Germany in eighteenth century, 603.
  Summer schools in, 83–105, 116–125.
  Textile schools, 272–274, 277–289.
England and Wales, education in, 133–167.
English influence on education in United States, 591–594.
English literature in secondary schools, 2046–2052, 2060, 2063, 2076, 2079, 2092.
Enos, James L., arithmetic by, 855.
Enrollment, statistics of, 2337, 2356–2374.
Episcopalians, statistics of secondary schools, 2050, 2083.
Ernest, Duke of Gotha, work of, for popular education, 43.
Ernst, Henry, arithmetics by, 862.
Europe, education in, 215–256.
  Foreigners in universities of, 1702–1703.
  Higher commercial education, 1694–1695.
  Measurements of school children in, 1118–1140.
European school systems, reports on, 621–624.
European textile schools, report on, 269–293.
Evaluation of books, 691.
Evans, John, death and sketch, 2588.
Evans, Margaret J., Women's clubs as an educational factor, 669–672.
Evans, Thomas W., death and sketch, 2588.
Evening schools, statistics, 2407–2469.
  Technical, 317, 322.
Everett, Edward, Religion in common schools of New England, 369–370.
Examinations, 237–245.
Expenditures, statistics, of agricultural and mechanical colleges, 1989–1990; of blind schools, 2512–2514; of city schools, 2337, 2396–2406; of deaf schools, 2517–2524; of feeble-minded schools, 2525–2526; of kindergartens, 2555–2579; of manual and industrial training schools, 2423–2427; of reform schools, 2530, 2533–2535; of State school system, lxiv–xcvii; of the South, 2481.
Experimental study of children (with special index), MacDonald on, 985–1204, 1281–1390.

F.

Faike, Jakob, death and sketch, 2609.
Fairbanks, Lorenzo S., death and sketch, 2588.
Falk, Mr., educational reforms of, 79–80.
Fall, Delos, School diseases and medical inspection, 1506–1507.
Fall River, medical inspection of schools, 1493.
Farrar, John, arithmetic translated by, 823.
Farrar, W. H., arithmetic by, 858.
Feeble minded, statistics, 2509–2527.
Fellenberg's school, Cogswell's report on, 616–617.
Felton, John H., arithmetic by, 863.
Female education, India, 347–348.
Fenn, Augustus H., death and sketch, 2588.
Fenwick, George, arithmetic by, 819.
Findland, statistics of elementary education, 2614.
Findlay, J. J., on secondary education, 151–153.
Finlay, William M., arithmetic by, 817.
Finzer, Nicholas, death and sketch, 2588.
Firor, Jacob, arithmetic by, 823.
Fisher, George, arithmetic by, 810, 814.
Fitch, Joshua, limitations to technical instruction, 309–313.
Fleischner, Otto, exhibitions of pictures in Boston Public Library, 1729–1730.
Flint, G. W., reports on Agricultural and Mechanical College, 1970.
Florida, Bible reading in schools, 1552.
  College presidents, 1264, 1270, 1273, 1277.
  Dental laws, 1243, 1245.
  Laws as to text-books, 896.
  State and city school officers, 1255, 1256.

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Florida—Continued.
Statistics of agricultural and mechanical colleges, 1970, 1986, 1987, 1989, 1990; of city schools, 2348–2355, 2357, 2371, 2384, 2397, 2411; of colleges and universities, 1805–1847, 1850, 1870; of colored schools, 2481–2488, 2498; of commercial schools, 2452–2461, 2462; of defective classes, 2510–2512, 2513, 2515–2517, 2519; of kindergartens, 2542, 2550, 2557, 2572; of normal schools, 1994–2010, 2011, 2018, 2060; of nurse training schools, 1920, 1956; of reform schools, 2530–2531; of secondary schools, 2053–2097, 2108, 2264, 2336; of State school system, lxiv–xcvii.
Teachers' certificates, 1666–1667.
Follen, Charles, and the introduction of German at Harvard, 614–615.
Folsom, E. G., death and sketch, 2588.
Ford, Charles H., death and sketch, 2589.
Foreign influence on education in the United States, notes on, 591–629.
Foreign students, admission to French universities, 749–757
Foreign universities, and other institutions of learning, 1741–1751.
Foreign universities, list, 1741–1751.
Foreigners in universities of Europe, 1702–1708.
Forestry, New York, State College of, founder, 1799.
Forestry academies in Europe, 223; statistics, 1744, 1750.
Forseman, C. A., Bible reading in schools, 1559.
Foster, John, death and sketch, 2589.
Foster, Michael, university education, 1447–1452.
Four apple twigs, 1592–1598.
Fourton, M de, death, 2609.
Fowle, William B., arithmetic by, 828, 835.
Fowler, Abijah and Joseph, arithmetic by, 834.
Fowler, Stephen, death and sketch, 2589.
Foye, James Clark, death and sketch, 2589.
France, education in, 693–788.
Instruction in agriculture in rural schools, 1614–1620.
Statistics of elementary education, 2012.
Summer schools in, 125–128.
Francis, I, educational retrogression under, 57.
Francke, A. H., influence on German school system, 45, 49, 50, 53.
Franklin, B., visits Germany, 604–607.
Freier, F., death, 2609.
French, Frances Graham, the status of woman from the educational and industrial standpoint, 631–672.
French, George F., death and sketch, 2589.
French, John R., death and sketch, 2580.
French, advanced course in, 1425; elementary course in, 1421–1424; intermediate course in, 1424–1425.
In secondary schools, 2046–2052, 2055, 2062, 2071, 2078, 2087.
French alliance, organization and work of, for summer schools, 125–128.
French education, influence on Germany, 41.
French influence on education in United States, 594–603.
French officers in American Revolutionary army, 594.
French textile schools, 292–293.
French travelers, influence on education in United States, 594–595.
French universities, admission of foreign students to, 749–756.
Fresenius, Carl R., death and sketch, 2609.
Friedrich II and German school system, 5255.
Friedrich Wilhelm I and German school system, 45, 50, 51, 52, 56, 58.
Friedrich Wilhelm University, American students at, 612, 613.
Friends, statistics of education, 1819; of secondary schools, 2050, 2083.
Friends' mission, Alaska, 1768–1769.
Frissell, H. B., report on Hampton Institute, 1984.
Frost, John, arithmetic by, 836.

G.

Gabriel, C., death, 2609.
Gardeners' schools in Russia, 1623–1632.
Gardens, school, in Europe, 234–280.
Gault, F. B., report on University of Idaho, 1971.
Geddes, Patrick, and the Edinburgh Summer School, 110.
Geology, in secondary schools, 2046, 2052, 2058, 2063, 2074, 2079, 2090.
Geometry, in secondary schools, 2046–2052, 2056, 2062, 2072, 2078, 2088.
Georgia, Bible reading in schools, 1552, 1561.
College presidents, 1264, 1270, 1271, 1273, 1277.
Dental laws, 1243–1245.
Laws as to text-books, 896.
Laws for incorporation of educational institutions, 1467.
State and city school officers, 1255, 1257.
Statistics of Agricultural and Mechanical College, 1970, 1986, 1987, 1989, 1990; of city schools, 2348, 2355, 2357, 2371, 2384, 2397, 2407, 2411; of colleges and universities, 1845, 1847, 1850, 1870, 1890, 1898; of colored schools, 2481–2488, 2499; of commercial schools, 2452–2461, 2464; of defective classes, 2510–2512, 2513, 2515–2517, 2519; of dental schools, 1919, 1948; of kindergartens, 2542–2551, 2557, 2573; of law schools, 1917, 1939; of medical schools, 1918, 1919, 1936, 1942; of normal schools, 1994–2010, 2011, 2018, 2060; of nurse training schools, 1920, 1958; of pharmacy schools, 1920, 1952; of reform schools, 2530, 2532; of secondary schools, 2053, 2097, 2109–2112, 2264, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1922.
Teachers' certificates, 1667.
Geography at the Edinburgh Summer School, 112–114.
Gera, Germany, commercial education, 1646–1647.
German, advanced course in, 1420–1421; elementary course in, 1409–1419; intermediate course in, 1419–1420.
In secondary schools, 2046–2052, 2056, 2062, 2072, 2078, 2088.
German and United Evangelical students, statistics of education, 1819.
German influence, on education in the United States, 603–629.
German language, study of, 42.
German literature, its introduction in England, 603–604.
German school system, its history, 3–82.
German studies of malarial disease, 1654–1656.
German textile schools, 271–272, 290.
German universities, evolution, 15–18
Power of Aristotle in, 39–40.
Germans, emigration of, to the United States considered, 593 *note*.
Germany, education of women in, 637–641.
Medical, 649.
Measurements of children in, 1124, 1132.
Relation with England in 18th century, 603.
School games in, 537–539.
Statistics of elementary education, 2012.
Supplementary and industrial education in, 1710.
Weaving schools, 1646–1647.
"Germany," the, of Madame de Staël introduces Germany to English-speaking world, 608–610, 624–625.
Ghika, Prince Ion, death, 2609.
Girard College, Bache reports on European school systems in organization of, 621–622.
Girault, A. N., translates Arnold's Arithmetic into French, 857.
Girton College, account of, 94.
Glenn, G. R., Bible reading in schools, 1553.
Gohr, Reinhold, death, 2609.
Goode, William H., death and sketch, 2589.
Goodell, Henry H., report on Massachusetts Agricultural and Mechanical College, 1973.
Goodrich, S. G., arithmetic by, 834.
Gorst, J., on elementary schools, 147.
Göttingen University visited by Franklin, 604–607.
Gough, John, arithmetic by, 814, 818.
Goulbourn, Edward M., death and sketch, 2606.
Gould, Benjamin A., death and sketch, 2589.
Gowing, Fred, Bible reading in schools, 1540–1541.

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Graduates, statistics of blind schools, 2510–2514; of colored schools, 2489–2497; of commercial schools, 2455, 2462–2477; of deaf schools, 2516, 2518–2524; of high schools, 2054, 2070, 2086, 2098–2253, 2335; of normal schools, 1997, 2005, 2008.
Graduate students, statistics, 1801, 1806.
Grammar, study of, in early German schools, 8.
Grammar, method in modern languages, 1396–1397.
Grand, M. P., arithmetic by, 868.
Gray, F. C., religion in common schools of New England, 374–375.
Great Britain, cost of medical education in, 1912.
Statistics of elementary education, 2014.
Great Britain and Ireland, education in, 133–167.
Greatorex, Mrs. Eliza, death and sketch, 2590.
Grecian athletics and gymnastics, 518–521.
Greece, statistics of elementary education, 2614.
Greek, in secondary schools, 2046–2052, 2055, 2062, 2071, 2078, 2087.
Influence on modern German literature, 48.
Greeks, physical education, 571–589.
Green, Richard W., arithmetic by, 842.
Green, S[amuel] S[tilwell], educational influence of, 363–364, 366, 401, 403, 404.
Green, Samuel Swett, the use of pictures in public libraries, 1725–1731.
Work between libraries and schools, Worcester, 673–674.
Green, Traill, death and sketch, 2590.
Greenleaf, Benjamin, arithmetic by, 835.
Greenwood, Isaac, author of first American arithmetic, 802–805.
Greenwood, James, notes on history of American arithmetics, 789–868.
Gregory, Emily L., death and sketch, 2590.
Gregory, Henry D., death and sketch, 2590.
Gremaud, Jean, death, 2609.
Gressler, Julius, death, 2609.
Griggs, Jos. F., death and sketch, 2590.
Grindelwald, headquarters for summer school, 129.
Griscom, John, reports his visit to Pestalozzi, 618–629.
Grund, Francis J., arithmetic by, 833–834.
Guatemala, statistics of elementary education, 2616.
Guilford, Nathan, arithmetic by, 829.
Gurmukhi, Sikhor, schools, 346.
Guthrie, Jesse, arithmetic by, 817.
Guts Muths and his work for physical training, 523.
Gymnasia, changes in courses of, in Germany, 67, 68.
Rise and history of, 46; in Germany, 33.
Gymnastics, athletics, 1715–1721.

H.

Haddock, Charles B., commissioner of schools, New Hampshire, 417–419.
Haguenin, E., the University of Turin, 1452–1460.
Hale, George S., death and sketch, 2590.
Hall, King S., secretary New Hampshire board of education, 421.
Hall, S. R., arithmetic by, 836.
Hallock, Louis, death and sketch, 2590.
Halstead R., quoted on the difficulties of the laborer in studying, 193.
Hamburg, measurement of children in, 1120.
Schools in, 21, 26.
Statistics of elementary education, 2612.
Hamilton, Sir William, reviews Cousin's report on Prussian schools, 622–623.
Hampton Normal and Agricultural Institute, 1984.
Harcourt, W., on elementary education, 148.
Hard, M. K., arithmetic by, 849.
Hardy, George E., death and sketch, 2590.
Harman, Henry M., death and sketch, 2591.
Harper, William R., furnished report on Bible study in American colleges, 1513.
Harrington, Isaac, arithmetic by, 848.
Harris, A. W., report on University of Maine, 1972.
Harris, Henry H., death and sketch, 2591.
Harris, W. T., chairman, report of committee on school statistics, 1477–1488.
Quoted on introduction of German studies in the United States, 613.
Hart, Charles T., death and sketch, 2591.
Hart, Dyke W., on elementary education, 148.
Harter, George A., report on Delaware college, 1970.
Hartwell, Edward Mussey, on physical training, 487–589.
Hartzog, Henry S., report on Clemson College, 1981.
Harvard University, account of, in eighteenth century, 609 *note*.
Astronomy in, 880.
Early teaching of French at, 599.
English traditions in organization of, 592–593.
German introduced at, 614–615.
Requirements in dentistry, 1239.
Harwood, Charles E., death and sketch, 2591.
Haskell, Robert C., death and sketch, 2591.
Hassler, F. R., arithmetic by, 827.
Hawaii, deutal laws, 1254.
Statistics of elementary education, 2618.
Hawarden Castle, account of, 88.
Hawley, Daniel, arithmetic by, 816.
Hawley, Gideon, superintendent of schools, New York, 437.
Haynes, Nathaniel, translates arithmetic, 826.
Heath, Noble, arithmetic by, 827, 861.
Hecker, John J., work for German education, 52–53, 61.
Hedge, F. H., quoted on the introduction of German literature, 604.
Hedge schools in Germany, 38, 44, 58, 59.
Heenan, Thomas E., education in Russia. (*See* Odessa.)
Hempel, Dr., death, 2609.
Henrotin, Ellen M., report on the general federation of women's clubs, 666–669.
Herbertson, Andrew J., lectures on geography mentioned, 112–113.
Hesing, Washington, death and sketch, 25–91.
Hessia, statistics of elementary education, 2612.
Heston, J. W., report on South Dakota Agricultural and Mechanical College, 1981.
Hewit, Augustine F., death and sketch, 2591.
Hickock, Henry C., superintendent of schools, Pennsylvania, 484–486.
Hiebsch, Joseph, death, 2609.
High School, classical, in modern Germany, 63–69.
Commercial education in, 2445–2450, 2450, 2461.
Development of, in Germany, 59–61.
Higher commercial education in Europe, 1694–1695.
Higher education, statistics, 1797–1901.
Of women in the Prussian Diet, 234–235.
Higher educational institutions, Canada statistics, 186–187.
Hilder, F. F., on education in Argentine Republic, Uruguay, and Brazil, 1205–1233
Hill, Frank A., Bible reading in school, 1541.
Hill, H. A., report on Southern University and Agricultural and Mechanical College, 1984.
Hill, Thomas, arithmetic by, 845.
Hillard, George S., religion in common schools of New England, 375–377.
Hinckley, Edward S., death and sketch, 2591.
Hindus, arithmetic among, 797.
Hine, Charles D., Bible reading in school, 1546.
Hinkley, Edward, arithmetic by, 858.
Hinsdale, B. A., notes on foreign influence on education in United States, 591–629.
Hirzel, Ludwig, 2609.
Historical pilgrimages organized by Lunn, 129.
History, in secondary schools, 2046–2052, 2060, 2063, 2076, 2079, 2092.
Hitchcock, Oscar B., death and sketch, 2591.
Hoar, Ebenezer R., death and sketch, 2591.
Hobart, M. Ballard, arithmetic by, 846.
Hodgins, John George, on schools of Ontario, 172–173.
Hoffman, Charles F., death and sketch, 2592.
Holbrook, Nelson M., arithmetic by, 853.
Holden, Edward S., the teaching of astronomy in the primary and secondary schools and in the university, 869–892.
Holden, Isaac, death and sketch, 2606.
Holland. (*See* Netherlands.)

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Hollister, Arthur N., death and sketch, 2592.
Holmes, George F death and sketch, 2592.
Holmes, Samuel, death and sketch, 2592.
Homeopathic medical schools, statistics, 1918.
Hosford, Mrs. A. H., death and sketch, 2592.
Hovey, Charles E., death and sketch, 2592.
Howard, Catharine L., death and sketch, 2592.
Hubbard, Gardner G., death and sketch, 2593.
Hubbard, Mrs. M. J., death and sketch, 2593.
Hug, Adam, death, 2609.
Humanism dominates in classical high schools, 63-69.
In the secondary schools, 26, 31, 33.
Influence on the universities, 1628.
Revival of, 47.
Rise of, 27.
Hungary, education of women in, 642.
Statistics of elementary education, 2612.
Hutton, Charles, arithmetic by, 819, 832.
Hutton, Richard Holt, death and sketch, 2606.
Hyde, Henry D., death and sketch, 2593.
Hygienic knowledge, how spread among the people, 257-268.

I.

Iceland, education of women in, 648.
Idaho, Bible reading in schools, 1559.
College presidents, 1264, 1273.
Compulsory attendance, 1697, 1698, 1700.
Laws as to text-books, 903.
Dental laws, 1243, 1245.
Statistics of Agricultural and Mechanical College, 1971, 1986, 1989; of city schools, 2348-2355; of colleges and universities, 1805, 1847, 1850, 1870; of colored schools, 2485-2488; of commercial schools, 2452-2461; of defective classes, 2510-2512, 2515-2517; of kindergartens, 2542-2550, 2557; of manual training, 2422, 2427, 2438; of normal schools, 1994-2010, 2018; of secondary schools, 2053-2097, 2112, 2286, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1667-1668.
Illinois, Bible reading in schools, 1554-1555.
College presidents, 1264, 1270, 1271, 1273, 1277.
Compulsory attendance, 1699, 1700.
Dental laws, 1243, 1245.
Laws as to text-books, 896.
Laws for incorporation of educational institutions, 1467-1469.
State and city school officers, 1255, 1257.
Statistics of Agricultural and Mechanical College, 1971, 1986, 1989; of city schools, 2346, 2347, 2348-2355, 2357, 2371, 2384, 2397, 2407, 2411; of colleges and universities, 1805-1847, 1850, 1870, 1888, 1890, 1898; of colored schools, 2482-2488, 2490, 2500; of commercial schools, 2452-2461, 2464; of defective classes, 2510-2512, 2513, 2515-2518, 2519, 2522, 2524, 2525-2526; of dental schools, 1919, 1948; of kindergartens, 2542-2551, 2558, 2573; of law schools, 1917, 1930; of manual training, 2420, 2422, 2423, 2429; of medical schools, 1918, 1919, 1936, 1944, 1946; of normal schools, 1994-2010, 2012, 2020, 2030; of nurse training schools, 1921, 1956, 1958; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2112-2121, 2268, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1922.
Teachers' certificates, 1660-1661, 1668.
Illiteracy in Europe, 230.
Imperial school commission, work of, in Germany, 67.
Income, statistics of agricultural and mechanical colleges, 1989-1990; of colleges, 1833, 1841, 1847, 1867-1887, 1889-1897, 1901; of colored schools, 2499-2507; of normal schools, 1998, 2000, 2001, 2006, 2007, 2018-2041; of secondary schools, 2047, 2050, 2067, 2068, 2080, 2081.
India, arithmetic in, 797.
Education in, 339-354.
Medical education of women, 651.
Indian Territory, college presidents, 1265.
Statistics of city schools, 2348-2355; of colleges and universities, 1805-1847, 1852, 1872; of commercial schools, 2452, 2461; of defective classes, 2510-2512, 2515-2517; of kindergartens, 2542-2550, 2559; of normal schools, 1994-2010, 2012; of secondary schools, 2053-2097, 2131, 2270, 2336.
Indiana, Bible reading in schools, 1554, 1561.
College presidents, 1265, 1272, 1273, 1277.
Compulsory attendance, 1696, 1697, 1698, 1700.
Dental laws, 1243-1246.
Laws as to text-books, 896-897.
State and city school officers, 1255, 1257.
Statistics of Agricultural and Mechanical College, 1971, 1986, 1989; of city schools, 2348-2355, 2358, 2372, 2385, 2398, 2407, 2411; of colleges and universities, 1805-1847, 1850, 1870, 1898; of colored schools, 2482-2488, 2490, 2500; of commercial schools, 2452-2461, 2464; of defective classes, 2510-2512, 2513, 2515, 2522, 2525-2526; of dental schools, 1919, 1948; of kindergartens, 2542-2551, 2559, 2573; of law schools, 1917, 1930; of manual training, 2420, 2422, 2423, 2430; of medical schools, 1918, 1936, 1944; of normal schools, 1994-2010, 2012, 2020, 2032; of nurse training schools, 1921, 1956, 1959; of pharmacy schools, 1920, 1952; of reform schools, 2530, 2532; of secondary schools, 2053-2097, 2121-2131, 2270, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1922.
Teachers' certificates, 1668-1669.
Indians, statistics of manual training for, 2422, 2427, 2437-2440.
Indigenous schools, India, 343, 350-354.
Industrial training in New Zealand, 212-214.
Statistics, 2419-2440.
Industrial work, women in, 655-663.
Inglis, Samuel L., Bible reading in schools, 1554.
Instruction, character, in early German schools, 8.
Instruments of precision for anthropometrical and psycho-physical measurements, account of, 1141-1204.
International Congress on technical education, Brooks's report on, 295-338.
Iowa, Bible reading in schools, 1556, 1561.
College presidents, 1265, 1272, 1273, 1277.
Conveyance to school, 1701.
Dental laws, 1243, 1246.
Laws as to text-books, 904.
State and city school officers, 1255, 1257.
Statistics of agricultural and mechanical college, 1971, 1986, 1989; of city schools, 2348-2355, 2359, 2373, 2386, 2398, 2412; of colleges and universities, 1805-1847, 1852, 1872, 1890, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2464; of defective classes, 2510-2512, 2513, 2515-2519, 2524-2526; of dental schools, 1919, 1948; of kindergartens, 2542-2551, 2559, 2573; of law schools, 1917, 1930; of manual training, 2420-2422, 2424, 2430; of medical schools, 1918, 1919, 1938, 1944; of normal schools, 1994-2010, 2012, 2020, 2032; of nurse training schools, 1921, 1959; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2132-2141, 2272, 2335; of State school system, lxiv-xcvii; of theological schools, 1916, 1922.
Teachers' certificates, 1669-1670.
Ireland, statistics of education, 135.
Statistics of elementary education, 2614.
Irwin, G. M., Bible reading in schools, 1560.
Italian textile schools, 291-292.
Italy, education of women in, 644-645.
Statistics of elementary education, 2614.

J.

Jackson, Henry, arithmetic by, 825, 848.
Jackson, John H., report on Kentucky State Normal School for Colored Persons, 1984.
Jackson, Samuel H., death and sketch, 2593.
Jackson, Sheldon, report on education in Alaska, 1753-1771; on introduction of reindeer, 1773-1796.
John, Friedrich Ludwig, founder of German turnen, 525-529.
Jamaica, statistics of elementary education, 2616.
James, E. J., on Franklin's visit to Germany, 504-607.
Japan, practice of professions in, 1656-1658.
Statistics of elementary education, 2616.
Jason, W. C., report on Delaware State College for Colored Students, 1984.
Jaudon, Daniel, arithmetic by, 817.

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Jefferson, Thomas, propagates French science, arts and educational ideas, 598-599.
Jermain, James B., death and sketch, 2593.
Jess, Zachariah, arithmetic by, 813.
Jesuit schools, rise of, in Germany, 34.
Jillson, Arnold, arithmetic by, 863.
Joergensen, Adolf D., death, 2600.
Johns Hopkins University, astronomy in, 883-884.
Jones, Frederick Robertson, on summer school at Oxford, England, 116-125.
Jones, H. M., arithmetic by, 857.
Jones, I. C., arithmetic by, 857.
Jones, William A., death and sketch, 2593.
Jones, William B., death and sketch, 2606.
Jordan, C. T., report on New Mexico Agricultural and Mechanical College, 1976.
Jordan, Junius, Bible reading in schools, 1553.
Joseph II, work of, for education in Austria, 57.
Joseph, Brother, death and sketch, 2609.
Journalism in the Argentine Republic, 1218.
Joyce, J., arithmetic by, 823.
Joynes, Edward S., industrial education of women, 659-663.
Jump, Julia C., death and sketch, 2593.

K.

Kaiser, Victor, death, 2609.
Kalm, Peter, travels, 594-595.
Kansas, Bible reading in schools, 1558.
College presidents, 1265, 1270, 1272, 1273, 1278.
Compulsory attendance, 1695, 1697, 1700.
Dental laws, 1243, 1246.
Laws as to text-books, 904.
State and city school officers, 1255, 1258.
Statistics of Agricultural and Mechanical College, 1972, 1986, 1989; of city schools, 2348-2355, 2359, 2373, 2386, 2399, 2412; of colleges and universities, 1805-1847, 1852, 1872, 1890, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2466; of defective classes, 2510-2512, 2513, 2515-2517, 2519, 2525-2526; of kindergartens, 2542-2550, 2560, 2573; of law schools, 1917, 1930; of manual training, 2422, 2427, 2438; of medical schools, 1918, 1938; of normal schools, 1994-2010, 2012, 2020, 2032; of nurse training schools, 1921, 1959; of pharmacy schools, 1919, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2141-2145, 2272, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1924.
Teachers' certificates, 1670-1671.
Keen, Dora, medical inspection of schools, 1501-1502.
Keen, W. W., medical inspection of schools, 1502-1503.
Keith, Thomas, arithmetic by, 840.
Kellogg, Martin, report on University of California, 1969.
Kenngott, A. L., death, 2609.
Kentucky, Bible reading in schools, 1552.
College presidents, 1265, 1270, 1273, 1278.
Compulsory attendance, 1695, 1696, 1700.
Dental laws, 1243, 1246.
Laws as to text-books, 897.
Laws for incorporation of educational institutions, 1469.
State and city school officers, 1255, 1258.
State normal school for colored persons, report on, 1984.
Statistics Agricultural and Mechanical College, 1972, 1986, 1987, 1989, 1990; of city schools, 2346, 2347, 2348-2355, 2360, 2373, 2386, 2399, 2407, 2312; of colleges and universities, 1805-1847, 1854, 1872, 1890; of colored schools, 2481-2488, 2490, 2500; of commercial schools, 2452-2461, 2466; of defective classes, 2510-2512, 2513, 2515-2517, 2519, 2525, 2526; of dental schools, 1919, 1948; of kindergartens, 2542-2551, 2560, 2573; of law schools, 1917, 1930; of manual training, 2420, 2422, 2424, 2430; of medical schools, 1918, 1938, 1944; of normal schools, 1994-2010, 2013, 2020, 2032; of nurse training schools, 1920, 1959; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2145-2147, 2274, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1924.
Teachers' certificates, 1671-1672.
Kerl, Simon, arithmetic by, 863.
Kerney, N. J., arithmetic by, 853.
Keyes, Emerson W., superintendent of schools, New York, 461-462.
Death and sketch, 2593.
Kimball, A. L., death and sketch, 2593.
Kimball, John, death and sketch, 2594.
Kimball, Joseph C., arithmetic by, 861.
Kimber, Emmor, arithmetic by, 818.
Kimber, Joshua, Protestant Episcopal Missions in Alaska, 1764-1765.
Kindergartens, statistics, 2375-2382, 2537-2579.
King, F. H., influence on schools of New Jersey, 467-469.
Kingsbury, John, commissioner of schools, Rhode Island, 405-406.
Kinne, William, arithmetic by, 819.
Kirk, John R., Bible reading in schools, 1556.
Knightly forms of physical training, 521.
Knights' academies, rise of, 41.
Knucky, Albert E., death and sketch, 2594.
Kober, George M., on higher training for military surgery and sanitation, 1908-1911.
Kothe, Bernhard, death, 2609.

L.

Lacroix, S. F., arithmetic by, translated, 823.
Ladd, George E., report on Missouri School of Mines, 1974.
Lambert, Thomas S., death and sketch, 2594.
Lampson, William, death and sketch, 2594.
Land, J. P. N., death, 2610.
Lane, George M., death and sketch, 2594.
Langston, John M., death and sketch, 2594.
Lansky, D., death, 2610.
Lapland, commission to, 1787-1796.
Latin, study of, in early German schools, 8-9, 14, 23.
In secondary schools, 2046-2052, 2035, 2062, 2071, 2078, 2087.
Latin city schools, in middle ages, 20-23.
Latta, W. C., an experimental farm for young people, 1578-1582.
Law, women students of, 652-655.
Lawrence, Charles D., arithmetic by, 861.
Law schools in Brazil, 1229.
Statistics, 1905, 1917.
Laws, S. S., Bible chairs at universities, 1567.
Laws, medical, in the several States, cxix.
Lawyers in Japan, 1656.
Leach, Daniel, arithmetic by, 854.
Leake, Frederick, death and sketch, 2595.
Leavitt, Dudley, arithmetic by, 820, 821, 828.
Lee, Chauncy, arithmetic by, 811.
Lee, Stephen D., report on Mississippi Agricultural and Mechanical College, 1793.
Legge, James, death and sketch, 2606.
Lehmann, Dr., death, 2610.
Leipsic Commercial University, 1644-1646.
Leitner, G. W., literature in India, 339-340, 344.
Leonard, George, jr., arithmetic by, 842.
Leonard, Stephen C., death and sketch, 2595.
Levasseur, E., the American universities, 1436-1443.
Lewis, Dio, gymnastics, 556-557.
Lewis, Enoch, arithmetic by, 826.
Libraries and the public school, 673-692.
For teachers in Argentine Republic, 1213.
In Brazil, 1233; in Uruguay, 1222-1224.
Statistics, 1832, 1840, 1846, 1868-1877, 1889-1897; of agricultural and mechanical colleges, 1986-1988; of blind schools, 2512-2514; of deaf schools, 2517, 2519-2524; of feeble-minded schools, 2526; of normal schools, 2018-2041; of professional schools, 1916-1955; of secondary schools, 2067, 2068, 2080-2081, 2098-2053, 2335.
Lindsley, John B., death and sketch, 2595.
Ling, Peter Henry, system of gymnastics, 539-548.
Lippe, statistics of elementary education, 2612.
Literary societies in Argentine Republic, 1217.
Little, Ezekiel, arithmetic by, 813.
Lober, Georg, death, 2610.
Lockwood, William E., death and sketch, 2595.
Longfellow, Henry W., religion in common schools of New England, 381-382.
Loomis, Elias, arithmetics by, 862.
Loomis, Silas L., arithmetic by, 863, 864.

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Lopp, C. T., work of, 1769-1771, 1783-1784.
Lord, Charles A., superintendent of schools, Maine, 431.
Lord, Nathan L., death and sketch, 2595.
Louisiana, Bible reading in schools, 1553.
College presidents, 1266, 1270, 1273, 1278.
Dental laws, 1243, 1246.
Laws as to text-books, 897.
State and city school officers, 1255, 1258.
Statistics of Agricultural and Mechanical College, 1972, 1986, 1987, 1989, 1990; of city schools, 2348-2355, 2360, 2374, 2386, 2399; of colleges and universities, 1805-1847, 1854, 1874, 1892; of colored schools, 2481-2488, 2490, 2500; of commercial schools, 2452-2461, 2466; of defective classes, 2510-2512, 2513, 2515-2519, 2524; of kindergartens, 2542-2550, 2552-2560, 2574; of law schools, 1917, 1930; of manual training, 2422, 2424, 2430; of medical schools, 1918, 1938, 1946; of normal schools, 1994-2010, 2013, 2020, 2034; of nurse training schools, 1920, 1959; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2147, 2276, 2336; of State school system, lxiv-xcvii
Teachers' certificates, 1672.
Lovell, John E., arithmetic by, 829.
Low, Seth, on college dormitories, 1798.
Lowell, medical inspection of schools, 1492-1493.
Lower realschulen in Germany, 74-76.
Lowrey, Cearles E., significance of physical education among the Greeks, as represented in the Anacharsis of Lucian, 571-589.
Lubbock, John, on elementary schools, 147, 149.
Lübeck, city schools in, 21, 25.
Statistics of elementary education, 2612.
Lucian, translation from, on physical education, 571-589.
Lunge, George, on teaching chemistry, 302-304.
Lunn, H. S., organizes summer schools in Switzerland, 129, 130.
Lunt, Orrington, death and sketch, 2595.
Lusk, William T., death and sketch, 2595.
Lutherans, statistics of education, 1819.
Statistics of secondary schools, 2050, 2063.
Lutz, J. H., death, 2610.
Lyceum arithmetic, notice of, 835.
Lyman, Theodore, death and sketch, 2595.
Lyons, technical schools, 728-736.

M.

McAfee, George F., Presbyterian missions in Alaska, 1762-1764.
Macan, H., on secondary education, 153.
McBryde, J. M., report on Virginia Agricultural and Mechanical College, 1983.
McClelland, George B., death and sketch, 2596.
McCord, Augustus R., arithmetic by, 853.
McCurdy D., arithmetic by, 823, 828.
MacDonald Arthur, on experimental study of children (with special index), 985-1204, 1281-1390.
Macdowell, William A., death and sketch, 2596.
McIlvaine, Joshua H., death and sketch, 2596.
McJilton, J. N., arithmetic by, 862.
McKee, Mrs. O. E. B., death and sketch, 2596.
McLallen, Robert L., arithmetic by, 846.
MacLean, George E., report on University of Nebraska, 1974.
McNevin, John, arithmetic by, 844.
Madras, statistics of elementary education, 2614.
Maginness, James, arithmetic by, 823.
Magnus, Philip, theory and practice in trade teaching, 304-309.
Mahan, Jason M., arithmetic by, 836.
Maine, Bible reading in schools, 1539-1540.
College presidents, 1266, 1270, 1274, 1278.
Compulsory attendance, 1696, 1697, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1247.
Laws as to text-books, 905.
School system of, 423-437.
State and city school officers, 1255, 1258.
Statistics of Agricultural and Mechanical College, 1972, 1986, 1989; of city schools, 2348-2355, 2360, 2374, 2387, 2399, 2407, 2412; of colleges and universities, 1805-1847, 1854, 1874, 1892; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2466; of defective classes, 2510-2512, 2515-2517, 2520; of kindergartens, 2542-2550, 2552, 2561, 2574; of manual training, 2420, 2422; of medical schools, 1918, 1938; of normal schools, 1994-2010, 2013, 2020, 2034; of nurse training schools, 1920, 1959; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2149-2153, 2278, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1924.
Teachers' certificates, 1672.
Malarial diseases, German studies of, 1654-1656.
Mallory, George S., death and sketch, 2566.
Manitoba, school system of, 182-184.
Statistics of elementary education, 2616.
Mann, Horace, arithmetic by, 854.
Influence on school system, 357-359, 436-437, 445-446, 447.
Manual training in Australia, 194.
In French schools, 723.
In Great Britain, 141.
Statistics, 2419-2440.
Maria Theresa, work of, for education, 57.
Marion, Henri, 775-788.
Marquardsen, H., death, 2610.
Marquart, John, arithmetic by, 855.
Marsh, James, and German influence on education in United States, 625-627.
Martin, Artemas, notes on history of American arithmetics, 789-868.
Marvin, James, arithmetic by, 858.
Maryland, Bible reading in schools, 1550.
College presidents, 1266, 1270, 1272, 1274, 1278.
Dental laws, 1243, 1247.
Laws as to text-books, 905-906.
State and city school officers, 1255, 1258.
Statistics of Agricultural and Mechanical College, 1972, 1986, 1989; of city schools, 2346, 2347, 2348-2355, 2360, 2374, 2387, 2399, 2407, 2413; of colleges and universities, 1805-1847, 1854, 1874, 1888, 1892, 1898; of colored schools, 2481-2488, 2490, 2502; of commercial schools, 2452-2461, 2466; of defective classes, 2510-2512, 2513, 2515-2518, 2520, 2524, 2525, 2527; of dental schools, 1919, 1948; of kindergartens, 2542-2550, 2552, 2561, 2574; of law schools, 1917, 1930; of manual training, 2420, 2422, 2424, 2431; of medical schools, 1918, 1938, 1944; of normal schools, 1994-2010, 2013, 2020, 2034; of nurse training schools, 1920, 1959; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2153-2155, 2280, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1924.
Teachers' certificates, 1672-1673.
Mason, Frank H., German studies of malarial diseases, 1654-1656
Massachusetts, Bible reading in schools, 1541-1543, 1561.
College presidents, 1266, 1270, 1272, 1274, 1278.
Compulsory attendance, 1695, 1696, 1697, 1698, 1699, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1247.
Laws as to text-books, 906.
School system, 356-392.
State and city school officers, 1255, 1258.
Statistics of Agriculture and Mechanical College, 1973, 1986, 1989; of city schools, 2346, 2347, 2348-2355, 2360, 2374, 2387, 2399, 2408, 2413; of colleges and universities, 1805-1847, 1854, 1874, 1888, 1892, 1898; of colored schools, 2485, 2488; of commercial schools, 2452-2461, 2466; of defective classes, 2510-2512, 2513, 2515-2518, 2520, 2522, 2524-2527; of dental schools, 1919, 1948; of kindergartens, 2542-2550, 2552, 2561, 2574; of law schools, 1917, 1930; of manual training, 2420-2422, 2424, 2431; of medical schools, 1918, 1938, 1944; of normal schools, 1994-2010, 2013, 2020, 2034; of nurse training schools, 1920, 1956, 1960, 1967; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2155-2161, 2282, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1924.
Teachers' certificates, 1659, 1673.
Veterinary study in Massachusetts, 1915.

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Massachusetts Institute of Technology, report on, 1973.
Massey, John E., Bible reading in schools, 1550.
Mattoon, Charles H., arithmetic by, 854.
Mauritius, statistics of elementary education, 2618.
Mayer, Alfred M., death and sketch, 2596.
Mayfield, W. D., Bible reading in schools, 1551.
Mayo, A. D. The organization and reconstruction of State systems of common school education in the North Atlantic States from 1830 to 1865, 355–486.
Mechanical College. (*See* Agricultural and Mechanical Colleges.)
Mecklenburg-Schwerin, statistics of elementary education, 2612.
Mecklenburg-Strelitz, statistics of elementary education, 2612.
Mediæval forms of physical training, 521.
Medical inspection of schools, 1489–1511.
Medical laws of the States and Territories, cxix.
Medical schools, consolidation of, 1905.
  Cost in Great Britain, 1912.
  Courses of study in, xciv–cxviii.
  Elective studies in, 1911–1912.
  Higher training for military surgery and sanitation, 1908–1911.
  In Brazil, 1229.
  In Argentine Republic, 1213.
  Statistics, 1903–1905, 1918–1919.
Medicine, in Japan, 1657, 1658.
  Requirements for practice of, cxix.
  Study of, in Middle Ages, 12.
  Women in, 648–652.
Medlicott, Mary, work between libraries and schools, Springfield, Mass., 679–680.
Merriam, J. B., arithmetic by, 867.
Merrill, William T., death and sketch, 2596.
Methodist Episcopal Church, statistics of education, 1816; of secondary schools, 2050, 2083.
Methodist Episcopal Church South, statistics of secondary schools, 2050, 2083.
Methodist Protestant Church, statistics of education, 1819.
Methods of instruction in agriculture, 1575–1621.
Metric system, report of American Pharmaceutical Association on, 1913, 1914.
Metropolitan Business College, 2451
Mexico, medical education of women, 652.
  Statistics of elementary education, 2616.
Meyer, J. B., death, 2610.
Michaux, F. A., travels in United States, 596.
Michigan, Bible reading in schools, 1555.
  College presidents, 1266, 1272, 1274, 1278.
  Compulsory attendance, 1696, 1697, 1698, 1699, 1700.
  Dental laws, 1243, 1247.
  French influence in, 600–603.
  Laws as to text-books, 906.
  State and city school officers, 1255, 1259.
  Statistics of Agricultural and Mechanical College, 1973, 1986, 1989; of city schools, 2348–2355, 2361, 2375, 2388, 2400, 2408, 2413; of colleges and universities, 1805–1847, 1854, 1874, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2466; of defective classes, 2510–2512, 2513, 2515–2518, 2520, 2523, 2524–2527; of dental schools, 1919, 1948; of kindergartens, 2542–2550; 2552, 2562, 2575; of law schools, 1917, 1932; of manual training, 2420–2422, 2424, 2427, 2432, 2438; of medical schools, 1918, 1919, 1938, 1944; of normal schools, 1994–2010, 2013, 2022, 2034; of nurse training schools, 1921, 1956, 1961; of pharmacy schools, 1920, 1952; of reform schools, 2530–2532; of secondary schools, 2053–2097, 2161–2169, 2284, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1924.
  Teachers' certificates, 1673–1674.
Middle Ages, schools in Germany during, 5–11.
  Universities in, 11–26.
Military schools in Argentine Republic, 1212.
  In Uruguay, 1220.
Military surgery, training for, 1908–1911.
Milus, William, arithmetic by, 812.
Milwaukee, work between libraries and schools, 678–679.
Mines, National School of, in Argentine Republic, 1211.
Mining academies, foreign, 1744, 1750.
  Statistics, 1744, 1750.
Mining institutions in Europe, 223.
Minnesota, Bible reading in schools, 1556.
  College presidents, 1266, 1274, 1278.
  Compulsory attendance, 1696, 1697, 1700.
  Dental laws, 1243, 1247.
  Laws as to text-books, 906.
  State and city school officers, 1255, 1259.
  Statistics of Agricultural and Mechanical College, 1973, 1986, 1989; of city schools, 2346, 2347, 2348–2355, 2362, 2376, 2388, 2401, 2408, 2414; of colleges and universities, 1805–1847, 1856, 1876, 1892; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2468; of defective classes, 2510–2512, 2513, 2515–2517, 2520, 2525, 2526; of dental schools, 1919, 1948; of kindergartens, 2542–2550, 2552, 2562, 2575; of law schools, 1917, 1932; of manual training, 2420–2422, 2424, 2427, 2432, 2438; of medical schools, 1918, 1919, 1938, 1944; of normal schools, 1994–2010, 2014, 2022, 2034; of nurse training schools, 1921, 1961; of pharmacy schools, 1920, 1952; of reform schools, 2530–2532; of secondary schools, 2053–2097, 2169–2172, 2286, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1924.
  Teachers' certificates, 1674–1675.
Minton, Benjamin W., death and sketch, 2506.
Mississippi, Bible reading in schools, 1553, 1561.
  College presidents, 1266, 1270, 1272, 1274, 1279.
  Dental laws, 1243, 1248.
  Laws as to text-books, 897.
  State and city school officers, 1255, 1259.
  Statistics of Agricultural and Mechanical College, 1973, 1986, 1987, 1989, 1990; of city schools, 2348, 2355, 2362, 2376, 2389, 2401, 2414; of colleges and universities, 1805–1847, 1856, 1876, 1892, 1898; of colored schools, 2481–2488, 2490, 2502; of commercial schools, 2452–2461, 2468; of defective classes, 2510–2512, 2513, 2515–2517, 2520; of kindergartens, 2542–2550, 2552; of law schools, 1917, 1932; of manual training, 2420–2422; of normal schools, 1994–2010, 2014, 2022, 2034; of secondary schools, 2053–2097, 2172–2175, 2286, 2336; of State school system, lxiv–xcvii.
  Teachers' certificates, 1675.
Missouri college presidents, 1266, 1270, 1274, 1279.
  Dental laws, 1243, 1248.
  Laws as to text-books, 897.
  State and city school officers, 1255, 1259.
  Statistics of Agricultural and Mechanical College, 1974, 1986, 1987, 1988, 1989; of city schools, 2346, 2347, 2348–2355, 2362, 2376, 2389, 2401, 2408, 2414; of colleges and universities, 1805–1847, 1856, 1876, 1892; of colored schools, 2481–2488, 2492, 2502; of commercial schools, 2452–2461, 2468; of defective classes, 2510–2512, 2513, 2515–2518, 2520, 2523, 2524; of dental schools, 1919, 1948; of kindergartens, 2542–2550, 2552, 2563, 2575; of law schools, 1917, 1932; of medical schools, 1918, 1919, 1938, 1944; of manual training, 2420–2422, 2425, 2432; of normal schools, 1994–2010, 2014, 2022, 2034; of nurse training schools, 1921, 1962; of pharmacy schools, 1920, 1952; of reform schools, 2530–2532; of secondary schools, 2053–2097, 2175–2181, 2288, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1924.
  Teachers' certificates, 1675–1676.
Mitchell, Goodwin, arithmetic by, 853.
Miter, Henry B., death and sketch, 2597.
Modern high schools in Germany, 69–74.
Modern languages in the primary grades, 1405–1408.
Modern Language Association of America, report of the committee of twelve of, 1391–1433.
Mohammedan schools, India, 346–347, 350–354.
Moissan, Henry, the University of Chicago, 1443–1447.
Moisture of the soil, and its conservation, 1601–1610.
Monasteries, dissolution of, and the organization of modern English colleges, 100–101.
Montana, Bible reading in schools, 1558.
  College presidents, 1267, 1272, 1274.
  Compulsory attendance, 1696, 1697, 1698, 1700.
  Dental laws, 1243, 1248.

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Montana—Continued.
Laws as to text-books, 897.
State and city school officers, 1255, 1260.
Statistics of Agricultural and Mechanical College, 1974, 1987, 1989; of city schools, 2348, 2355, 2363, 2376, 2389, 2401; of colleges and universities, 1805-1847, 1856, 1876, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2468; of defective classes, 2510-2512, 2513, 2515-2517, 2520; of kindergartens, 2542-2550, 2563, 2575; of manual training, 2422, 2427, 2439; of normal schools, 1994-2010, 2014, 2022; of reform schools, 2530, 2532; of secondary schools, 2053-2097, 2181, 2292, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1676-1677.
Mood, Henry M., death and sketch, 2597.
Morais, Sabato, death and sketch, 2597.
Moravian missions, Alaska, 1765 1766.
More, Ira, death and sketch, 2597.
Morey, Cornell, arithmetic by, 856.
Morfit, Campbell, death and sketch, 2597.
Morrow, G. E., report on Oklahoma Agricultural and Mechanical College, 1981.
Morse, Nathan R., death and sketch, 2597.
Moscow school gardens, 1631-1632.
Mosso, A., athletic gymnastics, 1715-1721.
Mulhall, Marion, women in technical schools, 656-658.
Mundella, A. J., death and sketch, 2606.
Mundy, Johnson M., death and sketch, 2597.
Municipal hygiene in Edinburgh, 111-112.
Murkland, Charles S., report on New Hampshire Agricultural and Mechanical College, 1975.
Murphy, Shirley F., schools and the spread of diphtheria, 1508.
Museums, of Brazil, 1233.
Museums, in Uruguay, 1222-1224.
Müller, D., death, 2610.
Mysore, statistics of elementary education, 2614.

N.

Natal, statistics of elementary education, 2616.
National Academy of Fine Arts, of Brazil, 1231.
National Association of Dental Faculties, requirements of for admission to dental colleges, 1237.
National colleges of the Argentine Republic, courses of, 1213.
National Educational Association library, round table of, 690.
Report by, on school statistics, 1477-1488.
National Home Reading Union, holds summer meeting in Chester, 83-90.
National Institute of Music, of Brazil, 1232.
Natural method in modern languages, 1397-1398.
Nebraska, Bible reading in schools, 1558.
College presidents, 1267, 1274, 1279.
Compulsory attendance, 1697, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1248.
Laws as to text-books, 906-907.
Laws for incorporation of educational institutions, 1409-1472.
State and city school officers, 1255, 1260.
Statistics, of Agricultural and Mechanical College, 1974, 1987, 1989; of city schools, 2346, 2347, 2348-2355, 2363, 2376, 2389, 2401; of colleges and universities, 1805-1847, 1858, 1876; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2470; of defective classes, 2510-2512, 2514, 2515-2518, 2520, 2524-2526; of dental schools, 1919, 1948; of kindergartens, 2542-2550, 2552, 2563, 2575; of law schools, 1917, 1932; of manual training, 2420-2422; of medical schools, 1918, 1919, 1940, 1944; of normal schools, 1994-20 0, 2014, 2022, 2036; of reform schools, 2530-2532; of secondary schools, 2053, 2097, 2181-2187, 2292, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1924.
Teachers' certificates, 1677.
Necrology of 1897, 2581-2611.
Negro race, statistics of schools, 2479-2507.
Nelson, Edward T., death and sketch, 2597.
Nelson, Richard, arithmetic by, 864.
Netherlands, education of women in, 644; medical, 649.
Statistics of elementary education, 2614.
Nevada, Bible reading in schools, 1559.
College presidents, 1267, 1274.
Compulsory attendence, 1696, 1697, 1698, 1700.
Dental laws, 1243, 1248.
Laws as to text-books, 898.
State and city school officers, 1255, 1260.
Statistics of Agricultural and Mechanical College, 1975, 1987, 1989; of city schools, 2348-2355, 2415; of colleges and universities, 1805-1847, 1858, 1878; of colored schools, 2485-2488; of commercial schools, 2452-2461; of defective classes, 2510-2512, 2515-2517; of kindergartens, 2542-2550; of manual training, 2422, 2425, 2427, 2432, 2439; of normal schools, 1994-2010, 2014, 2022; of secondary schools, 2053-2097, 2187, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1677.
Nevada State University, report on, 1975.
New Brunswick, school system of, 180-181.
Statistics of elementary education, 2616.
Newburg, Ohio, early gymnastics in, 553.
Models of schools established in, 592.
New Hampshire, Bible reading in schools, 1540-1541.
College presidents, 1267, 1272, 1214.
Compulsory attendance, 1696, 1697, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1248.
Laws as to text-books, 907.
School system of, 416-423.
State and city school officers, 1251, 1260.
Statistics of Agricultural and Mechanical College: 1975, 1987, 1989; of city schools, 2348-2355, 2363, 2377, 2389, 2401, 2408, 2415; of colleges and universities, 1805-1847, 1858, 1878, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2470; of defective classes, 2510-2512, 2515-2517; of kindergartens, 2542-2550, 2553, 2575; of manual training, 2420, 2421, 2422; of medical schools, 1918, 1940; of normal schools, 1994-2010, 2022; of nurse training schools, 1920, 1962; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2187-2189, 2292, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1678.
New Jersey, Bible reading in schools, 1548-1549, 1561.
College presidents, 1267, 1270, 1272, 1274.
Compulsory attendance, 1696, 1697, 1698, 1699, 1700.
Conveyance to school, 1701.
Corporal punishment, 1701.
Dental laws, 1243, 1249.
Laws as to text-books, 907.
School system of, 465-472.
State and city school officers, 1255, 1260.
Statistics of Agricultural and Mechanical College, 1976, 1987, 1989; of city schools, 2346, 2347, 2348-2355, 2363, 2377, 2389, 2402, 2408, 2415; of colleges and universities, 1805-1847, 1858, 1878, 1894, 1898; of colored schools, 2482-2488, 2492, 2502; of defective classes, 2510-2512, 2515-2517, 2520, 2525-2527; of kindergartens, 2542-2550, 2553, 2563, 2575; of manual training, 2420-2422, 2425, 2433; of normal schools, 1994-2010, 2015; of nurse training schools, 1920, 1962; of pharmacy schools, 1920, 1952; of reform schools, 2530-2534; of secondary schools, 2053-2097, 2189-2191, 2292, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1926.
Teachers' certificates, 1678-1679.
New Mexico, college presidents, 1272, 1274.
Compulsory attendance, 1696, 1697, 1700.
Dental laws, 1243, 1250.
Laws as to text-books, 898.
State and city school officers, 1255, 1260.
Statistics of Agricultural and Mechanical College, 1976, 1987, 1989; of city schools, 2348-2355, 2364, 2377, 2390, 2402; of colleges and universities, 1805-1847, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461; of defective classes, 2510-2512, 2515-2518, 2520, 2524; of kindergartens, 2542-2550; of manual training, 2422, 2427, 2439; of normal schools,

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New Mexico, statistics—continued.
1994–2010, 2015, 2024; of secondary schools, 2053–2097, 2191, 2296, 2336; of Territorial school system, lxiv–xcvii.
Teachers' certificates, 1679.
New York, Bible reading in schools, 1546–1548.
College presidents, 1267, 1271, 1272, 1274, 1279.
Compulsory attendance, 1690, 1697, 1698, 1699, 1700.
Conveyance to school, 1701.
Corporal punishment, 1701.
Law of, controlling dentists, 1235.
Dental laws, 1243, 1250.
Laws as to text-books, 907.
Laws for incorporation of educational institutions, 1472–1473.
Medical inspection of schools, 1491.
School system of, 437–464.
State and city school officers, 1255, 1260.
Statistics of Agricultural and Mechanical College, 1976, 1987, 1989; of city schools, 2346, 2347, 2348–2355, 2364, 2377, 2390, 2402, 2409, 2415; of colleges and universities, 1805–1847, 1858, 1878, 1888, 1894, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2470; of defective classes, 2510–2512, 2514, 2515–2518, 2520, 2524–2526; of dental schools, 1919, 1948; of kindergartens, 2542–2550, 2553, 2563, 2576; of law schools, 1917, 1932; of manual training, 2420–2422, 2425, 2433; of medical schools, 1918, 1919, 1940, 1944, 1946; of normal schools, 1994–2010, 2015, 2024, 2036; of nurse training schools, 1920, 1956, 1963–1965, 1967; of pharmacy schools, 1952; of reform schools, 2530–2531, 2534; of 1920, secondary schools, 2053–2097, 2192–2203, 2298, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1926.
Teachers' certificates, 1659, 1679.
New York City, teachers' salaries in, 2342.
New South Wales, statistics of elementary education, 2618.
New Zealand, statistics of elementary education, 2618.
New Zealand system of public education. (*See* Australia, New Zealand, and Tasmania.)
Newcomb, John B., death and sketch, 2598.
Newell, John Lyman, arithmetic by, 824.
Newfoundland, statistics of elementary education, 2616.
Newman, Francis W., death and sketch, 2606.
Newman, W. W., arithmetic by, 860.
Newnham College, account of, 94–95.
Newton, medical inspection of schools, 1492.
Nicaragua, statistics of elementary education, 2616.
Nitrates, artificial production on a world scale for agricultural purposes, 1721–1725.
Nobility, the, and education in early Germany, 10.
Nohle, E., history of German school system, 3–32.
Normal graduates, statistics, 1997, 2005.
Normal schools, commercial colleges in, 2458.
In the Argentine Republic, 1207.
Lists of presidents, 1272–1280.
Statistics, 1991–2040.
North Carolina, Bible reading in schools, 1551.
College presidents, 1267, 1271, 1272, 1275, 1279.
Dental laws, 1243, 1251.
Laws as to text-books, 898.
State and city school officers, 1255, 1261.
Statistics of Agricultural and Mechanical College, 1984, 1987, 1988, 1989, 1990; of city schools, 2348–2355, 2365, 2378, 2391, 2403, 2416; of colleges and universities, 1805–1847, 1858, 1878, 1894, 1898; of colored schools, 2481–2488, 2492, 2502; of commercial schools, 2452–2461, 2470; of defective classes, 2510–2512, 2514, 2515–2517, 2521; of kindergartens, 2542–2550, 2566, 2577; of law schools, 1917, 1932; of manual training, 2420–2422, 2425, 2427, 2434, 2439; of medical schools, 1918, 1940; of normal schools, 1994–2010, 2015, 2024, 2036; of nurse training schools, 1920, 1965; of pharmacy schools, 1920, 1952; of secondary schools, 2053–2097, 2203, 2306, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1926.
Teachers' certificates, 1680.
North Dakota, Bible reading in schools, 1557, 1561.
College presidents, 1267, 1272, 1275, 1279.
Compulsory attendance, 1696, 1697, 1699, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1251.
Laws as to text-books, 907
State and city school officers, 1255, 1261.
Statistics of Agricultural and Mechanical College, 1976, 1987, 1989; of city schools, 2348–2355, 2365, 2378, 2391, 2403; of colleges and universities, 1805–1847, 1860, 1880, 1898; of colored schools, 2485–2488, of commercial schools, 2452–2461, 2472; of defective classes, 2510–2512, 2515–2517, 2521; of kindergartens, 2542–2550, 2566; of manual training, 2422, 2427, 2439; of normal schools, 1994–2010, 2015, 2024, 2036; of secondary schools, 2053–2097, 2203, 2310, 2336; of State school system, lxiv–xcvii.
Teachers' certificates, 1680.
Northend, Charles, educational influence of, 396–398.
Northrop, B. G., educational influence of, 390, 391.
Northrup, Cyrus, report on University of Minnesota, 1973.
Norway, education of women in, 648.
Statistics of elementary education, 2614.
Northwest provinces (India), statistics of elementary education, 2614.
Northwest Territories, school system of, 185–186.
Statistics of elementary education, 2616.
Nott, Eliphalet, educational influence of, 439, 440, 451, 454.
Nova Scotia, school system of, 181–182.
Statistics of elementary education, 2616.
Noyes, James, arithmetic by, 811.
Nurse training schools and statistics, 1920–1921.
Nyvall, D., Swedish missions, Alaska, 1767–1768.

O.

Odessa, school for the merchant marine in Russia, 1648–1652.
School gardens, 1623–1631.
Oertel, Max J., death, 2610.
Ohio, Bible reading in schools, 1553–1554.
College presidents, 1267, 1271, 1272, 1275, 1279.
Compulsory attendance, 1693, 1697, 1699, 1699, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1251.
Laws as to text-books, 898.
State and city school officers, 1255, 1261.
Statistics of Agricultural and Mechanical College, 1981, 1987, 1990; of city schools, 2346, 2347, 2348–2355, 2365, 2378, 2391, 2403, 2409, 2416; of colleges and universities, 1805–1847, 1860, 1889, 1894, 1898; of colored schools, 2482–2488, 2492, 2504; of commercial schools, 2452–2461, 2472; of defective classes, 2510–2512, 2514; 2515–2518, 2521, 2523, 2524–2526; of dental schools, 1919, 1948; of kindergartens, 2542–2550, 2553, 2566, 2577; of law schools, 1917, 1932; of manual training, 2420–2422, 2425, 2435; of medical schools, 1918, 1919, 1940, 1944; of normal schools, 1994–2010, 2015, 2024, 2036; of nurse training schools, 1920, 1956, 1965; of pharmacy schools, 1920, 1952; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2204–2221, 2310, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1926.
Teachers' certificates, 1680, 1681.
Ohio State University, report on, 1981.
Oklahoma, college presidents, 1268, 1272, 1275.
Dental laws, 1243, 1251.
Laws as to text-books, 899.
State and city school officers, 1255, 1261.
Statistics of Agricultural and Mechanical College, 1981, 1987, 1990; of city schools, 2348–2355, 2366, 2379, 2392, 2404; of colleges and universities, 1805–1847, 1860, 1880, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461; of defective classes, 2510–2512, 2515–2518, 2521, 2524; of kindergartens, 2542–2550; of manual training, 2422, 2427, 2439; of normal schools, 1994–2010, 2015, 2024;

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Oklahoma, statistics—continued.
of pharmacy schools, 1920, 1952; of secondary schools, 2053–2097, 2221, 2314, 2336; of Territorial school system, lxiv–xcvii.
Teachers' certificates, 1681.
Oldenburg, statistics of elementary education, 2612.
Olivieri, Gideone, death and sketch, 2598.
Olney, Jesse, arithmetic by, 841.
Olympic games, the, 521.
Omaha Exposition, report on, by J. C. Boykin, 1733–1740.
Onahan, W. J., readings from the Bible selected for schools, 1502.
Ontario, school system of, 172–175.
Statistics of elementary education, 2616.
Teachers' certificates, 1659, 1660.
Oram, J. A., arithmetic by, 849.
Ordway, Alfred, death and sketch, 2598.
Oregon, Bible reading in schools, 1560.
College presidents, 1268, 1272, 1275.
Compulsory attendance, 1697, 1700.
Dental laws, 1243, 1252.
Laws as to text-books, 899.
State and city school officers, 1235, 1261.
Statistics of Agricultural and Mechanical College, 1987, 1990; of city schools, 2348–2355, 2366, 2379, 2392, 2404, 2409; of colleges and universities, 1805–1847, 1860, 1880, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2472; of defective classes, 2510–2512, 2514, 2515–2517, 2521; of kindergartens, 2542–2550, 2553, 2567, 2577; of law schools, 1917, 1932; of medical schools, 1918, 1942; of normal schools, 1994–2010, 2016, 2024; of nurse training schools, 1921, 1965; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2221, 2314, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1920.
Teachers' certificates, 1681–1682.
Organ, T. A., systematic commercial education, 334–338.
Osborne, Phœbe S., death and sketch, 2598.
Ostrander, Tobias, arithmetic by, 831.
Oudh, statistics of elementary education, 2614.
Owen, Joseph, case of, 122.
Oxford University, evolution of, 118–119.
Historic associations of, 117–118.
Jones on summer school at, 116–125.
Organization, etc., 157.

P.

Packard, R. L., education in Cuba, Porto Rico, and the Philippines, 909–983.
Packard's Business College, 2451.
Paige, John C., death and sketch, 2598.
Palgrave, Francis T., death and sketch, 2607.
Palmer, Asa B., death and sketch, 2598.
Palmer, Thomas H., arithmetic by, 858.
Pancoast, William H., death and sketch, 2598.
Paraguay, statistics of elementary education, 2616.
Park, John R., Bible reading in schools, 1559.
Parke, Uriah, arithmetic by, 841.
Parker, Daniel, arithmetic by, 830.
Parker, George N., Bible reading in schools, 1557.
Paris, Gaston, quoted on work of the French alliance, 127, 128.
Paris, medical supervision of schools, 1509–1511.
Technical schools, 720–728.
University of, 757–759.
Vacation courses in, 125–129.
Parsons, James C., death and sketch, 2598.
Particular schools in middle ages, character, 18–20, 31.
Pattee, Asa F., death and sketch, 2598.
Patterson, J. W., secretary New Hampshire board of education, 422–423.
Patterson, James K., report on Kentucky Agricultural and Mechanical College, 1972.
Patterson, Robert, arithmetic by, 817, 822.
Paul, Réné, arithmetic by, 825.
Paulsen, Friedrich, on examinations, 237–245.
On philosophy as a school study, 246–256.
Pauper children, care of, in Australia and New Zealand, 192–193.
Peabody, A. P., the Bible in the public schools, 1563–1565.
Pease, L. M., death and sketch, 2598.
Peavey, A. J., Bible reading in schools, 1559.
Pecaut, Felix, death and sketch, 2610.
Peck, William E., death and sketch, 2598.
Pedagogism, the, of Brazil, 1233.
Peirce, Leonard, arithmetic by, 825.
Pendergast, W. W., Bible reading in schools, 1556.
Pennsylvania, Bible reading in schools, 1549, 1561.
College presidents, 1268, 1271, 1275, 1279.
Compulsory attendance, 1696, 1697, 1698, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1252.
Laws as to text-books, 907.
Laws for incorporation of educational institutions, 1473–1475.
School system of, 472–486.
State and city school officers, 1255, 1262.
Statistics of Agricultural and Mechanical College, 1987, 1990; of city schools, 2346, 2347, 2348–2355, 2366, 2379, 2392, 2404, 2409, 2417; of colleges and universities, 1805–1847, 1862, 1880, 1888, 1894; of colored schools, 2482–2488, 2494, 2504; of commercial schools, 2452–2461, 2472; of defective classes, 2510–2512, 2514, 2515–2517, 2521, 2525–2526; of dental schools, 1919, 1948; of kindergartens, 2542–2550, 2553, 2567, 2577; of law schools, 1917, 1932; of manual training, 2420–2422, 2425, 2427, 2435, 2440; of medical schools, 1918, 1942, 1944, 1946; of normal schools, 1994–2010, 2016, 2026, 2036; of nurse training schools, 1920, 1956, 1965–1966, 1967; of pharmacy schools, 1920, 1952; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2221–2230, 2314, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1928.
Teachers' certificates, 1660, 1682–1683.
Pensions and mutual aid societies, teachers', 1710–1713.
Percival, J., on elementary teachers, 144–147.
Perkin, Whittier, arithmetic by, 805.
Perkins, George R., arithmetics by, 842.
Perry, Charles Copland, report on recent progress of French technical education, 709–749.
Peru, statistics of elementary education, 2618.
Pestalozzi, Griscomi's account of his visit to, 618–620.
Influence on German schools, 76–79.
Pettibone, Ira F., death and sketch, 2598.
Petzold, W., death, 2610.
Pharmacy, in Japan, 1657–1658.
Pharmacy schools, statistics, 1920.
Philadelphia, medical inspection of schools, 1492.
Philbrick, John D., influence on schools of Connecticut, 392–397.
Philippines, education in the, 968–983.
Educational policy for, xl–xliii, xlvi.
Phillips, John H., superintendent of schools, New Jersey, 469–470.
Phillips, Nelson L., death and sketch, 2599.
Philosophy, as a school study, 246–256.
Study of, in middle ages, 13, 14.
Phonetic method in modern languages, 1400–1402.
Physical geography in secondary schools, 2046–2052, 2063, 2063, 2074, 2079, 2090.
Physical training, 487–589.
Physics in secondary schools, 2046–2052, 2057, 2062, 2073, 2078, 2089.
Physiology in secondary schools, 2046–2052, 2059, 2063, 2075, 2079, 2091.
Pictures, the use of, in public libraries, 1725–1731.
Pierce, Edward L., death and sketch, 2599.
Pierce, John, death and sketch, 2599.
Pierce commercial school, 2451.
Pietism, influence on German school system, 50.
Pike, Nicholas, arithmetic by, 806.
Pike, Stephen, arithmetic by, 820.
Pilots, school for, in Argentine Republic, 1210.
Pitman, Isaac, death and sketch, 2607.
Pitt, William, the younger, sketch, 90.
Placide. (*See* Valdés.)
Plate, E. Theod., arithmetic by, 862.

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Plotts, Colney, arithmetic by, 850.
Plumb, C. S., the care of domestic animals, 1598–1601.
Plunkett, Joseph D., death and sketch, 2599.
Plunket, William C., death and sketch, 2607.
Poland, measurements of children in, 1125.
Polytechnic School of Brazil, 1229.
Polytechnics, objects of, 216–222.
Poor, Daniel W., death and sketch, 2599.
Population and students, 1800.
Porter, James H., arithmetic by, 842, 844.
Porter, Reuben, jr., arithmetic by, 844.
Porto Rico, education in, 918–936.
Educational policy for, xl–xliii, xlv.
Portugal, statistics of elementary education, 2614.
Post, John D., arithmetic by, 845.
Potter, Alonzo, educational influence of, 443, 444, 454, 456, 482.
Potter, E. R., commissioner of schools, Rhode Island, 400–405.
Powell, W. B., medical inspection a valuable educative instrumentality, 1508.
Pratt, Henry A., death and sketch, 2599.
Pratt, Luther, arithmetic by, 826.
Presbyterians, missions in Alaska, 1762–1764.
Statistics of education, 1817; of secondary schools, 2050, 2083.
Prescott, W. H., religion in common schools of New England, 377–378.
Preston, John, arithmetic by, 835.
Preston, Lyman, arithmetic by, 837.
Preyer, I. W., death, 2610.
Price, David, arithmetic by, 851, 855.
Primary schools in France, 704–708.
Teaching astronomy in, 869–871.
Prince Edward Island, statistics of elementary education, 2616.
Princeton University, astronomy in, 861–862.
Private high schools, statistics, 2048, 2049, 2050, 2069–2081, 2084–2097, 2254–2335.
Private normal schools, statistics, 1992, 2030–2041.
Private schools, in Germany in seventeenth and eighteenth centuries, 44, 56.
Rise of, 37–38.
Professional schools, statistics, 1906–1967.
Professions, women and the, 635, 648–655.
Professors, statistics, 1824, 1834, 1837, 1842, 1848–1867, 1888–1896, 1899; of professional schools, 1916–1967.
Property, statistics of agricultural and mechanical colleges, 1986–1988; of blind schools, 2512–2514; of colleges and universities, 1832, 1833, 1836, 1840, 1868–1887, 1889–1897, 1901; of colored schools, 2499–2507; of deaf schools, 2517, 2519–2524; of feeble-minded schools, 2525–2526; of normal schools, 1990, 2018–2041; of professional schools, 1916–1955; of reform schools, 2530, 2533–2535; of secondary schools, 2038–2253, 2336.
Protestant Episcopal Church, missions in Alaska, 1764–1765.
Statistics of education, 1818.
Protestant public elementary schools, rise of, in Germany, 35–37.
Protestant universities, organization of, 630.
Prussia, development of public education in, 51–56; of technical education, 69–71.
Influence of humanism in, 63–66, 67.
Instruction in agriculture, 1621.
Reports on school system of, discussed, 621–624.
Rise of school gymnastics in, 529–537.
Statistics of elementary education, 2612.
Prussian diet, higher education of women, 234–235.
Psycho-physical measurements of Washington school children, by A. MacDonald (with special index), 985–1204, 1281–1390.
Psychological method in modern languages, 1390.
Psychology in secondary schools, 2040–2052, 2059, 2063, 2075, 2079, 2091.
Public elementary schools in Germany, 76–82.
Public high schools, statistics, 2043–2047, 2050, 2053–2068, 2084–2097, 2336.
Public library, the, and the public school, 673–692.
Public normal schools, statistics, 1991, 1994–2029.
Public school, the, and the public library, 673–692.
Public School Society (New York City), 450–453, 460.
Public schools and State universities, the Bible in, 1539–1574.
Punjab, statistics of elementary education, 2616.
Pupil-teacher system, English report on, 160–167.
Purdue University, agricultural leaflets, 1578–1588, 1598–1601.
Report on, 1971.
Puritans, large per cent of educated men among, 591, 592.
Putnam, Rufus, arithmetic by, 854.

Q.

Quadrivium, the, in early German schools, 9.
Quebec, school system of, 175–180.
Statistics of elementary education, 2616.
Queensland, statistics of elementary education, 2618.

R.

Rainey, Thomas, arithmetic by, 853.
Ramble, Robert, arithmetic by, 836.
Rand, Joseph B., death and sketch, 2599.
Randall, Henry S., educational influence of, 459.
Randall, S. S., educational influence of, 439, 445, 454, 457, 458, 459, 460, 461.
Randolph, Thomson, arithmetic by, 832.
Ray, Joseph, arithmetics by, 839–840.
Raymond, J. H., report on West Virginia University, 1983.
Raymond, Miner, death and sketch, 2599.
Reading method in modern languages, 1402–1403.
Reading schools in middle ages, 23.
Readings from the Bible selected for schools, 1562–1563.
Realities, schools of, developed in Germany, 59–61.
Realschule, beginnings of, 26.
Development of, 59–61.
In Germany, 69–74.
Rebsamen, J. U., death, 2610.
Receipts, statistics of agricultural and mechanical colleges, 1989–1990; of city schools, 2383–2395.
Reclus, Elisée, lectures on geography in Edinburgh, 113.
Recorde, Robert, publishes first English arithmetic, 800.
Reekers, John Joseph, arithmetic by, 825.
Reel, Estelle, Bible reading in schools, 1559.
Reform schools, statistics, 2529–2535.
Reformation, influence on German education, 29, 39.
Reformed Church, statistics of education, 1830.
Reid, James, report on Montana Agricultural and Mechanical College, 1974.
Reindeer, introduction into Alaska, 1773–1796.
Reschte, F., death, 2610.
Reuck, William H., arithmetic by, 861.
Reuss, Levi, jr., statistics of elementary education, 2612.
Reuss, Levi, sr., statistics of elementary education, 2612.
Rex, Charles D., death and sketch, 2599.
Rhetoric, in secondary schools, 2046–2052, 2059, 2063, 2075, 2079, 2091.
Rhode Island, Bible reading in schools, 1543–1546.
College presidents, 1268, 1272, 1275.
Compulsory attendance, 1696, 1697, 1698, 1699, 1760.
Conveyance to school, 1701.
Dental laws, 1243, 1252.
Laws as to text-books, 907–908.
School system of, 400–407.
State and city school officers, 1255, 1262.
Statistics of Agricultural and Mechanical College, 1981, 1987, 1990; of city schools, 2348–2355, 2367, 2380, 2393, 2405, 2409, 2417; of colleges and universities, 1805–1847, 1862, 1882,

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Rhode Island, statistics—Continued.
1894, 1898; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2474; of defective classes, 2510-2512, 2515-2517, 2521; of kindergartens, 2542-2550, 2553, 2569, 2578; of manual training, 2420-2422, 2426, 2436; of normal schools, 1994-2010, 2016, 2026; of nurse training schools, 1920, 1967; of reform schools, 2530-2531, 2534; of secondary schools, 2053-2097, 2230, 2310, 2336; of State school system, lxlv-xcvii.
Teachers' certificates, 1683.
Rice, Richard E., death and sketch, 2599.
Rice, Victor M., superintendent of schools, New York, 459, 460-462.
Rice, William, death and sketch, 2600.
Richter, Albrecht, death, 2610.
Ricker, Joseph, death and sketch, 2600.
Ricord, Fredrick W., death and sketch, 2600.
Riedler, A., on technological schools, 216-220.
Riehl, Wilhelm H. von, death and sketch, 2610.
Riemer, W. E. de, education in India, 339-354.
Riley, A. D., on technical school, New Zealand, 194-196.
Ring, David, arithmetic by, 846.
Risley, S. S., medical inspection of schools, 1503.
Ritterhaus, Emil, death, 2610.
Roberts, Hall, secretary New Hampshire board of education, 420-421.
Robinson, Horatio N., arithmetics by, 859.
Robinson, James, arithmetic by, 827, 832, 850, 856.
Robinson, Luther, death and sketch, 2600.
Rolman, Daniel S., death and sketch, 2600.
Rodrigues, Manuel Valdés, education in Cuba, 958-963.
Rohrer, Martin H., arithmetic by, 867.
Rollins, Alice W., death and sketch, 2600.
Roman Catholics, statistics of education, 1816.
Statistics of secondary schools, 2050, 2083.
Roman law, study of, in Middle Ages, 12-13.
Roman survivals, in England, 85, 88, 92.
Root, Erastus, arithmetic by, 811.
Rosario, A. R., school of commerce in, 1208.
Rose, John, arithmetic by, 831, 835.
Roumania, education of women in, 645.
Statistics of elementary education, 2614.
Round Hill School, Cogswell and the introduction of German into the United States, 616-618.
Rounds, Isaac, death and sketch, 2600.
Rowe, Edward, death and sketch, 2600.
Royal Society of England, model for Amer. Phil. Society, 596.
Ruger, William, arithmetic by, 830.
Ruggles, Edward R., death and sketch, 2600.
Ruggles, John, death and sketch, 2600.
Ruland, Karl, on school gardens, 224-227.
Russell, J. S., arithmetic by, 849.
Russell, James E., children's reading, 688.
Russell's Companion, 827.
Russia, education in, 1647-1652.
Education of women in, 645-648; medical, 651.
Gardener's schools, 1623-1639; school gardens, 1632-1639.
Measurements of children in, 1135.
Statistics of elementary education, 2614.
Rust, Bushrod, Bible reading in schools, 1550-1551.
Ruter, Martin, arithmetic by, 829.
Rutgers Scientific School, report on, 1976.
Ryan, James, arithmetic by, 829, 831.
Ryder, C. J., Congregational missions, Alaska, 1769-1771.
Ryerson, Egerton, superintendent of education, Ontario, 172.

S.

Sabin, Henry, Bible reading in schools, 1556.
Sachs, Julius von, death, 2611.
Saffell, W. T. R., arithmetic by, 853.
Sage, Henry W., death and sketch, 2601.
St. Louis, medical inspection of schools, 1492.
Work between libraries and schools, 674-675.
Salaries, 1704-1707.
Of elementary teachers in Switzerland, 230-233.
Statistics of teachers', 2337-2342.
Salis, Friedrich, death, 2611.
Salvador, statistics of elementary education, 2616.
Samms, Robert, Friend's mission, Alaska, 1768-1769.
Sanders, Daniel, death, 2611.
Sanders, William D., death and sketch, 2601.
Sanford, William F., death and sketch, 2601.
Sanitation, training for, 1908-1911.
Sarjeant, Thomas, arithmetic by, 810.
Sartain, John, death and sketch, 2601.
Savery, Ward W., death and sketch, 2601.
Sawtelle, William L., death and sketch, 2601.
Saxe-Altenburg, statistics of elementary education, 2612.
Saxe-Coburg-Gotha, statistics of elementary education, 2612.
Saxe-Meiningen, statistics of elementary education, 2612.
Saxe-Weimar, statistics of elementary education, 2614.
Saxony, development of schools in, 56.
Measurements of children in, 1121.
Supplementary education, 1653-1654.
Statistics of elementary education, 2614.
Scarborough, John C., Bible reading in schools, 1551.
Scarlet fever, epidemic of, 1498-1499
Schaumburg-Lippe, statistics of elementary education, 2614.
Schell, H. S., arithmetic by, 855.
Scholasticism, development of, 13.
School gardens, at Buscombe, 1575-1578.
In Europe, 224-230.
In Russia, 1632-1639.
School guilds, in Germany, 38.
School of mines, Missouri, report on, 1974.
School officers, list, 1255.
School property, value in cities, statistics, 2337, 2375, 2382.
School statistics, report on, by committee of department of superintendence, National Educational Association, 1477-1488.
School system of Germany, history of, 3-82.
Schottle, F., death, 2611.
Schuman, J. G., on college dormitories, 1799.
Report on Cornell University, 1976.
Schumann, A., death, 2611.
Schuyler, Aaron, arithmetic by, 866.
Schwarzburg-Rudolstadt, statistics of elementary education, 2614.
Schwarzburg-Sondershausen, statistics of elementary education, 2614.
Science, rise of, in Germany, 39, 40.
Scientific societies, in Argentine Republic, 1217.
Scotland, college life in, 106-107.
Medical education of women, 652.
Statistics of education, 135; of elementary education, 2614.
Summer schools in, 105-116.
Scott, Austin, report on New Jersey Agricultural and Mechanical College, 1976.
Sears, Barnas, secretary Massachusetts board of education, 359-386.
Religion in common schools of New England 382-385.
Secondary schools, commercial education in, 2445.
In Brazil, 1228.
Humanism in, in Germany, 26, 31.
In France, 703-704.
In Middle Ages, 18-20.
Statistics, 2043-2253, 2336.
Teaching astronomy in, 871-879.
Secretary's Guide, account of, 805.
Servia, statistics of elementary education, 2614.
Seventh-Day Adventist Church, statistics of education, 1820.
Seward, William H., educational influence of, 438-449.
Sharp, James C., death and sketch, 2601.
Shattuck, George O., death and sketch, 2601.
Shaw, Benjamin F., death and sketch, 2602.
Shaw, Oliver A., arithmetic by, 834.
Sheets, William N., Bible reading in schools, 1552.
Sheldon, Benjamin R., death and sketch, 2602.
Sheldon, Edward A., death and sketch, 2602.
Shinn, Joshua, arithmetic by, 830.
Siberia, trip to, 1796.

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Sikh or Gurmukhi schools, 346.
Silvester, R. W., report on Maryland Agricultural and Mechanical College, 1972.
Slingo, W., the true basis of technical education, 324–328.
Slocomb, William, arithmetic by, 830, 831.
Small, J. Stormont, on school attendance act, New Zealand, 208–212.
Smart, J. H., report on Purdue University, 1971.
Smiley, Thomas T., arithmetic by, 829.
Smith, Abeel, arithmetic by, 825.
Smith, Anna Tolman, education in Great Britain and Ireland, 133–167; education in Canada, 169–187; education in Australia, New Zealand, and Tasmania, 189–214; education in France, 693–788.
Smith, Francis H., arithmetic by, 848, 849.
Smith, Henry B., and German influence on theology in United States, 627–629.
Smith, Job L., death and sketch, 2602.
Smith, Roswell C., arithmetic by, 828.
Smith, S., on elementary education, 148.
Smith, Swire, evening schools, 317.
Smith, Thomas, education in Russia, 1647–1648.
Snyder, J. L., report on Michigan Agricultural and Mechanical College, 1973.
South, the, open to foreign educational influence, 599–600.
South Australia, statistics of elementary education, 2618.
South Carolina, Bible reading in schools, 1551–1552.
College presidents, 1268, 1271, 1272, 1275, 1280.
Dental laws, 1243, 1252.
Laws as to text-books, 899.
State and city school officers, 1255, 1262.
Statistics of Agricultural and Mechanical College, 1981, 1987, 1988, 1990; of city schools, 2348–2355, 2367, 2381, 2393, 2405, 2417; of colleges and universities, 1805–1847, 1862, 1882, 1894, 1898; of colored schools, 2481–2488, 2494, 2504; of commercial schools, 2452, 2461, 2474; of defective classes, 2510–2512, 2514, 2515–2517, 2521; of kindergartens, 2542–2550, 2569, 2578; of law schools, 1917, 1932; of medical schools, 1918, 1942; of normal schools, 1994–2010, 2016, 2026, 2038; of nurse training schools, 1920, 1967; of pharmacy schools, 1920, 1952; of secondary schools, 2053–2097, 2231–2233, 2320, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1928.
Teacher's certificates, 1683–1684.
South Dakota, Bible reading in schools, 1557, 1561.
College presidents, 1268, 1272, 1276, 1280.
Compulsory attendance, 1696, 1697, 1698, 1699, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1252.
Laws as to text-books, 908.
State and city school officers, 1255, 1262.
Statistics of Agricultural and Mechanical College, 1981, 1987, 1990; of city schools, 2348–2355, 2367, 2381, 2393, 2405, 2417; of colleges and universities, 1805–1847, 1862, 1882, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2474; of defective classes, 2510–2512, 2515–2517, 2521; of kindergartens, 2542–2550, 2553; of manual training, 2422, 2427, 2440; of normal schools, 1994–2010, 2016, 2026, 2038; of pharmacy schools, 1920, 1952; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2233, 2322, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1684–1685.
Southern University and Agricultural and Mechanical College, 1984.
Spain, education of women in, 644.
Statistics of elementary education, 2614.
Spanish arithmetics, mentioned, 868.
Spalding, Phineas, death and sketch, 2602.
Sparks, Jared, religion in common schools of New England, 378–379.
Spencer, John C., educational influence of, 439, 443, 445.
Sperk, Franz, death, 2611.
Spiess, Adolph, influence of, on German school gymnastics, 532–534.
Springfield, Mass., work between libraries and schools, 679, 680.
Staël, Madame de, introduces Germany to English-speaking world, 608–610, 624, 625.
Stander, Johannes, death, 2611.
Staniford, Daniel, arithmetic by, 822.
Stanley, E., Bible reading in schools, 1558.
State school system, statistics, lxiv-xcvii.
State schools, rise of, in Germany, 31–34.
State superintendents, list, 1255.
State supervision of degree-conferring institutions, 1461–1466.
State universities, the Bible in the public schools and, 1539–1574.
Statistics, school, report on, 1477–1488.
Steeg, Jules, death and sketch, 2611.
Steenstrup, Japetus, death, 2611.
Steere, E. A., Bible reading in schools, 1558.
Sterry, Consider and John, arithmetic by, 869.
Stetson, W. W., Bible reading in schools, 1539.
Stevens, Beriah, arithmetic by, 825.
Stevenson, Robert Louis, Edinburgh, 108–110.
Stewart, Charles, arithmetic by, 861.
Stickney, Austin, death and sketch, 2602.
Stockton, Joseph, arithmetic by, 833.
Stockwell, Thomas B., Bible reading in schools, 1543, 1545.
Stoddard, John F., arithmetics by, 852.
Stoddard, William, arithmetic by, 821.
Stone, A. P., arithmetic by, 858.
Stone, Mason S., Bible reading in schools, 1541.
Stoughton, John, death and sketch, 2607.
Stowe, Calvin E., report on European school systems, 622.
Stranger's assistant, account of, 810.
Stratton, H. D., arithmetic by, 867.
Strauber, Emil, death, 2611.
Stuart, Moses, and German influence on theology in United States, 627–629.
Stubbs, J. E., report on Nevada State University, 1975.
Students, and population, 1800.
Statistics, 1903–1905, 1916–1967; of agricultural and mechanical colleges, 1186, 1188; of blind schools, 2510–2514; of college and universities, 1797–1901; of colored pupils, 2481–2484, 2489–2507; of commercial schools, 2452–2477; of deaf schools, 2516, 2518–2524; of feebleminded schools, 2525–2527; of foreign universities, 1743; of kindergartens, 2542–2579; of manual and industrial training schools, 2423–2440; of normal schools, 1991–2041; of reform schools, 2530–2535; of secondary schools, 2043–2253, 2336.
Studium Generale, character, 17.
Summer schools, in England, Scotland, France, and Switzerland, by H. B. Adams, 83–131.
Sunday school statistics, 1708–1709.
Supplementary education in Saxony, 1653–1654.
Swan, Samuel D., arithmetic by, 854.
Sweden, education of women in, 648.
Missions in Alaska, 1767–1768.
Statistics of elementary education, 2614.
Swedish gymnastics, 539–548.
Switzerland, education of women in, 642–644; medical, 650.
Measurements of children in, 1122.
Salaries of elementary teachers, 230–233.
Statistics of elementary education, 2614.
Summer schools in, 129–131.
Textile school, 274.
Sylvester, J. J., death and sketch, 2607.

T.

Talbott, John L., arithmetic by, 842.
Tanner, J. M., report on Agricultural and Mechanical College of Utah, 1983.
Tasmania, statistics of elementary education, 2618.
System of public education. (*See* Australia, New Zealand, and Tasmania.)
Teachers' examinations and certificates, legal provisions relating to, 1659–1691.
Libraries in Argentine Republic, 1213.
Pensions and mutual aid societies, 1710–1716.
Statistics of agricultural and mechanical colleges, 1986–1988; of blind schools, 2510–2514; of city schools, 2375–2382; of colleges, 1824, 1834, 1837, 1842, 1848, 1867, 1888–1896, 1899; of colored schools, 2489–2497; of commercial schools, 2454, 2462–2477; of deaf schools, 2515,

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Teachers, statistics—Continued.
2518, 2519-2524; of feeble-minded schools, 2525-2527; of kindergartens, 2542-2579; of normal and industrial training schools, 2423-2440; of normal schools, 1994, 2009, 2018-2040; of professional schools, 1916-1967; of reform schools, 2530-2535; of secondary schools, 2053, 2061, 2065, 2066, 2069, 2082-2085, 2098-2253; of State school system, lxiv-xcvii.
Teaching, development of, as a profession in Germany, 49.
Technical education in France, 709-749.
International Congress on, 295-338.
Technological institutes, foreign, 1744, 1750.
In Europe, 222-223.
Technological schools, lists of presidents, 1271-1272.
Statistics, 1805, 1842, 1847; of students, 1744, 1750.
Technological universities in Germany, 69-71.
Temple, Daniel H., death and sketch, 2602.
Temple, Samuel, arithmetic by, 821.
Tennant, William S., death and sketch, 2602.
Tennessee, Bible reading in schools, 1552.
College presidents, 1269, 1271, 1276, 1280.
Dental laws, 1243, 1252.
Laws as to text-books, 899-900.
State and city school officers, 1255, 1262.
Statistics of Agricultural and Mechanical College, 1982, 1987; of city schools, 2348-2355, 2367, 2381, 2393, 2405, 2409, 2417; of colleges and universities, 1805-1847, 1862, 1882, 1896; of colored schools, 2481-2488, 2494, 2504; of commercial schools, 2452-2461, 2474; of defective classes, 2510-2512, 2514, 2515-2517, 2521; of dental schools, 1919, 1950; of kindergartens, 2542-2550, 2569, 2578; of law schools, 1917, 1932; of manual training, 2420; of medical schools, 1918, 1942; of normal schools, 1994-2010, 2016, 2026, 2038, of nurse training schools, 1920, 1967; of pharmacy schools, 1920, 1952; of reform schools, 2530-2531, 2534; of secondary schools, 2053-2097, 2234-2237, 2322, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1928.
Teachers' certificates, 1685.
Tenney, Jonathan, secretary New Hampshire board of education, 421.
Texas, Bible reading in schools, 1553.
College presidents, 1269, 1271, 1272, 1276, 1280.
Dental laws, 1243, 1253.
Laws as to text-books, 900.
Laws for incorporation of educational institutions, 1475-1476.
State and city school officers, 1255, 1262.
Statistics of Agricultural and Mechanical College, 1982, 1987, 1988, 1990; of city schools, 2348-2355, 2368, 2381, 2393, 2405, 2417; of colleges and universities, 1805-1847, 1864, 1884, 1896, 1898; of colored schools, 2481-2488, 2494, 2506; of commercial schools, 2452-2461, 2474; of defective classes, 2510-2512, 2514, 2515-2517, 2521; of kindergartens, 2542-2550, 2554, 2569, 2578; of law schools, 1917, 1932; of manual training, 2420-2422; of medical schools, 1918, 1942; of normal schools, 1994-2010, 2017, 2026, 2038; of nurse training schools, 1920, 1967; of pharmacy schools, 1920, 1952; of reform schools, 2530-2532; of secondary schools, 2053-2097, 2237-2242, 2326, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1928.
Teachers' certificates, 1685-1686.
Text-books, digest of laws relating to, 893-908.
Textile schools. European, reports on, by C.P. Brooks, 269-292.
Tharp, Peter, arithmetic by, 812.
Thayer, Alex. W., death and sketch, 2602.
Thayer, Nathaniel, death and sketch, 2602.
Theological schools, statistics, 1903-1905, 1916.
Theology, German influence on, in United States, 627-629.
Study of, in Middle Ages, 13, 19.
Theories of arithmetic, mentioned, 867, 868.
Thirty years' war, result on education, 40, 41, 44, 51.
Thomas, F. W., British education in India, 340, 344, 345.
Thomasius, Christian, leads revolt against Aristotle, and other evils, 45.
Thompson, Daniel G., death and sketch, 2602.
Thompson, Guy Van G., death and sketch, 2603.
Thompson, John, death and sketch, 2603.
Thompson, Silvanus P., reforms in organization of technical education, 313-317.
Thompson, Zadock, arithmetic by, 828, 830.
Thomson, James B., arithmetics by, 847.
Thurston, E. M., secretary Maine board of education, 428-430.
Ticknor, Almon, arithmetic by, 844.
Ticknor, George, religion in common schools of New England, 379-381.
Studies at Göttingen and its influence, 608-610.
Tilden, Titus W., death and sketch, 2603.
Tindal, C. C., Bible reading in schools, 1549.
Torbert, L. K., arithmetic by, 832.
Torrey, Noah, death and sketch, 2603.
Tours, celebrated school at, 6, 7.
Town, Thomas, arithmetic by, 827.
Tracy, Calvin, arithmetic by, 842, 855.
Tracy, M. C., arithmetic by, 857.
Tracy, M. O., death and sketch, 2603.
Trade teaching, Magnus on theory and practice of, 304-309.
Trans-Mississippi and International Exposition, held at Omaha, Nebr., June 1 to October 31, 1898, 1733-1740.
Trigonometry, in secondary schools, 2046-2052, 2057, 2062, 2073, 2078, 2089.
Trinidad, statistics of elementary education, 2516.
Trivium, the, in early German schools, 8-9
Trumbull, James H., death and sketch, 2603.
Tschudi, Peter, death, 2611.
Tucker, John R., death and sketch, 2603.
Tucker, Luther H., death and sketch, 2603.
Tunner, Peter, death, 2611.
Turner, gymnastics, 525-532.
Twiss, Travers, death and sketch, 2607.
Twistleton, Edward, religious working of common schools in Massachusetts, 367-385.
Tyler, William Royall, death and sketch, 2603.
Tyler, William S., death and sketch, 2603.

U.

Underhill, D. C., arithmetic by, 848.
Union College, early teaching of French at, 599.
United Brethren, statistics of education, 1818.
United States, dental education in, 1235-1254.
Foreign influence on education in, 591-629.
Physical training in, 549-563.
Universalists, statistics of education, 1819,
Universities, character of studies, 16-17.
Commercial courses in, 2456-2458.
Evolution of the modern, in Germany, 45.
Foreign, list and statistics, 1741-1751.
French, admission of foreign students to, 749-757.
In the Middle Ages, 11-26.
In modern Germany, 62-63.
Of Europe, foreigners in, 1702-1708.
Teaching astronomy in, 880-889.
Universities and colleges, Canada, statistics, 186-187.
Statistics, 1797-1901.
Universities and university colleges in Great Britain and Ireland, 156-159.
University education, 1447-1452.
University extension, and the spread of hygienic knowledge, 263.
Conference on, at Oxford, 121.
Conferences on, in England, 97-99.
In Middle Ages, 19-20.
University of Buenos Ayres, history and work of, 1215.
University of California, astronomy in, 888-892.
Commercial education in, 2443.
University of Chicago, the, 1443-1447.
Astronomy in, 884-887.
Commercial education in, 2444.
Moissan on, 1443-1447.
University of Cordoba, Argentine Republic, history and work of, 1216.
University of Geneva, faculty of, proposed to emigrate to Virginia, 131, 599.
Summer school at, 131.

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University of Göttingen, American students at, 1789–1851, 610–612.
Visited by Franklin, 604–607.
University of Halle, advances modern humanism, 48.
University of Havana, 949–952.
University of Illinois, report on, 1971.
University of Leipsic, American students at, 613.
University of Maine, report on, 1972.
University of Michigan, astronomy in, 881.
French influence on, 600–603.
Requirements in dentistry, 1241.
University of Minnesota, report on, 1973.
University of Nebraska, report on, 1974.
University of Paris, 757–759; evolution of, 15.
University of Pennsylvania, astronomy in, 884.
Dentistry in, 1914, 1240.
University of Tennessee, report on, 1982.
University of Turin, the, 1452–1460.
University of Uruguay, work, 1219.
University of Vermont, report on, 1983.
University of Virginia, astronomy in, 882.
Bible study, 1573–1574.
University of West Virginia, report on, 1983.
University of Wisconsin, astronomy in, 883.
Report on, 1984.
University types and ideals, 1435–1460.
Uruguay, Hilder on education in, 1218–1224.
Statistics of elementary education, 2618.
Utah, Bible reading in schools, 1559.
College presidents, 1269, 1272, 1276, 1280.
Compulsory attendance, 1696, 1697, 1700.
Dental laws, 1243, 1253.
Laws as to text-books, 908.
State and city school officers, 1255, 1263.
Statistics of Agricultural and Mechanical College, 1983, 1987, 1990; of city schools, 2348–2355, 2368, 2381, 2394, 2406, 2418; of colleges and universities, 1805–1847, 1864, 1884, 1896, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2474; of defective classes, 2510–2512, 2515–2517, 2521; of kindergartens, 2542–2550, 2569, 2578; of normal schools, 1994–2010, 2017, 2026, 2038; of nurse training schools, 1921, 1967; of reform schools, 2534; of secondary schools, 2053–2097, 2242, 2328, 2336; of State school system, lxiv–xcvii.
Teachers' certificates, 1686–1687.
Utley, Henry M., work between libraries and schools, Detroit, 676–677.

V.

Vacherot, Etienne, death, 2611.
Valdés, Gabriel de la conception, 945–947.
Valentine, Elliot, arithmetic by, 842.
Vallauri, Professor, death, 2611.
Value, Victor, arithmetic by, 825.
Vanderbilt, J., arithmetic by, 853.
Vanderbilt University, requirements in dentistry, 1242.
Vater, F., death, 2611.
Vaughan, Charles J., death and sketch, 2607.
Venezuela, statistics of elementary education, 2618.
Vermont, Bible reading in schools, 1541.
College presidents, 1269, 1276.
Compulsory attendance, 1698, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1253.
Laws as to text-books, 908.
School system of, 407–416.
State and city school officers, 1255, 1263.
Statistics of agricultural and mechanical college, 1983, 1987, 1990; of city schools, 2348–2355, 2368, 2381, 2394, 2406, 2418; of colleges and universities, 1805–1847, 1864, 1884, of colored schools, 2485–2488; of commercial schools, 2452–2461, 2474; of defective classes, 2510–2512, 2515–2517; of kindergartens, 2542–2550, 2554, 2569, 2579; of manual training, 2422; of medical schools, 1918, 1942; of normal schools, 1994–2010, 2017, 2026; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2243, 2328, 2336; of State school system, lxiv–xcvii.
Teachers' certificates, 1687.
Veterinary schools, foreign statistics, 1745, 1751.
In Europe, 224.
Veterinary study in Massachusetts, 1915.
Veterinary surgeons in Japan, 1657, 1658.
Vothic schools, India, 343–345.
Victoria, statistics of elementary education, 2618.
Village library, best fifty books of 1896 for, 683–690.
Vinall, John, arithmetic by, 809.
Vincent, John M., on the summer school at the University of Geneva, 181.
Virginia, Bible reading in schools, 1550–1551.
College presidents, 1269, 1271, 1272, 1276, 1280.
Dental laws, 1243, 1253.
Laws as to text-books, 900.
State and city school officers, 1255, 1263.
Statistics of Agricultural and Mechanical College, 1983, 1984, 1987, 1988, 190; of city schools, 2348–2355, 2368, 2381, 2394, 2406, 2409, 2418; of colleges and universities, 1805–1847, 1864, 1884, 1885, 1896, 1898; of colored schools, 2481–2488, 2494, 2506; of commercial schools, 2452–2461, 2474; of defective classes, 2510–2512, 2514, 2515–2517, 2521; of dental schools, 1919, 1950; of kindergartens, 2542–2550, 2570, 2579; of law schools, 1917, 1934; of manual training, 2420–2422, 2426, 2437; of medical schools, 1918, 1942; of normal schools, 1994–2010, 2017, 2026, 2038; of nurse training schools, 1920, 1967; of pharmacy schools, 1920, 1954; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2244–2246, 2330, 2336; of State school system, lxiv–xcvii; of theological schools, 1916, 1928.
Teachers' certificates, 1687–1688.
Vodges, William, arithmetic by, 847.
Vyse, Charles, arithmetic by, 818.

W.

Waldeck, statistics of elementary education, 2614.
Walden, J. W. H., describes Greenwood's arithmetic, 802–805.
Walford, Edward, death and sketch, 2607.
Walker, Francis A., death and sketch, 2603.
Walker, William F., arithmetic by, 843
Walkingame, Francis, arithmetic by, 836.
Wallace, William, death and sketch, 2607.
Walsk, Michael, arithmetic by, 815.
Walters, Louise, death and sketch, 2604.
Wanzer, Ira, arithmetic by, 853.
Ward, James T., death and sketch, 2604.
Warner, B. H., jr., commercial education in Germany, 1644–1646.
Warsaw, school gardens, 1632.
Washburn, J. H., report on Rhode Island Agricultural and Mechanical College, 1981.
Washington (D. C.) school children, measurements of, by A. MacDonald (with special index), 985–1204, 1281–1390.
Medical inspection of schools, 1493, 1494.
Washington, Bible reading in schools, 1550.
College presidents, 1269, 1272, 1276.
Compulsory attendance, 1697, 1700.
Dental laws, 1243, 1253.
Laws as to text-books, 900–901.
State and city school officers, 1255–1263.
Statistics of agricultural and mechanical colleges, 1984, 1987, 1990; of city schools, 2348–2355, 2368, 2382, 2394, 2406, 2418; of colleges and universities, 1805–1847, 1860, 1884, 1890, 1898; of colored schools, 2485–2488; of commercial schools, 2452–2461, 2474; of defective classes, 2510–2512, 2514, 2515–2517, 2521, 2525–2526; of dental schools, 1919, 1950; of kindergartens, 2542–2550, 2554, 2570, 2579; of manual training, 2420–2422; of normal schools, 1994–2010, 2017, 2028; of nurse training schools, 1921, 1956, 1967; of pharmacy schools, 1920, 1954; of reform schools, 2530–2531, 2534; of secondary schools, 2053–2097, 2246, 2332, 2336; of State school system, lxiv–xcvii.
Teachers' certificates, 1688.
Waterhouse, Charles, arithmetic by, 844, 845.
Watson, Thomas, arithmetic by, 817.
Watson, William, arithmetic by, 850.
Watt, Alexander, arithmetic by, 818.
Wattenbach, W., death, 2611.
Weaving schools in Germany, 1646–1647.

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Webb, Alex. A., education in the Philippines, 980.
Webber, Richard N., death and sketch, 2604.
Webber, Samuel, arithmetic by, 816, 820.
Webster, Daniel, religion in common schools of New England, 368-369.
Wedgwood, William B., arithmetic by, 840.
Weeks, William R., arithmetic by, 825.
Welch, Oliver, arithmetic by, 821.
West Australia, statistics of elementary education, 2618.
West Virginia, Bible reading in schools, 1551.
College presidents, 1269, 1271, 1276, 1280.
Compulsory attendance, 1696, 1697, 1698, 1700.
Dental laws, 1243, 1253.
Laws as to text books, 901.
Laws for incorporation of educational institutions, 1476.
State and city school officers, 1255, 1263.
Statistics of Agricultural and Mechanical College, 1983, 1987, 1988, 1990; of city schools, 2348-2355, 2368, 2382, 2394, 2406, 2418; of colleges and universities, 1805-1847, 1866, 1886, 1896; of colored schools, 2481-2488, 2496, 2506; of commercial schools, 2452-2461, 2476; of defective classes, 2510-2512, 2514, 2515-2517, 2521; of kindergartens, 2542-2550; of law schools, 1917, 1934; of normal schools, 1994-2010, 2017, 2028, 2040; of nurse training schools, 1920, 1967; of reform schools, 2530-2531, 2534; of secondary schools, 2053-2097, 2247, 2334, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1631, 1688-1689.
Western University of Pennsylvania, astronomy in, 887-888.
Westminster, Duke of, educational work, 88.
Weston, Edward P., superintendent of schools in Maine, 434-435.
Wetherbee, Emily G., death and sketch, 2604.
Whalers near Point Barrow relieved, 1779-1787.
Wharton School of Finance, account of, 2442.
Whelpley, H. M., remarks on the metric system, 1913-1914.
White, Aaron, death and sketch, 2604.
White, D., on schools in Australasia, 197-205.
White, E. E., arithmetic by, 867.
White, H. C., report on Agricultural and Mechanical College, 1970.
White, John, arithmetic by, 822.
White, John J., arithmetic by, 820, 823.
White, S. C., death and sketch, 2604.
Whitlock, R. H., report on Texas Agricultural and Mechanical College, 1982.
Wiesner, Karl O., death, 2611.
Wight, Charles C., death and sketch, 2604.
Will, Thomas E., report on Kansas Agricultural and Mechanical College, 1972.
Willard, John H., arithmetic by, 846.
Willetts, Jacob, arithmetic by, 821.
Williams, Charlotte L., death and sketch, 2604.
Williams, John D., arithmetic by, 822.
Williams, John D., key to Daboll's arithmetic by, 822.
Williams College, astronomy in, 883.
Early teaching of French at, 599.
Williston, Lyman R., death and sketch, 2605.
Willson, George, arithmetics by, 836, 855.
Wilson, Clement A., arithmetic by, 857.
Wilson, Eames A., death and sketch, 2605.
Wilson, Grenville D., death and sketch, 2605.
Winsor, Justin, death and sketch, 2605.
Winthrop, Robert C., bill to establish Massachusetts board of education, 356.
Religion in common schools of New England, 373-374.
Wisconsin, Bible reading in schools, 1555.
College presidents, 1269, 1271, 1276, 1280.
Compulsory attendance, 1696, 1697, 1698, 1700.
Conveyance to school, 1701.
Dental laws, 1243, 1254.
Laws as to text-books, 908.
Laws for incorporation of educational institutions, 1476.
Wisconsin—Continued.
State and city school officers, 1255, 1263.
Statistics of Agricultural and Mechanical College, 1984, 1987, 1990; of city schools, 2346, 2347, 2348-2355, 2369, 2382, 2394, 2406, 2409, 2418; of colleges and universities, 1805-1847, 1866, 1886, 1896; of colored schools, 2485-2488; of commercial schools, 2452-2461, 2476; of defective classes, 2510-2512, 2514, 2515-2518, 2521, 2523, 2524, 2529; of dental schools, 1919, 1950; of kindergartens, 2542-2550, 2554, 2570, 2579; of law schools, 1917, 1934; of manual training, 2420-2422, 2426, 2427, 2437, 2440; of medical schools, 1918, 1942; of normal schools, 1994-2010, 2017, 2028, 2040; of nurse training schools, 1921, 1967; of pharmacy schools, 1920, 1954; of reform schools, 2530-2531, 2534; of secondary schools, 2053-2097, 2248-2253, 2334, 2336; of State school system, lxiv-xcvii; of theological schools, 1916, 1928.
Teachers' certificates, 1661, 1689-1690.
Witt, Otto N., on relations between the teaching of pure chemistry and applied chemistry, 298-302.
Wlotzka, R., death, 2611.
Woman, status of, from the educational and industrial standpoint, 631-672.
Woman's congresses and federations, 663-672.
Women, colleges founded by, 93.
Higher education of, Prussian diet, 234-236.
Women's colleges, development of, in England, 94.
List of presidents, 1270-1271.
Statistics, 1834-1841.
Wood, De Volson, death and sketch, 2605.
Woods, John Q., secretary New Hampshire board of education, 49-420.
Worcester, John H., death and sketch, 2605.
Worcester, Mass., work between libraries and schools, 673-674.
Workman, Benjamin, arithmetic by, 809, 810
Wormley, Theodore G., death and sketch, 2605.
Worst, J. H., report on North Dakota Agricultural and Mechanical College, 1976.
Wright, Chester, arithmetic by, 817.
Writing schools, in Middle Ages, 23.
Würtemberg, development of schools in, 56.
Statistics of elementary education, 2614.
Wyoming, Bible reading in schools, 1559.
College presidents, 1269.
Dental laws, 1243, 1254.
Compulsory attendance, 1698, 1700.
Laws as to text-books, 902.
State and city school officers, 1255, 1263.
Statistics of Agricultural and Mechanical College, 1987, 1990; of city schools, 2348-2355, 2369, 2382, 2395, 2403; of colleges and universities, 1805-1847, 1866, 1886; of colored schools, 2585-2588; of commercial schools, 2452-2461; of defective classes, 2510-2512, 2515-2517; of kindergartens, 2542-2550; of normal schools, 1994-2010, 2017; of secondary schools, 2053-2097, 2253, 2334, 2336; of State school system, lxiv-xcvii.
Teachers' certificates, 1690.
Wyss, Victor, death, 2611.

Y.

Yale University, astronomy in, 880-881.
Yocum, W. F., report on Florida Agricultural and Mechanical College, 1970.
Young, Charles A. the English Bible and State universities, 1565-1574.
Young, Samuel, educational influence of, 439, 445, 446, 455.
Young, William B., arithmetic by, 846.
Young man's companion, account of, 805.

Z.

Zemlo, C., death, 2611.
Zollikofer, Robert, death, 2611.

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